



## **Heymann SEND Information Report**

### **1.Special needs at Heymann**

Heymann is a mainstream school. We aim to actively include children with a broad range of special needs. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

### **2. Identifying children with special needs**

#### **How does the school know if children need extra help?**

Children are identified as having SEN in 2 main ways;

1. All children are regularly assessed and progress is tracked and monitored. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored. Some of the strategies we use to assess are included in the SEN policy and below.
2. Children are also assessed by outside agencies and specific diagnosis made. Where outside agencies are involved the school will work alongside them in collaboration with the family.

#### **What should I do if I think my child has special educational needs?**

Any concerns about a child's needs should be raised through the class teachers or the SENCo:

Cora Whitney / Sophie Goswami.

### **3. Provision for children with SEND**

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

□ Assess Plan Do Review

*This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.*

#### **Assess: How does the school decide if a child needs extra support?**

The class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests as well as the views of parents and pupils is used to identify needs. Advice may also come from external support services.

#### **Plan: What type of support and how much support will my child get?**

Information gathered is then used to develop interventions and adaptations to the environment and to the curriculum. Again advice from outside agencies including schools and families specialist services, the educational psychologist, behaviour support, the emotional health and wellbeing team and speech and language therapists may be accessed. Class teachers work alongside the SENCo to plan the most appropriate strategies and interventions.

#### **DO: How will the school staff support my child?**

Interventions may involve group or one-to-one teaching both in class and away from the main teaching on specific schemes of work. It may also involve use of different equipment or the adaption of the curriculum. The curriculum may be adapted through differentiation, using prompts, adapted resources and by support from teachers and teaching assistants. In some cases specific schemes of work (including for social and emotional difficulties) and interventions will be used.

Examples of the interventions we use include literacy interventions such as units of sound, active literacy, additional phonics, 5 minute box, speech and language programmes use of numicon to support maths and schemes of work to help with self-esteem, anxiety and managing feelings.

Children who have a special need will have the targets and strategies they are working on recorded on an individual education plan (IEP). This will be reviewed termly and discussed with both the pupils and their families at review meetings. The IEP will include strategies on how families can best support their child. **A very small number of children** will have exceptional needs that require the school to request support and additional funding from the West Bridgford Family of schools or Children and Young People's Services.

#### **Review: How will school and I know how my child is doing?**

Intervention work is reviewed termly by the senco with class teachers and teaching assistants, using teacher assessments, specific test results and observations. Children with SEN are also carefully monitored at termly progress meetings with the head teacher. The head teacher assessment coordinator and class teachers regularly monitor progress. This is reported back to the governors by the Head teacher.

Parents will be offered a chance to discuss progress each term. More regular meetings happen where staff and families feel necessary. Multi- agency meetings where support from other agencies is necessary will also happen as well as the termly review meetings. A home school communication book can also be set up where daily contact is needed.

### **Additional Support**

**Some children** will have extra help from another adult to achieve targets from their (IEP) **A few children** may benefit from support and advice from other sources and specialists.

**A very small number of children** will have exceptional needs that require the school to request support from the West Bridgford Family of schools or Children and Young People's Services.

### **Funding**

- **ASN funding** (additional school need). Some children will need additional support other than that normally provided by the classroom teacher. This funding comes directly into the schools budget.
- **AFN funding** (additional family need). A few children may continue to give concern or may have a specific diagnosis that requires additional help. The SENCO has to put in a bid to the family of schools to access this funding and it is decided on by the family of schools senco's.
- **HLN funding** (higher level need). Occasionally a child may have complex or more severe needs which require more consistent adult support to access the curriculum. This funding has to be applied for through the Local Authority.
- **Medical funding** If a child has complex medical needs which require some form of physical intervention we may be eligible to access this funding.

### **How will the school support my child to be include in activities outside school including school trips?**

We will aim to include all children in extra activities. Where necessary will work alongside families and support services to ensure children access a broad and balanced curriculum. We also aim to make sure all children are have equal access to school life including clubs, school council and in the day to day roles and responsibilities in school.

## **4. SEN Coordinator**

The SENCO has responsibility of ensuring that there is a consistent approach to special needs and that the above process of: Assess Plan Do Review is completed and monitored for its effectiveness. It is also the responsibility of the SENCo to ensure the views of families and pupils are taken into account and that there is clear communication. Information about the roles and responsibilities in school concerning SEN can be found in more detail in the SEN policy.

Further information about SEN at Heymann can be found in our SEN policy available on the school website and from the SENCO: Cora Whitney / Sophie Goswami

[senco@heymann.notts.sch.uk](mailto:senco@heymann.notts.sch.uk)

## **5. Specialist Expertise**

### **What specialist services and expertise are available or accessed by the school?**

Heymann invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with other agencies. (see policy for more information).

### **What training have the staff supporting SEND ?**

Many of our staff have attended specialist training including: autism, ADHD, play therapy, fun fit, attachment issues, dyslexia, dyscalculia, Makaton, social and emotional wellbeing and positive behaviour management, and MAPA

Our school operates the following training programmes:

- Rushcliffe Learning Alliance (RLA)- all staff attend a variety of training through the Alliance. The SENCO will attend a specific SEN training event termly. TAs also access training through the RLA.
- The SENCO attends Local authority conferences
- TAs also attend Local authority professional development □ Specialist schools and Families services training.

- The Rushcliffe Primary Behaviour Support provides training for teaching staff, TAs and Midday Supervisors on behaviour management and social and emotional issues. The Educational Psychologist also provides training for example on attachment issues.
- The family of schools work together to train staff.
- Individual staff also attend training to support specific needs.

## **6. Equipment and Facilities**

*How accessible is the school both outdoors and indoors?*

### **Physical Environment**

#### KS1 Building

The building is fully adapted to accommodate children with a physical need. There is an incline between the two outside levels. Although year 1 use the steps to reach the first floor, there is access to a lift where necessary. There are handrails on all stairs. The doors are all wide enough to accommodate wheelchairs. Each floor has a disabled toilet. All classrooms have an adjustable table for wheel chair access. The car park has 2 disabled car parking spaces. The KS1 Building also has a well-equipped, purpose built sensory room. The linking path between the two sites meets DDA requirements.

#### KS2 Building

The school has been partially adapted to accommodate children with a physical disability. The car park has a designated disabled parking space with ramped access to the pavement. The entrance to the main school building has handrails, ramped approach and doors suitable for wheelchair access. There is purpose built disabled toilet with shower facilities. The steps have hand rails; yellow paint identifies the edge of steps and pillars around the whole school for children with a visual impairment. There is also a smaller disabled toilet in the Year 6 area and an adapted toilet/changing room in the classrooms near the small playground.

#### Assistive technology

In school we use technology to support the children in a variety of ways. We have specific software for the laptops and apps for the iPads to support children with different needs. We use computer based interventions to support the children with dyslexic tendencies.

## **7.How can parents get involved?**

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Individual Education Plan. Information on support agencies, including the Parent Partnership Project, is available from the SENCO. Parents/carers to receive a leaflet about Special Educational Needs at Heymann in their admission packs which is also available on the school website.

We hold regular informal drop in Support Forums in partnership with Greythorn primary, Sure start and the school nurse; which parents can attend to discuss concerns and share ideas with other parents.

We can always be contacted for an appointment to discuss other concerns.

Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office.

The SENCo: Cora Whitney / Sophie Goswami can be contacted by phoning the school office or emailing:

[senco@heymann.notts.sch.uk](mailto:senco@heymann.notts.sch.uk)

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service, children's centre and other specialist organisations where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in

regards to the provision for their child. The school's SEN governor, Isabella Robbins, may be contacted in relation to SEN matters.

### **8. Pupil view**

Children with special needs are supported to fill in a pupil view form every term before their review. Children where able are asked to review meetings to contribute their view on the provision they are accessing and how they feel they can best be supported. Some children have additional provision from behaviour support teaching assistant to allow time to express their views and feelings.

### **9. Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head teacher and senior leadership team will aim to resolve any complaints as soon as possible.

The School complaints Policy is on the school website or available on request from the school office.

### **10. Role of Governors in accessing support for SEN**

Governors have a responsibility to ensure children with SEND can access services by:

- Determining school's general policy
- Appointing the 'person responsible' for Special Needs (SENCO)
- Having regard to the Code of Practice in all decisions
- Establishing the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Ensuring that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- Ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- Working with the governing bodies of other schools in the area where necessary to co-ordinate special educational provision.
- Ensuring that necessary provision including accessing other services is made for any pupil who has special educational needs and that all pupils are fully included.

### **11. Important contacts**

Parents / Carers seeking advice if they have a concern about their child can contact the following

Cora Whitney / Sophie Goswami school SENCO : [senco@heymann.notts.sch.uk](mailto:senco@heymann.notts.sch.uk) Tel: 0115 9145035

Abbey and Lady Bay children's Centre; Tel: 0115 9694480

Parent partnership: [www.ppsnotts.org.uk](http://www.ppsnotts.org.uk) Helpline: 0115 948 2888

NORSACA ; autistic spectrum support group; [www.norsaca.org.uk](http://www.norsaca.org.uk) Tel: 0115 976 1805

More information about the local offer available in Nottinghamshire can be found on the Nottinghamshire County Council website:

[http://nottinghamshire.sendlocaloffer.org.uk/kb5/nottinghamshire/fsd/local\\_offer.page](http://nottinghamshire.sendlocaloffer.org.uk/kb5/nottinghamshire/fsd/local_offer.page)

Information for children and young people with disabilities in Nottingham and Nottinghamshire can also be found through Ask Iris: [www.askiris.org.uk](http://www.askiris.org.uk)

## **12. Transition**

Transition into school, between classes and onto their next school is carefully managed by all the staff. At the end of each year the class teachers hold meetings with the children's new teachers. TAs also meet at the end of each year to pass on information about targeted children. Class teachers pass on all relevant information regarding children including details of any interventions, difficulties etc.

### **Transfer to KS3**

The Director of learning for Inclusion at West Bridgford School is invited to Year 6 reviews to meet with the children and their families. We also liaise closely with the head of Year 7 and the pastoral assistant. When a child is moving to a different secondary school we would also contact and liaise with the relevant staff.

In the summer term the KS3 SENCO invites all children with SEND and those whom there are concerns re transfer to visit the Learning Support Centre. Some children will also attend extra visits at West Bridgford School to familiarise themselves with the support available, meet staff and support transition. The children also produce a passport to support their transition.

Transfer forms are completed by the SENCO/class teacher and relevant documentation is transferred indicating the child's needs and placement on register, relevant assessments and nature of current support.

## **13. The Local Offer**

The information in this reports outlines the local offer at Heymann school details of the local offer provided by Nottinghamshire county council can be found on their website:

[http://nottinghamshire.sendlocaloffer.org.uk/kb5/nottinghamshire/fsd/local\\_offer.page](http://nottinghamshire.sendlocaloffer.org.uk/kb5/nottinghamshire/fsd/local_offer.page)