



Heelands School

SEND Information Report 2023

Meeting the needs of pupils with special educational needs and disabilities – SEND Information Report.

At Heelands School children are identified as having SEND through a variety of ways including:

- Liaison with your child's previous school/early years setting
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher and/or the school's SEND coordinator (SENDCo). Our SENDCo is Kelly Wilson who can be contacted on 01908 316306 or by email at office@heelands.org. Kelly is very experienced and holds the National Award for SEND Coordination.
- Concerns raised due to behavioural or mental health issues which may affect performance
- Liaison with external professionals (e.g. speech and language therapist)
- A medical diagnosis

How do we know if children need extra help?

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have emotional, social and/or behaviour needs which are affecting their ability to engage in learning.

After discussions with key staff and parents, additional support may be put into place to provide enhanced resources, targeted small group and/or additional support to help overcome any difficulties. The views of the pupil about their support may be given consideration at this stage, if appropriate.

What should a parent/carers do if they think their child may have special educational needs or a disability (SEND)?

If you have concerns or are worried about your child you should speak to your child's class teacher first.

The class teacher is responsible for:

- ✚ Adapting and refining the curriculum to respond to strengths and needs of pupils. Checking on the progress of all children and identifying and planning the delivery of any additional support. The teacher may not deliver the support but will oversee the work.
- ✚ Helping to devise personalised learning plans to prioritise and focus on the next steps required for pupils to improve their learning.
- ✚ Applying the school's SEND/Inclusion policy.

You may then be directed to the SENDCo, Kelly Wilson. She is responsible for:

- ✚ Coordinating provision for children with SEND and developing the school's SEND policy
- ✚ Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties
- ✚ Providing specialist advice and facilitating training to ensure that all staff are skilled in and confident in meeting a range of needs.
- ✚ Ensuring that parents are:
 - Involved in supporting their child's learning and access to the curriculum
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing how their child is doing
 - Consulted about planning successful movement or transition to a new class or school

How will school support a child who has been identified as having special educational needs or a disability?

In all year groups children with additional needs will have access to learning and the curriculum through individual plans which are tailored to the child's need or through access to learning support staff. Regular intervention programmes are available in all classes to support children to make progress with their learning. Class teachers organise and plan for intervention with support from the SENDCo or outside agencies as required.

Strategies and programmes to support speech, language and communication

- ✚ Speech and Language Therapist advice is implemented by teaching staff
- ✚ Individual or group speech therapy work is delivered by staff following speech therapist advice
- ✚ Resources to support communication include visual communication supports, communication books, signing and social stories. Heelands uses Widgit Online to support communication for all children.

Strategies to support and develop literacy

- ✚ Small group intervention programmes to support reading and writing
- ✚ Read Write Inc. Phonics scheme
- ✚ Read Write Inc. Fast Track Tutoring Intervention scheme
- ✚ Additional reading support from support staff
- ✚ Opportunities for over learning
- ✚ Additional adult support

Strategies to support and develop numeracy

- ✚ Small group intervention programme to fill in the gaps and consolidate learning
- ✚ Opportunities for over learning
- ✚ Additional adult support
- ✚ Practical and visual approaches to learning

Strategies to support and develop independent learning

- ✚ Visual timetables for class and individuals to support independence and routine including Now and Next boards
- ✚ Lesson objectives clearly displayed (We are learning to)
- ✚ Success criteria used in all lessons
- ✚ Table aids such as phonic sound mats, punctuation reminders and vocabulary mats

Strategies to support and modify behaviour

- ✚ School sanctions and reward system as set out in the School Behaviour Policy
- ✚ ABC charts to support the reasons for behaviours
- ✚ Behaviour plans (green, amber, red)
- ✚ Mentoring and guidance from a Teaching Assistant
- ✚ Play therapy, Drawing and Talking programme

Support and supervision at unstructured times of the day including personal care

- ✚ Trained staff supervising during break time and lunch time
- ✚ First aid trained staff available all day

Planning, assessment, evaluation and next steps are always agreed through:

- ✚ Regular reviews with parents and gaining the views of the pupil
- ✚ Where applicable an SEN support plan or an Education and Health Care Plan
- ✚ Pupil progress assessed and reviewed half termly with senior leaders
- ✚ Clear support plans for pupils who have needs but don't have specific targets from other agencies
- ✚ All lessons differentiated to take account of individual needs
- ✚ Provision map available in school showing all the provision available across the school

How will the curriculum be matched to the child who has special needs or a disability?

Quality first teaching is in place in all classes for all pupils to access curriculum. Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. We plan for all of our children to participate in learning and in physical and practical activities.

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed groups to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils develop independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

How will Heelands and the parent know how well the child is doing and how will the school help parents to support their child's learning?

In consultation with the SENDCo and parents, short term targets are agreed which prioritise key areas of learning or behaviour and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases, support from a Teaching Assistant may be allocated. This support is deployed to ensure children can engage in lessons and wider school activities and to develop independent in learning, particularly to support transition to Junior school.

Review meetings are held at least termly. Parents and, when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might

include referral to external agencies. If a child is continuing to have significant difficulties, further external expertise may be requested.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or technology. The SENDCo will inform parents about eligibility and applications for these arrangements.

Parental involvement

We value parents as partners in their child's learning journey. All parents are encouraged to contribute to their child's education. This may be through:

- ✚ Parent Consultation discussions and review meetings
- ✚ Working with their child at home by hearing them read regularly, supporting completion of their homework and other additional activities provided by school
- ✚ Ensuring their child has good attendance, punctuality and are well equipped for learning
- ✚ Attending courses, training or information events at school or outside of school. Where appropriate the school will help parents find training and events.
- ✚ Ensure their child is ready for school; sufficient sleep, nutritious breakfast and have all the equipment they need for the school day

What support is offered from the school to ensure the well-being of the child who has special educational needs or disabilities?

help children become familiar with their surroundings and the adults who will work with them can be made so that children can look at them and discuss them with parents prior to moving schools.

- ✚ Consistency of approach by all adults
- ✚ Regular planned opportunities for children to give their views
- ✚ Continuous provision available in all year groups and opportunities for play built into the day

What specialist services and expertise are available at or accessed by school?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. The school fosters liaison and communication with professionals and parents and attends all meetings and prepares all reports.

The school organises regular meetings as required, such as:

- ✚ Meetings with the school SENDCo – meetings can be booked through the school at any time if there are any concerns.
- ✚ Referrals to outside agencies as required following internal and LA systems
- ✚ Speech and Language therapy for specific individual pupils
- ✚ Educational Psychologist visits
- ✚ Specialist teacher visits
- ✚ Communication with medical professionals – requesting advice as needed from school nurses, health visitors, doctors, hospitals and specialists
- ✚ Liaison with (CFP) Children and Families Practices MK
- ✚ Liaison with (CSC) Children’s Social Care

The Milton Keynes Virtual School oversees and monitors provision for children who are in the care of the local authority. They can be contacted at:

Galley Hill Education Centre Stony Stratford Milton Keynes MK11 1PA

The Headteacher at Heelands School is responsible for any ‘looked after’ pupils.