



Headlands Primary School

Special Educational Needs Information Report

Our commitment:

- To promote a positive learning environment that challenges, supports and celebrates every pupil's achievements through an inclusive academic and pastoral curriculum.
- To enable all pupils to become part of our school community irrespective of their individual needs.
- To recognise the value of each pupil and their potential to progress in all areas when individual needs are addressed.

At Headlands Primary School we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further support may be needed to help them achieve their targets.

This booklet is to inform you of the types of support available for your child at Headlands Primary School. It will help you to understand who can help if your child needs additional support, and how this support can be accessed.



How do we identify Special Educational Needs and Disabilities (SEND)?

The progress of all children is monitored regularly by our teachers and the senior leadership team. If our teachers think your child is not making the same progress as other pupils, or is falling behind the level that is expected for their age, they may be considered to have a Special Educational Need. Our SENCo will support you and your child's class teacher. We will observe them, assess their understanding of what we are doing in school, and work with them to find out what is causing difficulty. They may be placed on the SEN register and parents will be informed of this. Support will be put into place to support your child's learning.

When a child has identified SEND before they start at Headlands, we work with the people who already know about them and use the information already available to identify how we can meet their SEND at Headlands Primary.



I was extremely anxious when my child first started school but after meeting with the SENCo and the class teacher to discuss my child's needs and how these could be met within school, I felt reassured that she would be provided with the level of support to ensure her safety, well-being and learning needs would be met effectively! Needless to say, my child has had a wonderful first year in school."

"To help with my child's transition from pre-school into mainstream school, the SENCo held meetings between the pre-school staff, other professionals such as the Educational Psychologist and the Speech and Language therapist and myself. These meetings were really useful to ensure continuity in provision and support and helped to reassure me that Isobel was going to get the support that she needed when she started school."



Categories of Special Educational Needs

Children's difficulties may fall into one (or more) of four broad areas:

- Cognition and Learning Needs

- ✓ Some or all of the work in school
- ✓ Making progress in reading, writing or maths
- ✓ Understanding information
- ✓ Concentration and attention
- ✓ Dyslexia

- Social, Emotional and Mental Health
 - ✓ Organising themselves
 - ✓ Managing their behaviour
 - ✓ Making friends or relating to adults
- Communication and Interaction Needs
 - ✓ Expressing themselves
 - ✓ Understanding others
- Sensory, Physical and/or Medical Needs

The staff have a wide and varied knowledge and experience of Special Educational Needs.”

Parent of Year 3 & Year 6 pupil



What should I do if I think my child has Special Educational Needs?

If you tell us you think your child has a Special Educational Need your class teacher will discuss this with you. Following this discussion, you may complete a parental concerns form. We will observe your child closely and assess what may be causing the difficulty. We will share with you what we find out and what we will do next. Our SENCo will support you and your child's teacher to make the best provision for your child.



How do we involve pupils and their parents/carers?

We work in partnership with you to support each child's well-being, learning needs, progress and aspirations.

"As parents, we feel valued and our points of view are listened to. We have regular contact with the classteacher, teaching assistant and the SENCo ... The home school book works really well to keep us informed about what happens on a daily basis within school."
Parent of Year 1 & Year 6 child

We operate an open-door policy to allow parents to contact their child's class teacher with ease. Parents are invited to become involved in school life through a number of means e.g. the PTA, parent forums, hearing children read and ongoing invitations to school events throughout the year.

Our Governing Body includes parent governors and we have a designated SEN Governor Mr. Pete Wreglesworth.

How do we adapt the curriculum so that we meet the needs of our children with SEND?

When we identify a child as having a special educational need their work will be differentiated by the class teacher to enable them to access the curriculum more easily. All staff are trained in a variety of approaches to teaching and learning, which mean that we are able to adapt to a range of SEN.

This may involve:

- ❖ Extra help from a teaching assistant in class
- ❖ Small group or individual support out of class (intervention)
- ❖ Support to manage own behaviour
- ❖ The type and length of instructions given
- ❖ Alternative resources and specialist equipment may be given to your child e.g. specialist work stations, IT access, visual prompts, writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- ❖ Targets specifically for each child. These are set through a pupil passport which will specify in detail what will be learned, how and who will help.
- ❖ Emotional or pastoral support from our Emotional, Literacy Support Assistant (ELSA) / Support from the well-being worker linked to CAMHS.

"School is very good at anticipating what my child needs to support his learning and to ensure that he achieves his potential."

Parent of Year 3 child

"I have a blue sheet that goes over my reading book and that helps me to see the words more clearly. I also have a special coloured board and exercise book with coloured pages which helps too."
Pupil in Year 6

At every stage of the process, the pupil's voice is at the centre of decision making and provision. Your child will be listened to and supported, and their views will be

taken into account along with those of teachers and other professionals.

Teachers meet half termly, with members of the senior leadership team, to review children's progress and discuss any support needed for individual children. Personal targets are reviewed termly for children with SEN and this information is shared with parents. For most children, this is through a pupil passport form.



"I find the pupil passport's a really useful document. It identifies clear targets related to my child's learning and is reviewed on a regular basis. "

Parent of Year 2 child

Working with other professionals to support your child's learning needs

If your child's needs are more complex and advice is required from other support services, a My Support Plan may be completed with your permission. This supports both you as parents and any specialist services to focus on what you feel is important to support your child and their individual needs. This might involve the support of one or more of the different professionals with whom we work closely:

- School nurse – to advise on any medical needs and provision and to help when a care plan is needed
- Specialist teachers and teaching assistants for Hearing Impaired (HI), Visually Impaired (VI), Physical or Medical Difficulties, Autistic Spectrum
- Specialist health services such as Speech and Language Therapists (SALT), Physiotherapists, Occupational Therapist
- Specialist teachers and teaching assistants from Enhanced Resource Provision (ERP) – Behaviour Support, Speech and Language at Haxby Road Primary School, Dyslexia Centre at St. Oswald's Primary School
- Primary Mental Health Workers (PMHW) / Child and Adolescent Mental Health Workers (CAMHS) / Well-being worker linked to the school
- Social Services
- Educational Psychologist – Normally only works with pupils whose needs are felt to be quite considerable and have not responded well to interventions previously put into place for them. This involvement is generally planned at the In-School Review (ISR). These meetings are held three times a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a pupils' difficulties in order to help understand the pupil's educational needs better. The psychologist will generally meet with the parent and give feedback after the assessment has been completed. They will offer advice to

the school and parent/carers on how best to support the pupil in order to take their learning forward.

What if my child has more complex or severe needs?

If your child's needs are complex or severe we may suggest that we ask the Local Authority for a Statutory Assessment. All children who have significant special needs will undergo an Education Health Care Plan (EHC) assessment. This assessment may lead to an EHC Plan if your child needs additional support beyond that provided through School Support. If however, their needs can be met through School Support, this will continue to be coordinated through a My Support Plan.

If your child needs extra resources to help them with their learning, for example, money, staff time, special equipment or attendance at a school with specialist resourced support, the Local Authority will provide these. This extra provision will be reviewed annually and would include parent, teacher, SENCo, pupil and other professionals who support your child.



How is my child's progress assessed and reviewed?

Teachers use detailed information from their tracking of children's progress to make sure that all children are making progress at their level. Progress is checked daily during lessons and termly through assessments. Our senior leadership team check the progress of pupils every term and discuss what we are going to do to make sure that each child is making good progress.

Who is responsible for ensuring the provision meets my child's needs?

Our staff at Headlands are highly experienced and are trained to meet every child's needs. Our SENCo will oversee provision for any child with SEND and will liaise with class teachers, teaching assistants and outside professionals to make sure that your child's needs are being met.

Your child's teacher will set appropriate targets and discuss these with you termly, more often if needed.



What support will there be for my child's overall well-being?

The well-being of all our children is our primary concern at Headlands. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) is integral to our curriculum and is taught on a weekly basis.

Additional support from specialist staff is arranged as needed for individual children, both in and out of the classroom; a tailored personal plan may be put in place for children with the highest need.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

Children with medical needs:

If your child has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the child.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and staff member.

All staff have basic first aid training.



How will my child be included in activities outside the classroom including school trips?

All children are encouraged to participate in the wider school life through taking part in school clubs and activities as well as school trips and residential. Risk assessments are carried out and procedures are put into place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.



Visit to Haxby Library



Posting a letter to Santa



Visit to the Castle Museum

How accessible is the school environment?

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. For example, modifying a classroom for a partially sighted child, including amended lighting or clear markings in the playground to indicate boundaries or potential areas of hazard. Our policy and practice refers to The Equality Act 2010. We monitor the languages spoken by families in our school and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary.



How will the school prepare and support my child when joining Headlands Primary School or transferring to a new school?

We run a formal transition programme for entry to school for all pupils. We receive records or meet with pre-school providers and discuss any particular needs. Where appropriate we will hold a joint meeting with parents to plan provision and offer additional transition sessions. On transfer to secondary school we liaise with the secondary school SENCo and class teachers, developing personalised transition programmes as appropriate. For children with complex needs, a formal transition programme is planned during their Year 5 & 6 annual reviews.



How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

The additional provision may be allocated after discussions with the class teacher at 'in school review' meetings or if a concern has been raised by them at another time during the year.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of your child's progress and as a result of assessments by outside agencies.

During their school life, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be arranged.



How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussion with the class teacher
- During parent's evenings
- During discussions with SENCo or other professionals
- Parents are encouraged to comment on their child's pupil passport with possible suggestions that could be incorporated

Who can I contact for further communication?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. For pupils with SEND, further information and support can be obtained from the SENCo.

Mrs F. Allington is the Special Educational Needs Co-ordinator (SENCo) at Headlands Primary School. She is contactable on: 01904 762356 or via e-mail:

office@headlands.york.sch.uk

Additional information about York's local offer regarding special educational needs can be found on the website: www.yor-ok.org.uk/localoffer

Contact details of support services for the parents of pupils with special educational needs are also available on this website.

Should you need to, there is a School Concerns & Complaints Procedure (available on the school website).

I hope this booklet has answered any questions you may have had, but do not hesitate to contact the school if you have further questions.

Jargon Buster

There are many SEN terms that are abbreviated which can lead to confusion (even for us)!!

Below is a glossary of the most used terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist (Ed Psych)
FSM	Free School meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After children
LAT	Local Area Team
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PD	Physical Disability/Difficulties
SaLT	Speech and Language Therapy
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SLCN	Speech, Language and Communication Need
SpLD	Specific Learning Difficulty
VI	Visual Impairment

