Heronshaw School

**Special Educational Needs and Disability (SEND) Local Offer**

Updated April 2018

At Heronshaw School we recognise that all children learn in different ways and at their own pace. We aim for early identification of children’s needs and put strategies in place to help reduce barriers to learning. We are an inclusive school and support individual children to reach their potential through effective teaching and learning. We aim to encourage independence and a love of learning.

**How do we know if children need extra help?**

Children are identified as having special educational needs (SEN) through a variety of ways including:

* Liaison with your child’s previous school / teacher / early years setting.
* Concerns raised by parents / carers
* Concerns raised by school staff including your child’s teacher or school SENCo (SEN co-ordinator)
* Concerns raised due to behavioural difficulties or poor self-esteem which is affecting performance
* Liaison with external professional (eg speech and language therapist)
* A medical diagnosis

**What should you as a parent / carer do if you think your child may have SEND?**

If your child already attends Heronshaw School then initially talk to your child’s classteacher. You may also discuss your concerns with the SENCo (Maddie Boothroyd/Jess Elford) who can be contacted through classteachers or the school office. If you are a parent / carer of a child not on our register then initially talk to their current setting or phone us (01908 608380) and discuss your concerns with the SENCo or Headteacher.

**How will the school support my child if they are identified as having SEND?**

The level and type of support that your child may receive is dependent on their individual needs. Some children may require additional monitoring to ensure that they are progressing well while others may be supported through staff training, timetable changes, teaching assistant support, different resources or small groups (including social skills, maths, reading, writing, phonics, fine and gross motor, feelings/emotions). This will be discussed with you by the class teacher and / or SENCo. If a child meets specific criteria then we may be able to access a limited level of support from specialist teachers and teaching assistants, speech and language service, educational psychologist and the school nurse. We aim to develop effective home / school partnerships.

There is a named governor for SEND (Faye Rozzier) who regularly meets with the SENCo for updates on provision, the range of needs and progress of children on the register. Our provision and strategies for children with SEND are monitored continuously by the SENCo and leadership team.

**How will the curriculum be matched to my child who needs extra support?**

Different levels of provision at Heronshaw School:

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| Wave 1 – High quality teaching for **ALL pupils** | * Appropriately challenging learning intentions and success criteria
* Feedback marking & opportunities to revisit and improve work
* Individual Targets for Writing & Maths; these are reviewed regularly
* Differentiated tasks and resources
* Self-evaluation in lessons
* Appropriately levelled reading books
* Weekly Guided Reading lessons
* Home learning including regular spellings to learn
* Class-based TA support
* Timetabling ensures all children work with their teacher regularly during small group work
* Opportunities to work in different groups
* Opportunities to record in different ways – e.g. photographs, adult scribing, group presentation etc
* Outdoor learning opportunities
* Class rules & golden rules with linked rewards and sanctions.
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| Wave 2 – Additional support for children who need to **catch-up and keep-up** | * Additional target groups delivered by a TA - usually Speaking & Listening, Literacy or Maths
* Short-term targeted interventions
* The class teacher may complete a FACT assessment to see if child has additional communication needs
* Behaviour chart – if child is not managing behaviour/needs through class system
* Alternative individual or small group intervention.
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| Wave 3 – Individual or small group support for children on the **SEN register** | * The child will be put on the SEN register (School Action Plus (SA+), Statement)
* 1:1 or small group TA support
* A healthcare plan will be drawn up if the pupil’s learning is affected by serious medical needs
* At SA+ an individual education plan (IEP) will be drawn up with clear targets. The pupil will receive additional support to work towards these targets. The IEP will be reviewed termly by the class teacher, parents and SENCo
* Outside agency involvement – Specialist Teacher or TA, Primary Behaviour Support Team, Educational Psychologist, Speech and Language Therapy
* Multi-Agency meetings to discuss progress with parents
* Post-Statement Planning meeting (for children who have recently received a statement)
* Multi-Agency Annual Review meetings (for children with a statement).
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We offer support & intervention for reading, writing, maths, and for emotional, social & behaviour issues.

* All teachers discuss the progress of all children in their class with the headteacher on a termly basis. This highlights any child who may need additional or different strategies to help them reach their potential.
* All staff, including lunch time staff and cover teachers are made aware of the needs of individual children and strategies to support them. These may be learning needs, medical or behavioural.
* Parents / carers will be informed of their child’s progress through parents evenings, annual report and regular review meetings with teacher / SENCo / external services as necessary. We value your input too!

**How accessible is Heronshaw?**

Our building and outside areas are accessible to our current cohort. Additional needs, facilities and equipment for individuals will be discussed as required.

**Starting at Heronshaw**

The transition into or out of Heronshaw for a child with SEND will initially be as for their peers. However, some children may require pictures, additional visits or transition meetings with current and new settings involved.

**Further information**

Our school website – www.heronshawschool.co.uk

Heronshaw School SEN Policy – available from school

Heronshaw School Equality Policy – http://www.heronshawschool.co.uk/key-documents/equality-policy-statement

Heronshaw School Medical Conditions Policy – available from school

Parent Partnership - www.milton-keynes.gov.uk/parentpartnership

PACA MK – www.pacamk.org

The National Association for SEN (NASEN) - www.**nasen**.org.uk

Little Paws (Simpson) Children’s Centre - http://www.milton-keynes.gov.uk/children-young-people-families/little-paws-children-s-centre

Children and Family Practices – www.milton-keynes.gov.uk/onefamily

MK Council website - www.**milton**-**keynes**.gov.uk

MK Dons Parenting Support - http://www.mkdonsset.com/education/get-set-get-parenting/