SEND Information Report

Heronshaw School is a positive learning environment where high expectations from staff of both themselves and their learners mean children learn in a happy, exciting, respectful and supportive community. We encourage all children and staff to fulfil their full potential and embrace children's individual talents and needs.

Heronshaw is an inclusive school. We promote equality of access and opportunity to all areas of the curriculum for all learners. Pupils are taught in an environment where they receive equal respect and in which their individuality is valued. It is the responsibility of all teachers to help each and every pupil reach their own potential through supported and differentiated teaching across the curriculum.

We believe that parents and carers play a vital role in supporting their child's education and we therefore aim to foster positive relationships between school staff, parents and carers during their time at Heronshaw School.

At Heronshaw School we aim to:

- identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met promptly and effectively.
- have in place systems whereby teachers are aware of pupils with SEND and how to identify additional needs.
- provide all pupils with a broad and balanced curriculum that is differentiated to the needs and ability of the individual
- have high ambitions and expectations for pupils with SEND
- be sympathetic to each pupil's needs by promoting a strong partnership between the pupil, the parent and school staff
- actively engage in support from the Local Authority and outside agencies
- ensure that all pupils take a full and active part in school life.

What kinds of Special Educational Needs are provided for at Heronshaw School?

At Heronshaw School we provide support for pupils with a wide range of SEND, including:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health needs
- Physical and / or Sensory needs

We are an inclusive school and ensure all pupils have access to a broad and balanced curriculum.

How does Heronshaw School identify pupils with SEND?

At Heronshaw School, we use a clear and consistent approach to identifying pupils with SEND. Identification is an ongoing process and may arise at any point during a child's time at the school.

We identify pupils with SEND through:

- Ongoing teacher assessment and observation
- Termly pupil progress meetings with senior leaders
- Concerns raised by parents and carers
- Liaison with previous settings and transition information
- Advice and assessments from external professionals

Class teachers continuously monitor pupils' progress and attainment as part of high-quality teaching. During pupil progress meetings, there is a focus on identifying pupils who are making less than expected progress and exploring the reasons for this.

We use a clear SEND identification flow chart to ensure a consistent and graduated approach across the school. This supports staff in identifying needs early and taking appropriate action. Where concerns are identified, appropriate support is put in place and monitored.

We follow the graduated approach (Assess–Plan–Do–Review) to ensure that support is carefully planned, implemented and regularly reviewed in order to meet pupils' individual needs.

We place a strong emphasis on early identification and respond promptly to emerging needs to ensure timely support and positive outcomes for pupils.

How does Heronshaw School support pupils with SEND?

All teachers are teachers of pupils with SEND and are responsible for ensuring that pupils make progress.

We use a graduated approach to support pupils, which may include:

Ordinarily Available Provision

- A high-quality, inclusive learning environment where pupils feel safe, valued and supported
- Adaptive teaching (Quality First Teaching)
- Differentiated tasks, scaffolding and visual supports
- Carefully planned classroom strategies to meet a range of needs

Targeted Support

- Small group interventions
- Short-term, focused programmes to address specific needs
- Additional adult support where appropriate

Specialist Support

Where pupils require more specialised input, we may:

- Implement personalised programmes recommended by external professionals
- Provide more tailored 1:1 support
- Work closely with outside agencies such as Speech and Language Therapists, Educational Psychologists or Occupational Therapists
- Adapt provision further in line with individual needs or EHCP outcomes

Support is recorded and reviewed through Pupil Support Plans (PSPs) and is regularly evaluated to ensure it is having a positive impact on pupils' progress and wellbeing.

We use the Local Authority's Ordinarily Available Provision guidance to ensure that high-quality, inclusive practice is consistently in place across the school. This supports staff in meeting pupils' needs effectively at the earliest stage.

How does Heronshaw school ensure the curriculum and learning environment is adaptive to meet the needs of all pupils?

We ensure that all pupils can access a broad and balanced curriculum through high-quality, adaptive teaching and appropriate adjustments to the learning environment.

Adaptations may include:

- Explicit instructions
- Cognitive and metacognitive strategies
- Providing visual aids, prompts and concrete resources
- Offering alternative methods of recording using the 1:1 devices (iPads)
- Flexible grouping plans
- Scaffolding
- Specific short-term interventions e.g. box full of feelings, Wellcomm

The learning environment is also adapted to support pupils, which may include:

- Clear routines and consistent structures
- Visual timetables or individual Now & Next boards
- Access to appropriate resources and equipment e.g. wobble cushions, fidget toys, ear defenders, pencil grips
- Thoughtful classroom organisation to minimise barriers to learning

We make reasonable adjustments to both teaching and the environment to ensure that pupils with SEND can fully participate in lessons and achieve success.

Where needed, further adaptations are made in line with advice from external professionals or EHCP outcomes.

How does Heronshaw School measure progress for children with SEND?

At Heronshaw School, we closely monitor the progress of all pupils, including those with SEND, to ensure that support is effective and leads to positive outcomes.

We measure progress through:

- Ongoing teacher assessment and observations
- Termly pupil progress meetings with senior leaders
- Regular review of interventions and support
- Pupil Support Plan (PSP) reviews which will happen formally 3 times a year
- Annual reviews for pupils with an Education, Health and Care Plan (EHCP)

Progress is considered in a range of areas, including academic attainment, communication, social and emotional development, and independence.

We follow the graduated approach (Assess–Plan–Do–Review), ensuring that support is regularly reviewed and adapted in response to pupils' needs.

We use a structured cycle of monitoring to ensure provision remains effective:

- Early monitoring through daily teaching, feedback and assessment
- Targeted review following interventions to assess impact
- Regular meetings with parents to review progress and agree next steps
- Statutory annual reviews for pupils with EHCPs

As a school, we operate an open-door policy and encourage parents to talk to us about how their child is progressing. The SENCo is contactable via email or telephone.

Parents have the opportunity to discuss their child's general progress at two formal parents' evenings each year. In addition, parents of pupils with Pupil Support Plans (PSPs) are invited to termly review meetings to discuss progress towards targets and agree next steps.

For pupils with an Education, Health and Care Plan (EHCP), a formal annual review is held to evaluate how well the provision is meeting the pupil's needs and to set new outcomes where appropriate.

We evaluate the impact of all support and interventions, adjusting where needed to ensure pupils continue to make progress. This ensures that provision is responsive, evidence based and focused on improving outcomes for all pupils.

What support is available at Heronshaw for pupils' social and emotional development?

At Heronshaw School, we recognise that pupils' social, emotional and mental health is an important part of their development and can impact on their learning.

We have a strong pastoral system in place. Our Pastoral Lead, Mrs Bridget Nicholls, works closely alongside the SENCo to support pupils who may be experiencing difficulties with their wellbeing.

Support may include:

- Access to the burrow/nest areas in school
- 1:1 or small group sessions
- Targeted interventions to support social, emotional and mental health needs such as Nurture Breakfast, Therapy Dog.
- Use of programmes such as Zones of Regulation, Box of Feelings and Drawing & Talking.
- Daily zones check ins, worry monsters and ongoing support from classroom staff.

Class teachers play a vital role in supporting pupils' wellbeing through positive relationships, regular check ins and creating a calm, consistent classroom environment.

Pupils' wellbeing is monitored through:

- Staff observations
- Daily zones check ins
- Communication with parents and carers

Where needed, pupils may be identified for additional support and referred to our in school early help support systems or we may look to refer towards external services such as Milton Keynes, Mental Health Services Schools Team.

We use restorative approaches to support positive relationships and resolve any difficulties between pupils. Our school values are reinforced through assemblies, PSHE and group discussions.

Attendance is also monitored, and support is offered to families where needed.

We regularly review the impact of this support within weekly core group meetings to ensure the provisions in place are meeting pupils' needs and enabling them to access learning successfully. We then complete a termly overall review where staff are invited to discuss the strengths and difficulties of their children.

We also provide opportunities for pupils to share their views, including through class discussions and the school council, helping them to feel listened to and valued as part of the school community.

What specialist services and expertise are available and accessed by the Heronshaw School?

At Heronshaw School, we work closely with a range of external professionals to support pupils with SEND where needed. The SENCo liaises with the Local Authority and other services to seek advice, guidance and additional support. We also work with professionals who may already be involved with a child.

These services may include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- School Nursing Team
- Health Visiting Team
- CAMHS and other mental health services
- Social care services where appropriate
- Community Paediatricians
- Specialist Teaching Team from the Local Authority

External professionals may:

- Observe pupils in school
- Carry out assessments
- Provide reports and recommendations
- Support staff with strategies to meet pupils' needs

We actively use and implement advice from external professionals to adapt our teaching and provision and improve outcomes for pupils. The SENCo also supports parents with referrals to external services where appropriate and works closely with families throughout this process.

We also use the Local Authority SEND Local Offer, which provides information about available services, support and guidance for families. This helps ensure that we are accessing appropriate provision both within school and from external agencies.

In addition to this, we are supported by IFTL, our trust, which provides:

- Access to specialist support, including speech and language provision
- Opportunities to discuss pupils with more complex needs through panel or network groups
- Ongoing staff training and CPD to develop expertise in supporting pupils with SEND

This shared expertise helps ensure that staff are well supported and that provision for pupils continues to develop and improve.

What training do staff have or have had at Heronshaw School to support pupils with SEND?

At Heronshaw School, we ensure that all staff receive ongoing training, so they are able to meet the needs of pupils with SEND effectively.

Staff are supported in developing their understanding of a range of needs, with a strong focus on communication and interaction, as this is a key area of need within the school.

Staff have received training in a range of approaches to support communication and interaction, including:

- Colourful Semantics
- Intensive Interaction
- Communication-friendly classroom environments
- Attention Autism

This enables staff to support pupils' language development, understanding and interaction skills within everyday classroom practice.

Staff have also received training in approaches to support sensory processing and emotional regulation, including:

- Zones of Regulation
- TACPAC

We also provide training to support staff in the early identification of need, ensuring that pupils who may require additional support are identified as early as possible.

We regularly access further training opportunities through the Local Authority and the IFTL CPD offer, ensuring that staff knowledge continues to develop.

How does Heronshaw School work with Parents and Carers?

At Heronshaw School, we value positive relationships with parents and carers and recognise the important role they play in supporting their child's development.

We operate an open-door policy and encourage parents to speak to staff informally or arrange more formal meetings with class teachers to discuss their child's learning and progress. The SENCo is also available by appointment and can be contacted via the school office or by direct email on glangford@iftl.co.uk . The SENCo works closely with parents of pupils with additional needs.

Parents are kept informed about their child's progress through:

- Regular communication with class teachers
- Two formal parents' evenings each year
- Termly review meetings for pupils with Pupil Support Plans (PSPs) or SEND support plans.

During these review meetings, progress towards short term targets is discussed and next steps are agreed. Parent and pupil views are gathered as part of this process to help build a full picture of the child's needs and development.

For pupils with an Education, Health and Care Plan (EHCP), a formal annual review is held in school to evaluate how well the provision is meeting the pupil's needs and to set new outcomes.

The SENCo and the team around the child will also signpost parents to the inclusion team and other professional services where appropriate.

We welcome parental involvement in all decisions about how best to support pupils and aim to keep parents fully informed about their child's progress.

Review cycle for pupils with SEND

Review 1	Review 2	Review 3
October – February Review of previous year group targets & setting of new targets following transition into new class.	February – June Targets reviewed with parents ahead of assessment points.	June – October In school transitional targets set with parents ready for transition to new year group or school.

How are pupils at Heronshaw involved in decisions about their support?

At Heronshaw School, we believe it is important that pupils have a voice and are involved in decisions about their learning and support.

Pupils are encouraged to share their views through:

- Discussions with their class teacher
- Daily interactions and check-ins
- Contributions during review meetings where appropriate

Where appropriate, pupils are involved in setting and reviewing their targets as part of their Pupil Support Plans (PSPs). This helps them to understand their learning and what they are working towards.

Pupil voice is also gathered as part of the review process alongside parent views, helping to build a full picture of the child's needs and development.

How does Heronshaw School support transitions?

We recognise that transitions can be a significant time for pupils, particularly those with SEND, and we take steps to ensure that these are as smooth and positive as possible.

We support pupils during transitions by:

- Linking closely with pre-schools and other school settings to gather information about pupils' needs
- Ensuring clear handover of information and documentation between staff and settings
- Providing transition visits for pupils, including visits for those moving into Year 3
- Carrying out home visits and setting visits

For pupils moving between year groups within school, transition information is shared carefully to ensure continuity of support.

For pupils with SEND, additional arrangements may include:

- Increased transition visits
- Additional meetings with parents and staff
- Transition targets set as part of Pupil Support Plans (PSPs)

As part of our review cycle, transition planning takes place in the summer term to ensure pupils are prepared for the next stage of their education.

We also work closely with receiving schools, to ensure that relevant information is shared and that appropriate support is in place. Our aim is to ensure that all pupils feel confident, supported and ready for their next stage of learning.

How will my child be included in activities outside the classroom, including educational visits?

At Heronshaw we aim for all pupils to be able to access all educational visits that take place outside the classroom. Reasonable adjustments will be made to enable any pupil attending to fully participate in activities outside of the classroom, including school trips. Risk assessments are carried out and where appropriate are discussed with parents to ensure that where possible all pupils can participate in all activities. If it is deemed appropriate that an intensive level of 1:1 support is needed, a parent may be asked to accompany their child during a specific activity. Additional trips and visits are organised to ensure all children have the opportunity to attend a school trip.

How accessible is the Heronshaw School's environment?

The school building is accessible, with teaching areas all on one level and a disabled toilet available on site. There is also an accessible toilet in each of the Reception and Key Stage 1 pupil toilets. We make reasonable adjustments to support pupils with additional needs.

This may include:

- Providing specialist equipment or resources
- Making adaptations to the classroom or wider school environment
- Adjusting provision in line with individual needs

Where required, support may be funded through the school's SEND budget. We are committed to ensuring that all pupils can access all areas of school life and participate fully.

Further details about accessibility can be found in the school's Accessibility Plan, which is available on the school website.

Who can I contact for more information about SEND at Heronshaw School?

The Class Teacher

Relationships are built between school support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about your child's learning or progress, parents are initially encouraged to request a meeting with their child's class teacher. Further meetings can be arranged to discuss strategies and progress as required.

SENDCo (Special Educational Needs Coordinator): Mrs Gemma Langford

Further conversations between the SENDCo, the class teacher and parents can be arranged as appropriate to discuss any developing needs. The SENDCo is responsible for coordinating any additional support that your child may need.

Provision Lead: Mrs Kate Moor

The provision lead is responsible for supporting the staff across school in developing provision for pupils at class level. This consultation and support filters into the Pupil Support Plans and short-term strategies to meet the needs of pupils.

Head of School: Mrs Kirsty Outtram

The Head of school along with the Senior Leadership Team oversees all areas of the school's provision. If appropriate, the Head of school will be involved in meeting with parents to discuss children's progress and deciding upon how the school can best meet your child's needs.

SEND Governor:

Our SEND Governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014).

On our school website you will find links to our policies and procedures such as;

- Behaviour Policy
- Child Protection Policy
- Equality Policy
- SEND Policy
- Intimate Care Plan
- Medical Needs Policy

If you wish to make a complaint about any aspect of the SEND provision at Heronshaw School, please do so by consulting the procedures detailed in our Complaints policy. This can be found on our school website.

How are the school's resources allocated and matched to children's Special Educational Needs?

A SEND budget is allocated each year to support the needs of pupils with SEND.

This funding is used to provide additional support and resources to help pupils access learning and make progress. This may include:

- Providing specialist equipment to support individual needs
- Delivering additional intervention programmes to support learning and development
- Providing individualised provision where appropriate
- Allocating Learning Support Assistants (LSAs) to support individuals or small groups
- Purchasing additional resources to support learning across different areas

Where required, additional funding may be sought through the Local Authority to support pupils with more complex needs.

Where can I find the Local Authority Offer?

The Local Authority SEND Local Offer provides information about services and support available for children and families.

Further information can be found here: Special Educational Needs and Disabilities (SEND) Local Offer | Milton Keynes City Council

Report information	
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