SEN Information Report

Heronshill School is a warm and inviting 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.

Heronshill 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 Heronshill School.

At Heronshill 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 Heronshill School?

At Heronshill School we offer provision for pupils with difficulties in the following areas:

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

How does Heronshill School know if pupils need extra help and what should I do if I think my child may have Special Educational Needs?

Class teachers are constantly monitoring and measuring children's progress. Termly pupil progress meetings are held between the headteacher, deputy headteacher, phase leaders and class teachers. During these meetings, the progress of pupils in each class is discussed. There is then a focus on those that are identified as making less than expected progress and the reasons for this. With support, teachers will put in place small group or 1:1 intervention to address less than typical progress.

We encourage parents to speak openly with class teachers about their children's needs and value input from parents. If parents are concerned about their child's progress and they have not already discussed this with the class teacher, we would encourage them to do so in the first instance. The SENCo can also be included in these conversations at the request of a parent or teacher.

Early Monitoring	Termly Reviews	Statutory Reviews
This takes place every day through marking and feedback and assessment. If concerns are raised related to pupil's progress, these are then referred to the SENDCO, who will carry out a short period of monitoring for up to six weeks. If progress is still a concern, then a child may be added to the SEN register and a PSP (Pupil Support Plan) will be created.	Pupil progress meetings with teachers and senior leadership takes place every half term. Parents are offered an additional parent consultation alongside the termly meetings to discuss progress and to set new targets for their PSPs.	Children that have an EHCP (Educational health care plan), these are reviewed annually by the SENCO and parents, alongside the Local Authority. This will involve a discussion on progress and setting of new target outcome.

How will I know how my child is doing?

As a school we have an open-door policy and encourage parents to talk to us about how their child is progressing. Our SENDCo is easily contactable via the school office by telephone or email and always responds to parents' correspondence as swiftly as possible.

Parents will have the opportunity to discuss their child's general progress towards their targets at two formal parents evenings. Parents of pupils with Pupil Support Plans (PSPs) are also invited to come in termly to review the progress against short term targets and agree next steps. These meetings are in addition to our open-door policy where we encourage parents to liaise on a regular basis about any concerns or to ask for advice.

For pupils with an Education and Health Care Plan (EHCP) there will be a formal annual review held in school once per year to review how well the EHCP is meeting the pupils' needs.

How will the learning and development provision be matched to my child's needs?

Quality First Teaching is in place in all classes and helps to ensure all pupils are able to access the curriculum. Teachers are skilled at developing their teaching to meet the diverse needs of the pupils in their class.

Adaptive teaching is the process by which teachers ensure that tasks are matched to pupils' abilities. This might involve the use of adult support; different resources being used, or different outcomes being expected of the pupils. At Heronshill School it is approached in a range of different ways to enable pupils to access the curriculum and help ensure that all pupils can experience both success and challenge in their learning.

Children are grouped with children of similar needs for phonics and children with similar targets in various subject areas will be grouped together in order to make maximum progress.

Other interventions also take place to address specific areas of a child's development, for example programmes to develop fine motor skills, such as dough disco, and emotional well-being programmes such as Attention Autism.

Adaptions to the school or classroom environment may be needed in order to meet the needs of specific pupils. This may involve purchasing specialist furniture or writing equipment or may involve providing pupils with alternative methods of recording their work, for example a laptop/tablet. Adaption may take place to support pupils with Health care plans and EHCPs.

How effective is the SEND provision at Heronshill School?

At the end of every term, the SENDCo looks at the data for each year group for the three core subjects, reading, writing and maths, and this data is used to monitor and evaluate the overall effectiveness of our school's SEND provision. This is also looked at during termly pupil progress meetings. In addition to this, children who have needs in other areas for example, social emotional and mental health are strongly supported through the SEN team and targets are reviewed and discussed on an ongoing basis and formally each half term.

How will you help me to support my child's learning?

We operate an open-door policy at Heronshill School and encourage parents to talk to staff informally or arrange more formal meetings with class teachers as needed to discuss their child's learning. The SENDCo will liaise with parents of those pupils with additional needs as required. At these meetings, parent and pupil voices are collated to build a full picture of the child's needs and development.

The SENDCo and the team around the child will signpost parents to the inclusion team and other professional services.

What support will there be for my child's overall wellbeing?

We have a Pastoral Lead who works closely with parents and can provide 1:1 or small group work to support any additional social, emotional and mental health difficulties. They also monitor pupils' attendance and can provide support to parents with this.

Heronshill uses restorative practices to deal with any disputes between children. Children are encouraged to embrace the Heronshill values and show each other respect and kindness. Circle times, group work and PSHE (Personal Social Health and Emotional) discussions all reinforce these values. Heronshill uses the zones of regulation which involves four phases' of alertness and emotions for children to identify how they might be feeling. Class teachers use the wellbeing scales as a tool to identify children's wellbeing through daily checks in. Any children identified by teachers as requiring additional support or intervention are added to the early help assessment panel. These children are then grouped by the SENDCo and SEN lead teacher based on their needs to support their wellbeing. The interventions are led by the learning mentor with

programmes such as Nurture breakfast and Box of feelings. Further assessments may take place by the SENCO using the Boxall profile as a tool to set specific short term targets, focusing on social, emotional and mental health needs.

Our school council is made up of pupils who have nominated themselves and been voted for by their peers. They meet regularly to ensure that pupils' views are listened to and considered through the school year.

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

The SENDCo seeks advice from the Local Authority's Inclusion team as and when needed. The SENDCo also actively engages with local opportunities to share best practice and keeps up-to-date with current Local and National policies to support pupils with SEND.

The Local Authority School Nursing Team and children's social care are able to support the school with referrals to additional services including Occupational Therapists and Speech and Language Therapists. Our SENDCo supports parents with referrals to community paediatricians and along with the class teacher is able to provide written evidence for parents to detail any provision that a child is having at school. We welcome visits in school from outside professionals involving observations and discussions about individual children and actively use any strategies suggested to us to improve our provision.

The Local Offer is a directory of information that helps families to find and access support and, through getting families feedback on the Local Offer, will become a useful tool in considering what services need to be changed and developed. All local authorities are required to have their own local offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website: Milton Keynes City Council (mksendlocaloffer.co.uk)

The staff in school work closely with agencies delivering the Local Offer and make reasonable adjustments to support pupils across other schools.

What training have the staff supporting children with SEND had or are having?

Our teaching assistants have been trained in a range of different 1:1, small group and whole school initiatives that support their day-to-day role. Members of staff regularly take up opportunities for training in different areas of SEN from the Local Authority and from the IFTL CPD offer.

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

Any pupils with additional needs will have their progress closely monitored by the SENDCo. We welcome parental involvement in any decisions about how to support pupils in school and aim to keep parents up-to-date with their child's current progress. The SENDCo is available to meet with parents by appointment to discuss their child's needs, parents are free to call the school (01908 240038) or email the SENCo directly: snewcombe@kentshillsch.co.uk.

Cycle 1	Cycle 2	Cycle 3
October – February Setting of new targets following transition into new class.	**February – May** Targets reviewed with parents ahead of assessment points	**May – October** In school transitional targets set with parents ready for transition to new year group or school.

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

At Heronshill 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 Heronshill School 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 are able to 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.

How accessible is the school environment?

Heronshill School teaching areas are all on one level. There is a disabled toilet on site. Reasonable adjustments would be made to support any children with additional needs in our care from our SEND budget and through seeking top up funding from the inclusion and intervention team where appropriate.

What are the transitional arrangements for children starting and leaving Heronshill?

Heronshill

- Links with pre-schools/other school settings
- Handover of paperwork
- Transition to year 3, visits
- Home visits (EYFS), setting visits

Who can I contact for more information about SEND at Heronshill 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 Sophie Newcombe

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.

Headteacher: 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: Samantha Pamplin

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 Heronshill 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?

The school has an SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children.

This money can be used for:

- Providing specialist equipment to support a specific need.
- Providing additional intervention programmes to help a child learn and progress.
- Providing individualised provision where needed/appropriate.
- Providing a Learning Support Assistant to support individuals or small group.
- Providing any additional resources to support learning in any area.

Report information	
Date of policy	August 2025
Policy author(s)	Sophie Newcombe
Role(s) of reviewer	Assistant Headteacher & SENDCO
Review date	August 2026
Published on website?	Yes
Additional notes *(if required)*	n/a