

Heighington C of E Primary School

SEND Information Report 2024 – 2025

Our School

Our School Vision

At Heighington C of E Primary School we celebrate each pupil's individuality, their achievements and their passions. The well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners who develop a love of learning and achieve to the best of their ability. To do this, we provide a vibrant and nurturing environment, quality teaching and a wide variety of learning experiences.

April 2024 Information

Heighington Primary School currently has 230 children on role (April 2024).

There are currently 34 children on the SEND register with a range of needs from those being monitored to those with an education, health and care plan (EHCP). This is 14.7% of all pupils in school.

15 children (44%) have a diagnosis of need that can be accommodated through Quality First Teaching. Their progress is being monitored.

11 children (32%) have a diagnosis of need that requires targeted interventions through Quality First Teaching and support planned by the SENDCo and class teachers. These children have a support plan.

1 child (3%) has a significant and complex need that requires support over and above in-class provision. Children at this level have an enhanced support plan (a One Plan) and are usually awaiting an EHCP assessment.

7 (21%) children have significant and complex needs that require support over and above in-class provision and an EHCP has been agreed with their local council.



Meet our SENDCO

The SENDCO is Miss Kate Timmins.

If you would like to contact Miss Timmins, please call school on **01325 300326** or e-mail the school office at office@heighingtonprimary.org.uk .



Special Educational Needs

At Heighington C of E Primary School we support children with a variety of differing special educational needs. We pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND Code of Practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

There are a number of ways that a child's additional needs may be identified such as:

- Information sharing between professionals (for example, on transfer between schools, after a school nurse visit).
- Discussion with parents.
- Discussion with children.
- Observations from class teachers/school staff.
- Concerns about progress over time.

If school identifies that your child may have additional needs, your child's class teacher will discuss this with you, either at termly progress meetings or at a separate appointment.

With your permission, the class teacher will share any information/concerns with the SENDCo who will then contact you and begin to gather evidence through discussion and observation. Sometimes further assessments or screenings can be organised either within school or by referral to outside agencies such as Educational Psychology or Speech and Language Therapy.

At this stage, your permission may be asked to add your child onto our SEND Register. This is a confidential working document that only school staff can view. It ensures that all adults working with your child are aware that they have additional needs that will need to be considered when working with them.

If it is felt that your child's needs can be supported in class with small adaptations to tasks and the class environment, they will be recorded on the SEND register at 'Monitoring' level. Children at this level do not have a formal support plan, but their progress and presentation in school is monitored throughout the year.

If your child has a medical need, a 'Care Plan' may be drawn up to record important information and procedures that need to be followed. The School Nursing Team may be involved in this.

For children who require a higher level of support with their learning, including targeted intervention sessions, a support plan will normally be drawn up detailing small steps targets that will support their progress in specific areas. The provision needed to support this progress will also be written into the plan. Advice may be taken from any external agencies involved (such as Speech and Language). Parents or carers will always be sent a copy of their child's support plan so that they are able to liaise with staff about it. Children will be recorded on the SEND register as at 'SEND Support' or 'SEND Support +' level, depending on their level of need and the external agencies involved in setting their targets.

Support plans are then reviewed termly, following the assess, plan, do, review cycle detailed below:



If it is agreed by all professionals and the family that a child's needs are so complex that we cannot meet them through the resources we have available in school, then we can apply to the local authority (in which the child is resident) for:

- Access to different resources/ services (for example, a resource base).
- An assessment for additional funding through an 'Education, Health and Care Plan'. This is a statutory document and is legally binding.

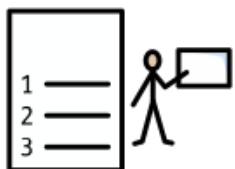


Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. Adaptations to the classroom environment may also be made and extra resources made available. Where appropriate, staff are deployed to give children additional interventions in small groups outside of the classroom, or to provide one-to-one support.

Advice from outside agencies such as Educational Psychology, Speech and Language Therapy or the Child and Adolescent Mental Health Service will be included in the plans staff make for individual children.



Curriculum adaptations



Visual timetables



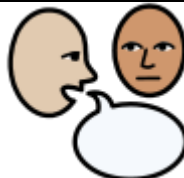
Task boards



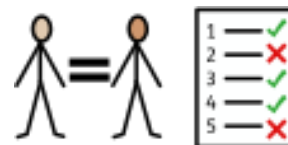
Peer mentoring



Assistive technology



Talk partners



Peer marking



Self-assessment



Word banks



Positive behaviour



Ear defenders



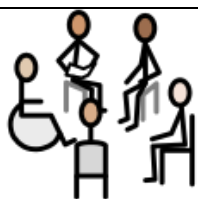
Timers



Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

We work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We operate an open door policy and parents are welcomed in to discuss their child's needs with their class teacher or the school SENDCo whenever needed.

Parents of children who are at 'Support' or 'Support+' levels on the SEND register will receive their child's support plan reviewed and renewed, three times a year. They have the opportunity to record their views on their child's progress and the provision provided on each review form, to ensure parental views on our SEND support can be shared throughout the year.

For children who have an Education, Health and Care Plan, parents will be invited into school for a formal review meeting at least once a year, on top of the three termly parent's evenings held by school. The review meeting is used to celebrate a child's learning, look at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children's views feed directly into all policies, procedures and daily teaching of children with SEND.

Where appropriate, pupils are given opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



Evaluating Provision

Regular evaluation of our SEND provision takes place. Evaluation takes place in a number of different forms, such as:

- Discussions in staff meetings to share up to date research and ideas.
- Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.
- Where appropriate, establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Asking our children if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring by the SENDCO.
- Regularly using tracking tools to update targets and measure progress.
- Holding reviews for all children who are on the SEND register
- Holding annual reviews for children with Education Health and Care Plans.



Staff Training



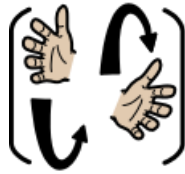









At Heighington C of E Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service, Educational Psychology, Occupational Therapy or our school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas:

			
Good Autism Practice in Schools	Lego Therapy	Makaton	Phonics (Catch-Up)
			
Precision Teaching	Nurture support	Speech and Language	Talk Boost
			
De escalation Team Teach	SEND Assessment Cherry Garden Branch Maps	Cognition and Learning	Sensory Needs



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCo.

'Taster' sessions follow in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings and taster sessions in each new class.

End of Year transition

When children move up a year, we hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share support plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to secondary school is as smooth as possible. Extra transition visits to secondary schools are sometimes organised, when required. All paperwork and information, including support plans, are passed to the receiving school.

Mid-Year New Starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.

We work with many agencies to provide support for children with SEND, including:

- Darlington Educational Psychology Service,
- The Growing Healthy Team
- The School Nursing Service,
- The Social and Communication Outreach Service,
- The Mental Health Support Team,
- Speech and Language Therapy,
- The Visual and Hearing Impairment Team

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we may call you in for a meeting to share the advice.



Outside Agencies



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children.

All children are encouraged to go on our trips, including residential.

All children are encouraged to take part in sports day, school competitions, workshops, school assemblies and performances.

All children are encouraged to apply for roles of responsibility in school such as school council, play leaders and house captains.

No child is ever excluded from taking part in these activities because of their SEN or disability.



Complaint Procedure

Your first point of contact is your child's class teacher and/or phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo and the Headteacher.

If you are not happy with the response, then you may contact:

- SEND IASS (SEND Information, Advice and Support Service) who provide parents and carers with advice, guidance, advocacy or support in meetings.
- Lisa Thom – Chair of Governors



Local Offer

Darlington Local Authority's 'Local Offer' of services is available at www.darlington.gov.uk under the 'Education and Learning' tab and in 'Special Educational Needs and Disabilities'.

County Durham Local Authority's 'Local Offer' of services can be found at <https://www.durham.gov.uk/article/3722/About-the-Local-Offer-in-County-Durham>



Feedback

From Parents

"I'm so pleased and proud of XXXXX. He's coming on so much, thanks for all your support!"

"I am beyond proud of XXXXX. He's doing so well and progressing amazingly at school. Thank you to all the teachers - we appreciate everything you do for XXXXX".

From External Agencies

"This is a fantastic example of a parent and school working together to achieve the best outcomes for a child."