



The Management Committee
of

**Herons Dale Primary
School**

have adopted the following
policy:

SEND Information

Written: September 2019
Review: September 2020

Herons Dale Primary School SEND Information Report

<p>What kind of SEND provision is available at Herons Dale Primary School?</p>	<p>Herons Dale School is a maintained special school for pupils aged 4-11 years. Pupils are provided with an appropriately paced and differentiated curriculum. We currently have planned places for up to 125 students.</p> <p>At Herons Dale School, the pupils' identified needs are complex and include: severe learning difficulties, profound and multiple learning difficulties, moderate learning difficulties and autistic spectrum conditions. These may include pupils with sensory or physical difficulties.</p>
<p>School Admission arrangements</p>	<p>Children are placed at Herons Dale Primary School by the Pupil Services Division of West Sussex Education Department.</p> <p>Any queries concerning the admission of pupils and/or their Statements of Special Educational Need should be addressed to: Education Office Ambassador House, Crane Street, Chichester, PO19 1TP Tel: 01243 752135</p> <p>Further admission arrangements for our students can be found on our website within the admission policy</p>
<p>Improving outcomes for all</p>	<p>The SEND Code of Practice states in paragraph 6.1 All children and young people are entitled to an education that enables them to:</p> <ul style="list-style-type: none"> • achieve their best; • become confident individuals living fulfilling lives; and • make a successful transition into adulthood, whether into employment, further or higher education or training. <p>This is reflected in the Herons Dale Primary School vision statement;</p> <p>Enabling, valuing and empowering all, in our positive, safe and happy school.</p>

	<p>And in the Herons Dale School Primary School Aims</p> <p>Happy days filled with learning</p> <p>Experiences which develop a fit and healthy lifestyle</p> <p>Relevant, broad, balanced, creative and inclusive curriculums</p> <p>Opportunities to be part of the community</p> <p>Nurturing relationships</p> <p>Stimulating learning environments where pupils feel safe and secure</p> <p>Diverse and personalised approaches to learning</p> <p>All-encompassing communication</p> <p>Life skills development</p> <p>Encouragement and support to have respect, confidence and resilience</p>
<p>How will Herons Dale Primary School identify and assess my child's special needs?</p> <p>How does the school know my child needs extra help?</p>	<p>All students will have been assessed for and have an Education Health and Care Plan (EHCP). This will be led and facilitated by our Local Authority, West Sussex County Council.</p> <p>Assessment for Learning is ongoing. Pupils are assessed both informally in observations, photographs and work annotation and formally on the One Stop Shop to track progress.</p> <p>Teacher assessments are analysed half termly on the One Stop Shop assessment system.</p> <p>Interventions are planned and reviewed in progress meetings</p> <p>The school works in partnership with a range of other agencies to assess and support pupils learning. These include: Speech and Language Therapists, Occupational Health, Physio therapist.</p> <p>The views and experience of parents, the child's own views are recorded in their Education health and Care plan</p> <p>A Parents and Carers questionnaire is sent out at the start of each year.</p> <p>Other agencies work in partnership with teachers in half termly clinics and are available for advice via email or telephone consultation.</p>
<p>How does Herons Dale School evaluate the effectiveness of our provision?</p>	<p>We have robust procedures for self-evaluation of our work, including using our School Improvement Partner, Governors and school council. In addition, the school self-evaluation is based upon the Ofsted evaluation schedule looking at the areas: Behaviour and Safety, Quality of Teaching, Achievement, and Leadership and Management.</p>
<p>How do I know how well my child is doing at Herons Dale School?</p>	<p>There will be parents' meetings every term to discuss your child's progress and new PLP (Personalised Learning Plan). You will be provided with information as to how well your child has done in meeting the targets outlined in their PLP.</p>

<p>(The school arrangements for assessing and reviewing the progress of pupils with special educational needs)</p>	<p>Learning is planned from The National Curriculum, the Equals curriculum as well as a curriculum called IMPaCTS designed specifically for supporting children with more complex learning needs</p> <p>There is an annual review every year where a report and meeting will be held for the annual review of your child's statement/ EHCP.</p> <p>Progress data for all students is held centrally by the Headteacher and Deputy Headteacher who support teachers in analysing pupil progress termly.</p> <p>Home schoolbooks are used widely in the school to share information on a day to day basis</p> <p>In addition to this you are welcome to discuss your child's progress with us at any time.</p>
<p>How will the staff support my child and how will the curriculum be matched to my child's needs?</p> <p>(The schools approach to teaching pupils with special educational needs)</p>	<p>All planning is highly differentiated for each child and the support provided for each individual child is outlined in the statement/ EHCP/ care plan.</p> <p>Children will get support that is specific to their individual needs. This may be provided by the class teacher or may involve TAs, HLTAs or Staff who visit from outside agencies such as the Speech and Language Therapy (SALT service)</p> <p>Strategies include; Signing, PECs, Intensive Interaction, TEACCH ,Colourful Semantics, Phonics, Whole word reading, Precision Teaching, TACPAC, Sensory integration, Picture first approach to writing, Social Stories, Visual Timetables, Memory Magic</p> <p>Resources include; Symbols, Switches, Touch screen computers, iPad, weighted blankets, body brushes, chewies, adapted seating, High tech and Low-tech communication</p> <p>Staff are supported by members of the NHS nursing team, Sensory Support, CAMHS Nurse, SALT, physiotherapists, OTs and the community paediatrician.</p> <p>For those with the most complex needs multi-disciplinary meetings are held on a termly basis to plan and review support.</p>
<p>How do we adapt the curriculum at Herons Dale School?</p>	<p>Our curriculum is regularly reviewed and adapted to ensure it is relevant, challenging, and aspirational and provides an enjoyment in learning while ensuring that the core skills of literacy, numeracy, life skills and social and emotional skills are developed. The Equals Curriculum and a curriculum called IMPaCTS is used to support our more complex learners with their learning.</p>
<p>What additional support for learning is available?</p>	<p>We constantly review and adapt the support required for students with the aim of ensuring that all pupils needs are met and that our pupils become as independent as possible</p>
<p>What further activities are available in addition to the curriculum activities?</p>	<p>Hérons Dale School works hard to ensure that activities are as accessible as possible to all pupils or appropriate variations of activities are offered.</p>

	<p>Regular trips into the local community are arranged as well as annual residential trips for student in Year 6</p>
<p>What support is there for social and emotional development at Herons Dale School</p>	<p>The development of social and emotional skills is at the core of all our work. This is supported where appropriate by the CAMHS SEMH Nurse, the School Nurse, the Wellbeing Lead/ Mental Health First Aider and the lead for Behaviour.</p> <p>Key opportunities are timetabled to celebrate achievement, such as Star of The Week Assembly</p> <p>Pupils in both Key Stages have opportunities to work in mixed groups at least weekly.</p> <p>Lunchtimes are used to develop good social skills and table manners by seating pupils on mixed-age tables (wherever possible) with at least one member of staff.</p> <p>Playtimes provide opportunities for pupils to spend time with friends from all classes within their key stage and activities are closely supervised to maximise the opportunity to develop social skills.</p> <p>Other agencies are involved wherever appropriate, to provide support and advice, such as Speech and Language, Occupational Therapy and our School Nurse</p> <p>We can access music therapy and play therapy weekly.</p>
<p>What support is available for my child's overall wellbeing?</p>	<p>There is a full-time nurse on site 5 days a week.</p> <p>Key staff are trained to administer medicines and deliver personal care throughout the day.</p> <p>The Paediatrician from the Child Development Centre holds a clinic in school every month.</p> <p>There is a lead in school for supporting children's Communication and Behaviour needs both at school and at home.</p> <p>Children's views are gained regularly through our school council.</p> <p>The Deputy Head is the lead for Safeguarding and ensures all staff are trained in 'Keeping children safe in school'</p> <p>Additionally, there are two Deputy safeguarding leads</p> <p>The school works closely with Multi Agencies and Early Help to provide support for families at home and in the community.</p>
<p>What training is provided to develop staff expertise?</p>	<p>All staff have ongoing training in a range of special educational needs and disabilities. This is based on analysis of pupil needs and teaching need.</p> <p>Staff are trained in the use of Team Teach (restraint) and Manual Handling.</p> <p>Some staff are trained to deliver first aid and giving specific medications</p> <p>All staffs have regular safeguarding training.</p>

	<p>Staffs are trained to support communication including speech and language, effective use of PECS and intensive interaction.</p> <p>Some staff are trained to deliver TEACCH – a specialist approach for children with ASD</p>
<p>What equipment and facilities are there to support young people with special needs?</p>	<p>Hérons Dale Primary School is on one floor. It is a fully equipped, modern generic special school with</p> <ul style="list-style-type: none"> • hygiene rooms • hydrotherapy pool • sensory rooms • soft playroom • cookery room • outdoor learning environment. • well-equipped classrooms • 6 quiet/calming rooms attached to classes. • 3 Central intervention rooms • large PE/performing arts hall • The hall has a loop facility for those with a hearing impairment. • Boys and Girls changing rooms • A separate Dining Hall with noise reduction clouds and wall panels • interactive whiteboards in each classroom • Secure playgrounds for Reception/ Key stage 1 & Key stage 2 • Therapist area for Speech & Language Therapists, Physiotherapist and Occupational Therapists • Medical Room for our school nurse • Library with outside reading area • School Mini-bus to transport pupils on local outings, residential visits etc. • There are disabled parking spaces in the car park • Some classrooms have overhead hoists and manual hoists are available for other classes and activities. <p>The school is accessible to all.</p>
<p>How are families involved in the education of their children?</p>	<p>At Herons Dale School – parents are fully included in the process of working with their children.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Initial visits to the school • Daily home/ book for information exchanges and key messages • Three parent/teacher meetings a year • One report at the end of the year • Termly PLPS that outline the intended outcomes • Topic overview sheets that outline the curriculum coverage

	<ul style="list-style-type: none"> • Suggested activities for supporting learning at home • Annual Review meeting and report • Coffee mornings • Parental Representation on Governing Body • Regular newsletter and text updates. • Phone calls • Emails • Marvellous Me App • Parent Mail • Weekly Parent Support Group • Parents Questionnaire <p>In addition to this Friends of Herons Dale School, a charitable organisation, promotes our work and helps to raise funds to continually improve the school</p>
<p>How are young people consulted about their views in relation to their education?</p>	<p>All young people in our school are treated with dignity and respect. There is full personalisation of the curriculum for each student in order that they can access and experience success throughout their school life.</p> <p>The School Council invites pupils to contribute to and decide on aspects of school life relating to their needs.</p> <p>The assessment and annual review process of statements of SEND and EHCPs includes the choices and views of pupils.</p>
<p>What do I do if I have a concern about the provision at Herons Dale School?</p>	<p>In the first instance we encourage you to contact your child’s class teacher.</p> <p>If you continue to have concerns then please contact the Headteacher</p> <p>In the unlikely event that your concerns are not resolved then please contact the school Governors putting your concerns in writing</p> <p>For further information please see our complaints policy on our website.</p>
<p>What specialist services can be accessed at Herons Dale School?</p>	<p>The school receives advice from a range of health professionals in order to meet the needs. When required pupils are assessed by the appropriate professionals. We have a school nurse who works on our site, we hold multi-disciplinary meetings termly to review students with the Speech and Language Therapist, OT, School Doctor and E.P.</p> <p>In addition a range of specialist services can be accessed where they are written into the statement or EHCP.</p> <p>If you wanted to discuss something about your child with a service please approach your child’s class teacher in the first instance.</p>

<p>What are the School's arrangements for supporting students in transferring between schools and classes</p>	<p>All transitions are well planned for as pupils move from class to class and into a new key stage. Information is passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher.</p> <p>All PLPs and health care plans are shared with the new teacher.</p> <p>Pupils are supported in their transition from primary school to secondary college.</p> <p>A PATH meeting is held with parents to capture hopes and dreams and plan towards them</p> <p>Transition experiences in the form of taster visits and whole day transitions are provided for pupils in their new setting. Children are encouraged to take part in the Oak Grove College summer school. (The majority of our pupils transfer to Oak Grove College).</p> <p>Pupils joining Herons Dale Primary School in the Reception class are introduced by the class teacher to areas of the school relevant to them.</p> <p>A MAP meeting is held with parents to capture their journey to get to us and plan for hopes and dreams</p> <p>Parents are invited to several transition mornings. Staff from the Reception class will visit the home or feeder settings.</p> <p>Where appropriate pupils new to the school will have a full tour provided by the Headteacher or an appropriate member of staff. Pupils joining Herons Dale School mid-year or key stage will visit the school and when possible participate in a transitional morning/day prior to starting.</p> <p>Social stories can be provided prior to starting.</p>
<p>Where can I get further information and support?</p>	<p>Click here and this will take you to our website. http://www.heronsdale.co.uk/</p>
<p>Where can I get information about the LA local offer?</p>	<p>Click here and this will take you to the LA Local Offer page on the West Sussex website. https://westsussex.local-offer.org/</p>

EQUALITY AND DIVERSITY

- We will use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning in Maths
- We will ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity

ACCESSIBILITY

- We will ensure that all pupils have access to learning in Maths by making necessary changes to the physical environment e.g. height adjustable tables

- We will ensure that the curriculum is tailored to meet the needs of each individual learner in Maths. Individual targets in computing will be detailed in each child's termly Personalised Learning Plan.
- We will ensure that any written information that is to be shared with children during Maths sessions is delivered in a way which best suits the learner.

PRIVACY NOTICE

- All personal data/special category data herein are processed in accordance with UK data protection legislation. Further details are available from the Organisation.