



# **Annual SEND Information Report**

**February 2024 – February 2025**

**SENDCo: Sarah Pearce**

**Dated: February 2024**

**Next Review Date: February 2025**

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## **Our Vision and Aims for children with special educational needs.**

Heronsgate School is a friendly, caring and vibrant learning environment where mutual respect and high expectations produce resilient, independent learners. We aim to provide a safe and secure environment where children can be happy, creative and confident in their learning and development. We seek to celebrate every child's talents and successes, developing pride and self-belief. We believe that the environment, experiences and expectations that we provide will allow all children to achieve to their potential both academically and personally.

Heronsgate is an inclusive school. We promote equality of access and opportunity across all areas of the curriculum for all learners. Pupils are taught in an environment where there is mutual respect and in which their individuality is valued. It is the responsibility of all teaching and supporting staff to help each and every pupil reach their full potential through supported and adapted teaching across the curriculum. This is further achieved through a balanced curriculum that recognises individual pupils 'strengths and interests.

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

At Heronsgate School we aim to:

- identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met.
- have systems in place that enable teachers to be fully aware of pupils with SEND.
- provide all pupils with a broad and balanced curriculum that is differentiated to their specific needs and abilities.
- 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 Heronsgate School staff.
- actively engage in support from MKET, the Local Authority and outside agencies.
- ensure all pupils take a full and active part in school life.

## **What kinds of Special Educational Needs are provided for at Heronsgate School?**

At Heronsgate School, we offer provision for pupils with singular or a combination of the following difficulties:

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

## **How does Heronsgate School know if pupils need extra help and what should a parent/carers do if they think their child may have Special Educational Needs?**

On a half-termly basis, class teachers undertake a range of different assessments to monitor the progress of all children. Children identified as making less than expected progress and/or those that have social, emotional or mental health difficulties affecting their ability to engage in their learning are identified and strategies that can be used by

the class teacher are put into place. If appropriate, additional support may be put into place on a 1:1 or small group basis in order to address any specific areas of difficulty.

Any concerns raised in relation to a child's academic attainment or progress may also result in some additional SEND assessments carried out by the class teacher or SENDCo. These may help determine more specifically where the child's needs lie. Identification of these additional needs helps the teacher in conjunction with the SENDCo to develop further strategies to help the child. These strategies can be in and/or outside the classroom. All additional provision is monitored carefully to ensure that it allows children with SEND to make progress.

We encourage parents to speak openly with class teachers about their children's needs or any concerns they may have; we greatly value input from parents. In the first instance, parents should speak to their class teacher informally or formally by making an appointment at any time throughout the school year.

### **How do parents/carers know how their child is doing?**

Each term class teachers hold a 'Termly Learning Conversation' between the child, parent and teacher where the child can talk about how they feel about their learning goals so far; exemplified through a piece of maths and English work chosen by the child as pieces which they are proud of. Teachers issue a brief written report on pupils' progress midway through the year and a more detailed report at the end of the year. These highlight strengths and areas for improvement across the curriculum.

For those pupils recognised by the school as having a Special Education Need or Disability and therefore on the school SEND register, the class teacher or SENDCo will also make contact with parents once per term to report on the child's support and progress and discuss any additional provision that is in place.

For pupils with an Education and Health Care Plan (EHCP), the SENDCo may organise an informal meeting with parents once per term. Where possible, these meetings will also involve any staff working with the pupil in school. There will also be a formal annual review held in school once per year to review how well the EHCP is meeting the pupils' needs.

As a school we have an open-door policy and encourage parents to talk to us about how their child is progressing at any point in the year. Our SENDCo is easily contactable via the school office by telephone or email and parents' contact is acted upon within 48 hours of receipt.

### **How will the learning and development provision be matched to a 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 using LSA support and adaptation and differentiation.

Differentiation or adaptation is the process by which teachers ensure that tasks are matched to pupils' abilities. This might involve the use of additional adult support, different resources, a work buddy or different outcomes expected of the pupils. At Heronsgate the curriculum is approached in a range of different ways to enable pupils to access it and help ensure that all

pupils can experience both success and challenge in their learning.

Our broad and balanced curriculum is therefore accessed by all pupils and adaptations are made to support specific curriculum needs (for example where a need to develop more independence is identified). As well as teachers, Heronsgate staffing is Lead Learning support assistants and Learning support assistants. The Phase Leaders manage the support staff, including directing them to work with specific groups or individual pupils. The use of these additional adults is closely monitored by the SENDCo to ensure maximum impact is attained across learning, progress and engagement.

If appropriate, the class teachers, Phase Leader or SENDCo will organise specific 1:1 or small group interventions to address specific areas of need. Currently a range of different interventions are delivered throughout the school and these change on a termly basis depending on the needs of the children. Literacy interventions may include Inference, Read Write Inc. and Better Reads. Maths interventions may include Numicon. Other interventions also take place to address specific areas of a child's development, for example fine motor skills, and programmes such as Rainbow Road may be used to develop these skills.

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 providing pupils with alternative methods of recording their work, for example using a Clicker iPad application to assist with writing.

### **How effective is the SEND provision at Heronsgate School?**

At Heronsgate School we are always working towards improving our provision to meet the requirements of the changing needs of our pupils. Every half term, the SENDCo looks closely at the progress of all pupils on the SEND register. Provision is then reviewed with the class teacher and any necessary adaptations and/or additions are made to ensure that continued measurable progress is made.

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 also used to monitor and evaluate the overall effectiveness of our school's SEND provision.

### **How will we help parents to support a child's learning?**

At Heronsgate School, we always encourage parents to talk to staff informally or arrange more formal meetings with class teachers in order to discuss their child's learning. The SENDCo will also liaise with the parents of those pupils with additional needs, if required. Heronsgate School is keen to support parents in helping children continue their learning at home and will share details of any strategies and interventions used in school which parents may wish to use at home with their child.

### **What support will there be for the overall wellbeing of children with SEND?**

At Heronsgate School, the Head Teacher and Deputy Head Teacher work closely with the SENDCo, class teachers and learning support assistants to ensure that pupils feel happy and safe at school. They also monitor pupils' attendance and can provide support to parents with this.

The Deputy Head teacher is also our Mental Health and Emotional wellbeing lead, he liaises closely with parents and is able to organise 1:1 or small group work to support any additional social, emotional and mental health difficulties. A LSA works directly with the Deputy Head delivering 1:1 and group support across these areas.

Our pupils are taught PSHE following the Jigsaw scheme, which combines emotional literacy, mindfulness, social skills and spiritual development. All year groups work on the same theme (Puzzle) at the same time. ... There are six Puzzles (half-term units of work) each with six Pieces (lessons). Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.

The different puzzle pieces are:



We also aim to teach pupils to become respectful, resilient and mindful of others' thoughts and feelings through a consistent approach to expectations of behaviour across all year groups in order to prevent bullying. This comes through our school values system (input by all stakeholders) and 'Restorative Practice' which helps pupils understand how their actions have adversely affected others by listening to and acting on how others feel about them. Whole school and year group assemblies reinforce our school values.

Our School Council consists of members from every class in the school. They meet regularly and work very closely with the Headteacher to ensure that pupils' views are listened to and considered throughout the school year.

### What arrangements are in place for involving SEND children in their own education?

The views of our SEND children at Heronsgate School are very important to us. We always involve the child with their EHCP in the annual review. What this will actually mean will vary according to the child's special educational needs. Participation can range from the child helping with the preparations, to attending the meet and greet / welcome part of the SEND review meeting, through to the child playing a full part in the entire SEND review meeting. Regardless of whether the child attends the meeting, their views will be sought and recorded before the meeting. The child will record their thoughts, wishes and feelings in an appropriate way depending on their capability. This process will be supported by an adult that has worked closely with the child. These views will then be shared during the meeting.

For children requiring additional SEND Support, they will have a Personal Provision Plan (PPP) or SEND Support Plan. The children will have input to this in terms of identifying their

strengths, interests, barriers to learning and specific difficulties. They will also be involved in setting and reviewing their targets each half-term so that they can celebrate the steps of progress that they make.

The Headteacher is the Designated Teacher for 'Looked After Children' (CLA). In order to support the needs of these pupils, the SENDCo, Deputy Head and class teachers are also closely involved and the school seeks support from the staff at the Virtual School.

### **What specialist services and expertise is available at or accessed by the school?**

Our SENDCo can seek advice from the Local Authority Specialist Teacher Team whenever it is felt beneficial via a Helpline at the Milton Keynes council offices. The SENDCo also actively engages with local forums to share best practice and keeps up to date with current Local and National policies to support pupils with SEND.

As part of the MKET community of schools, we also have access to an Educational Psychologist and a Speech and Language Therapist, and we can use these services to help us further develop strategies and information about difficulties for individual children.

The Local Health Authority School Nursing Team is able to support the school with referrals to services including Occupational Therapists. Our SENDCo supports parents with referrals to community paediatricians. She can 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 across Milton Keynes. 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:  
<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

The school works closely with agencies delivering the Local Offer and makes all reasonable adjustments to support pupils across other schools.

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

Our SENDCo has completed the National Award for SEND coordination at Northampton University. In addition, she continues to take advantage of relevant up-to-date training to support her role.

Our Deputy Head has completed the Mental Health Leader Certificate and the Mental Health First Aider certificate, and he continues to take advantage of relevant up-to-date training to support his role.

Our class teachers have collectively received training focusing on a range of different areas of SEND, for example dyslexia. The SENDCo also leads whole school training on specific areas of SEND.

Our lead learning support assistants and learning support assistants have also been trained in a range of different 1:1, small group and whole school initiatives that support their day-to-day role. This includes a range of different Maths and English interventions, for example Numicon, Read-Write-Inc., Better Reads, as well as programmes focusing on areas such as fine and gross motor skills, for example Rainbow Road.

### **How will parents be involved in discussions about the planning for their 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 via termly discussions between class teacher and parent around the child's PPP/SEND Support plan. Our SENDCo is available to meet with parents before, during and after school to discuss their child's needs on request.

Parents of pupils with EHCPs may be invited to an informal meeting once per term, or more often if needed, to discuss any changes that need to be made to support. Where possible, meetings will involve the parents, SENDCo, Class Teacher and any Learning support assistants working in school with the child.

### **How are children included in activities outside the classroom, including school trips?**

At Heronsgate School, we aim for all pupils to be able to access all trips and visits that take place outside the classroom. Reasonable adjustments are made to enable any pupil attending Heronsgate 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 all pupils are able to participate. 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.

Please also see our 'Charging and Remissions Policy' at the link below:

<http://www.heronsgate.org.uk/policies>

### **How accessible is the school environment?**

Heronsgate School's teaching areas are all on one level and there is wheelchair access into the main reception area and via a ramp to the school hall. There is a disabled toilet on site. Reasonable adjustments will always be made to support any child with additional needs in our care from our SEND budget.

For further information please see the 'Equality Policy and Scheme' on the school's website.

<http://www.heronsgate.org.uk/policies>

### **Who can I contact for more information about SEND at Heronsgate School?**

#### **The Class Teacher**

Relationships are built up 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 and Disability Coordinator): Mrs Sarah Pearce**

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 additional support that your child may need.

**Mental Health and Emotional Wellbeing lead: Mr Thomas Rowlands**

If parents have specific concerns relating to the emotional health and wellbeing of their child, they can arrange a meeting with the Deputy Head who is the school's lead.

**Headteacher: Mrs. Jane Edwards**

The Headteacher oversees all areas of the school's provision. If appropriate, the Headteacher 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: Mrs Penny Dent**

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).

Please follow the link below to our school website where you will find the following policies and procedures that you may wish to read:

- Special Educational Needs and Disabilities (SEND) Policy
- Mental Health and Emotional Wellbeing policy
- Behaviour Discipline Policy
- Child Protection Policy
- Curriculum Policy
- Medical Conditions Policy

<http://www.heronsgate.org.uk/policies>

**Complaints procedure.**

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

**Preparing and supporting children who need extra help or children with SEND to join the school, transfer to a new school or move onto their secondary education.****Starting in Year 3**

Year 2 pupils are invited to spend three mornings during the Summer Term at Heronsgate undertaking various 'taster' activities. In July, Year 2 pupils are again invited as part of our whole school 'moving up' morning. On this day pupils will spend the morning with their new class and teacher.

For pupils with any additional needs, the SENDCo will visit the pupil in their current school setting to enable conversations between staff and to meet the pupil.

For pupils that have an EHC Plan, there will be an agreed series of transition visits and

meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition to Heronsgate. These meetings will involve Heronsgate School staff, staff from the current school and parents. Additional visits can be organised if appropriate for any pupils so that they can become more familiar with Heronsgate and the staff before September.

### **Joining Heronsgate School at other times**

When pupils with special educational needs join Heronsgate School in-year, the class teacher and SENDCo will always try to ensure that they liaise with the child's previous school. The SENDCo will also meet with the pupils' parents prior to them starting at Heronsgate. This helps ensure a smooth transition and helps the school prepare for any additional needs.

For pupils who have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition to Heronsgate School. These meetings will involve Heronsgate staff, school staff from the pupil's previous setting and parents.

### **Moving to Secondary School**

During the Summer Term before pupils move to Secondary School, the SENDCo will ensure that transition arrangements are in place for pupils with additional needs.

Meetings may be held with the SENDCo of Heronsgate and the SENDCo of the pupils' new school to discuss the pupils' needs. These meetings may also involve the class teachers. For those pupils with an EHC Plan, the SENDCos from both schools will meet to discuss some additional transition visits for pupils as appropriate. Any learning support assistants that support the pupils at Heronsgate will also be involved in this transition process.

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

The school has a 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 a Learning Support Assistant to support individuals or small group.
- Providing any additional resources to support learning in any area.