



Leicestershire's Local Offer template for educational settings



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School Name: Heather Primary School

Address: Main Street, Heather, Leicestershire LE67 2QP

Telephone Number: 01530 260 257

Name of Headteacher: Mrs Maxine Michalowski

Contact Details: adminoffice@heather.leics.sch.uk

Website address: <http://heatherprimaryschool.co.uk>

Facebook account details: NA

Twitter Feed details: @HeatherPrimary

School/College Specialism: NA

Age range of pupils: 4-11

Date of last inspection: January 2017

Outcome of last inspection: Good

Does school/college have a specialist designated unit / additional learning support department? NO

Total number of students with special educational needs at setting: 15 (NOR = 108)

Total number of students receiving additional learning support through an EHCP: 3

1. The kinds of special educational needs for which provision is made at Heather Primary School.

At Heather Primary School we are proud to provide a happy and inclusive learning environment that is both safe and stimulating and where every member of our community is valued, respected and welcomed within our mainstream setting.

Every child in our school has an equal right to a full and rounded education and to enjoy high quality learning experiences through which they are able to achieve their full potential.

At all times, we work to ensure that we offer special educational provision for all pupils for whom this is required; that is, provision that is 'additional to and different from' our differentiated curriculum that responds to the four areas of need identified in the SEND Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

The four categories that the school caters for can be classified into core, additional and high needs, where some children only require minimal interventions and support while others need additional support to raise the level of their learning.

A few children, generally those who have existing Statements of Special Educational Needs or Education Health and Care Plans (EHCP) require higher levels of support.

2. Information about Heather Primary School policies for the identification and assessment of pupils with special educational needs.

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught'.

At Heather, children are identified with Special Educational Needs in a number of different ways:

- They could originate from a referral from a GP, a health visitor, the speech and language service etc.
- Concerns have been raised by parents/carers, about the level of progress being made by their child
- Through paediatric assessments with the Paediatrician or concerns from the school nurse

Class teachers and support staff will also have identified that a pupil is failing to make the expected progress in their learning by raising concerns about the following issues:

- A child may display difficulty in developing Reading, Writing or Mathematics skills which results in them working significantly below age-related expectations;

- Despite differentiated teaching approaches targeted particularly to address a child's identified area of weakness, the child concerned is still making little or no progress;
- The child concerned presents ongoing emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school;
- The child concerned has sensory or physical needs, and continues to make little or no progress, despite the provision of specialist equipment or intervention;
- The child concerned has communication and / or interaction difficulties, and continues to struggle to make progress both academically and socially

3. Information about Heather Primary School policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

How Heather Primary School evaluates the effectiveness of its provision for such pupils

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the academic year. This is done in the form of regular discussions and progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEN provision and interventions are recorded on Individual learning plan or a learning support plan, which is updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated by the Headteacher and SENDCO and the information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

Heather Primary School's arrangements for assessing and reviewing the progress of pupils with special educational needs.

Where it is determined that a pupil does have SEND, parents will be formally advised of this before their child's name is added to the School SEN/Inclusion Record. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so begin to remove barriers to learning. We will provide support that is **additional to or different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. The support provided consists of a four part process: Assess; Plan; Do; Review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess - In identifying a child as needing SEND support the subject teacher, working with the SENDCO should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment and comparisons with peers and national data, as well as the views and experience of parents.

The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff members are already involved, their work will help to inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Review – Your child’s progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, maths. Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and ‘pseudo’ words.

If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool (engagement model) is used which shows their level of attainment in more detail and will also show smaller but significant steps of progress.

At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATS) – where appropriate pre-Key Stage standards will be used if a child is working below the standard of the National Curriculum assessments. . This is something the government requires all schools to do and they lead to the results that are published nationally.

Reviews of ongoing pupil progress in general will be made during termly ‘Pupil Progress Meetings’ between the Headteacher and Class Teacher, data checks using internal tracking grids and pupil progress reports (which summarise achievement against learning targets in Reading, Writing and Maths set in class by the teacher). Regular book scrutiny will be carried out by the SENDCo and the Headteacher, the SENDCo will also carry out classroom visits to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Children at the SEND Support stage will have additional ‘small step’ learning targets which set out specific outcomes to be achieved by the end of the academic year. These desired outcomes/goals are recorded in your child’s Individual Education Plan. The Individual Education Plan (IEP) for the new academic year is shared with parents each term (three times a year) The class teacher, in conjunction with the SENDCo will revise the IEP in light of pupil progress and development; new intervention programmes or levels of support will be organised as necessary, and targets updated or adapted to meet the needs of the child if appropriate throughout the year. The review process will also help the school to evaluate the impact and quality of the support and interventions.

In addition to the above, the progress of children with a current Statement of SEND, or for those with Education, Health and Care Plans is formally reviewed at an Annual Review with all adults involved with the child’s education. Pupils can accompany their parents, where this has been arranged in advance and can participate in discussions. Detailed ‘Review’ reports are written and circulated to Leicestershire SEN, teachers and support staff and parents/carers. New targets for the next 12 months are identified and put into practice.

Heather Primary School’s approach to teaching pupils with special educational needs

‘Every Teacher is a Teacher of SEND’. Provision for children with special educational needs is a matter for the whole school and an important element of every teacher’s Professional Standards. The governing body, the school’s Head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. A graduated approach to offering support is adopted at Heather:

1) Quality First Teaching: ‘The baseline of learning for all pupils’. (Class teacher input via excellent targeted classroom teaching). All children in school should be getting this as a part of excellent classroom practice when needed.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and for every pupil in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies are in place to support your child to learn.

2) SEND Support - Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Any pupil identified as having a special educational need and/or disability will be added to the school's SEND record. Extra support will be given to these pupils to help them to make progress as a result of being acknowledged by the class teacher as having specific gaps in their understanding of a subject/area of learning.

For your child this would mean:

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- He/ She will engage in 1:1 or group sessions with specific targets to help him/her to make more progress.
- A Teacher, or most often a Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.
- You will be asked to a meeting to discuss your child's progress and help plan possible ways forward.

However, we recognise that each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Disability Co-ordinator (SENDCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs.

3) SEND Support for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The school will draw on the support of outside agencies e.g. Speech and Language therapy to run small groups or 1:1 sessions.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's particular needs better and to be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better; Support to set better targets which will include their specific expertise; A group run by school staff under the guidance of the outside professional e.g. a social skills group

4) Specified Individual support for your child in school provided via an Education, Health and Care Plan (EHCP). This type of support is available for children with significant special needs whose learning requirements are severe, complex and lifelong and who need more than 20 hours of support in school. Usually your child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are severe and complex enough to warrant 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If they do not think your child needs this, they will ask the school to continue with 'SEND Support'
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, to run individual programmes or to run small groups that include your child.

How Heather Primary School will adapt the curriculum and learning environment for pupils with special educational needs

At Heather Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning. We want all our children to know and to feel that they are a valued part of our school community.

Through appropriate and broad curricular provision, we are able to respect and respond to the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. When a decision is made to provide a pupil with SEND support, planning will involve consultation between the teacher, SENDCO and parents to agree:

- the adjustments, interventions and support that are required;
- the impact on progress, development and or behaviour that is expected and
- a clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The nature of intervention, and the strategies employed may include the following:

Strategies to support/develop Literacy

- Quality literacy teaching and support from the class teacher and TAs.
- Differentiated curriculum for children with SEND when necessary.
- Individual and group support in the classroom from TAs and the Class Teacher.
- Use of a range of literacy resources to reinforce concepts and understanding, including the use of laptops.
- Individual support for pupils with Education, Health and Care Plans.
- Targeted support for individuals, pairs and small groups with SEND, from the Learning Support teacher.
- Termly assessments of all pupils, to monitor progress being made and identify areas of need.
- Specific 'Wave 3' interventions such as Toe by Toe.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Targeted literacy support strategies devised by the educational psychologist and implemented by the learning mentor, SENDCO or learning support teacher as appropriate.

Strategies to support/develop maths

- Quality maths teaching and support from the class teachers and teaching assistants (TAs)
- Withdrawal of small groups, pairs or individual SEND pupils, by Learning Support Assistants for targeted support.
- Individual support for those children with EHC Plans.
- Small group, paired and individual support in the classroom from the class teacher and TAs.
- Use of a wide range of mathematical equipment and resources to reinforce understanding across all year groups.
- Differentiated activities for SEND pupils when necessary.
- Termly assessments for all children to monitor progress being made and to identify areas of need.
- Pre-teaching of new concepts and vocabulary to enhance learning
- Use of support resources including a range of practical 'manipulatives'.

Strategies to support Foundation Subjects

- Differentiated activities according to SEND and needs.
- Different learning materials, resources or specialist equipment to support your child individually and in groups
- Using iPad Apps for children with communication difficulties as well as other ICT equipment and programs to support specific needs.
- Using a range of software to help children engage with subjects they find difficult. This helps children to become independent learners.
- Group or individual support, which may involve small groups of children being withdrawn to work with the SENDCO, teacher or TA support
- Visual timetables are used in classrooms.
- Provision of individually tailored visual support packages for specific children including individual timetables and behavioural charts.

The school building regulations comply with all relevant accessibility requirements. The school site is wheelchair accessible. We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users.

How Heather Primary School will provide additional support for learning that is available to pupils with special educational needs.

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching, led by Learning Support Assistants, away from the mainstream classes.

Teachers work closely with all staff and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Activities available for pupils with special educational needs in addition to those available in accordance with the curriculum

We make sure that activities outside the classroom, such as Forest Schools and school trips, are accessible to all children including those with SEND. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip if this ensures access.

After school clubs are available to all pupils. Vulnerable pupils are given priority and reasonable adjustments will be made to support participation. We ensure that equipment used for these activities is accessible to all children regardless of their needs. Health and safety audits will be conducted as and when appropriate. We have regular whole school theme days and visits from coaches, authors etc. to support different topic areas.

We celebrate our achievements and talents, irrespective of individual differences within the protected categories of the Equality Act of 2010 through special assemblies and award ceremonies.

Our broad, balanced, creative curriculum and enrichment activities therefore provide opportunities for everyone to achieve and succeed by encouraging all pupils to be actively involved in their own learning and reducing barriers to learning and participation. Together we take pride in making a positive contribution to our school and the wider community.

Support that is available for improving the emotional and social development of pupils with SEND

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at Heather Primary School. We have a caring, understanding team who look after all of our children. Social Skills programmes/support including strategies to enhance self-esteem that we can provide in school may include:

- Nurture groups
- Social skills and friendship groups
- Personalised behaviour programmes including rewards and sanctions to suit a child's particular needs
- Themed assemblies and lessons using Cambridgeshire PSHE scheme and sometimes the SEAL (Social and Emotional Aspects of Learning) framework to support the children's personal development
- Outside agencies support within all areas including social, mental and emotional health
- We offer a wide variety of after school and before school clubs which change termly. There are opportunities with the additional funding of Pupil Premium to ensure children can access after school clubs and trips
- Tailored intervention programmes delivered by the school's allocated educational psychologist to children and their parents/carers, as appropriate
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate
- Development of gardening skills through projects delivered by all of our teachers in the school grounds
- Buddy systems for support during playtimes and lunchtimes.
- Collaboration and communication with all external professionals involved with children, as appropriate, e.g. hospital consultants, GPs and CAMHS practitioners.
- All staff trained in child protection at regular intervals.
- Meeting and greeting of parents/carers at the start and end of each day by all staff.
- Open door policy by all staff for all parents & carers throughout the day.

Access to Medical Interventions:

If your child has a long or short term medical illness then please refer to the Medical Needs and Intimate Care policies, which outline the level of care and support provided at our school in detail. In summary however, strategies may include:

- Regular update sessions between the SENDCo and school nurse.
- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and EpiPen use.
- Liaison with medical professionals, e.g. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school.
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication is kept in the school office.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.
- High levels of First Aid trained staff in school.

4. The name of and contact details of our SEND co-ordinator

The person responsible for overseeing the provision for children with SEND is Mrs Linda Thornley

The person co-ordinating the day to day provision of education for pupils with SEND is currently Mrs Thornley (SENDCO).

The Special Educational Needs Co-ordinator's (SENDCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Using school data – 'Insight' to monitor the progress of children of SEND in line with their peers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEN Record.

Heather Primary School also has a named Governor responsible for SEND (Mrs Dawn Guzzetta). They ensure that the Heather Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Contact details for all staff members: 01530 260257 (School Number)

officeadmin@heather.leics.sch.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, Family of Schools SEN meetings and facilitates/signposts relevant SEND-focused external training opportunities for all staff. One aspect of the SENDCo's job is to support the class teacher in planning for children with SEND.

We recognise the need to train all our staff on SEND issues and we use funding available to support this professional development. The school takes every opportunity for all staff to develop their teaching and the learning of all children, including those with SEND. This includes whole school training on SEND issues such as Autism and Speech and Language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the Outreach service. Shadowing/peer observation takes place, as does medical training to support pupils with medical care plans such as epilepsy and epi-pen training. The SENDCO, with the Headteacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. We are able to enrich our provision through taking advantage of the many training opportunities offered for staff by the Forest Way Teaching School, of which we are a member.

The school builds strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. We believe that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEND provision within our school. We will therefore invite and seek specialist advice, support and training from external SEND services where necessary in the identification and assessment of, and provision for SEND. For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing Literacy and Mathematical skills
- Has emotional or behavioural difficulties which regularly and significantly interfere and impact on the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

The SENDCO is the designated person responsible for liaising with the following:

- Leicestershire Education Psychology Service
- Behaviour Support Service
- Social Care
- Speech and Language Service (Class teacher also liaises)
- Specialist Outreach Services e.g. Autism Outreach
- Occupational Therapy
- Physiotherapy
- Education Service for Deaf & Partially Hearing Children
- Child & Adolescent Mental Health Service
- Education Service for Blind & Partially Sighted Pupils
- School Nurse
- Forest Way Outreach Support Service
- Oakfield Short Stay School
- Maplewell Outreach Support Service

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Headteacher informs the governing body as to how the funding allocated to support Special Educational Needs has been employed. The Headteacher and the SENDCO meet regularly to agree on how to use funds directly related to EHCPs.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving those parents/carers in, the education of their child.

Partnership plays a key role in enabling children and young people with SEND to achieve their potential.

Heather Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The SENDCO is also available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be communicated to you directly, or where this is not possible, in a report. Individual plans will be reviewed with your involvement each term. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. The SENDCO may also signpost parents of pupils with SEND to the Local Authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND Governor (Mrs Dawn Guzzetta) may be contacted at any time in relation to SEND matters.

As well as the school's 'Local Offer', the school's website contains a dedicated section devoted to 'SEND and Inclusion

8. The arrangements for consulting young people with special educational needs about, and involving them in their education.

Pupil Voice - Your child will be able to contribute at all SEND reviews, if they are old enough and/or able to contribute. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through pupil interviews, informal discussions, through A Feelings Art book, Social Stories, etc. and through consideration of their 'One Page Profile'.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

If a parent is concerned about anything to do with the education that we are providing at our school, they should in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects any child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or if they feel that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Headteacher. The Headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors, Mrs Keely Downing. Should a parent have a complaint about the Headteacher, they should first make an informal approach to the Chair or Vice Chair of Governors.

A copy of the school's complaint policy is available on request/on the website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The school budget, received from Leicestershire LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Governing Body, Head Teacher and SENDCO discuss all the information they have about SEND in the school - including: the children getting extra support already; the children needing extra support; the children who have been identified as not making as much progress as would be expected - and decide what resources/training and support are needed. All resources/training and support needs are reviewed regularly and changes made as required.

The Governing Body ensures that the school works with and in support of outside agencies when pupils' needs cannot be met by the school alone. At Heather, some of these services currently include Education Psychology Service, Speech and Language Therapy, Outreach from the Forest Way Teaching School.

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

- Specialist Teaching Services - Room 600, County Hall, Glenfield, Leics LE3 8RA Tel: 0116 3059400
- Autism Outreach Service Tel: 0116 3059400
- Hearing Support Service Tel: 0116 3059400
- Learning Support Service Tel: 0116 3059400
- Vision Support Service Tel: 0116 3059400
- Psychology Service - Room 600, County Hall, Glenfield, Leics, LE3 8RF Tel: 0116 305 5100
- The Parent Partnership Service - Abington House, 85 Station Road, Wigston, Leics LE18 2DP Tel: 0116 3055614

12. The setting arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher.
- All Individual Support Plans will be shared with the new teacher.
- Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment. If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- Your child will engage in focused learning about aspects of transition to support their understanding of the changes ahead.
- A member of staff from the secondary school setting comes to visit and meet with the children who will be attending their school.
- Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Many hold open evenings for parents to attend in order to support your decision making process about which school is the right choice for your child.
- If your child has already been identified as having special educational needs, then the SENDCO at our school meets with the secondary school SENDCO during the final term of Year 6. Details of the pupil's needs are passed on to the new SENDCO, along with details of what support has been in place at our school to help them. Our SENDCO passes on information about any outside agencies that have been involved and all SEND paperwork is passed on, including documents such as IEPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

Reception Class:

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- The Reception class teacher does some pre-school visits in the summer term before the children enter our school in Reception class. She speaks with your child and their key workers to gain as much information about your child as possible. If your child has already been identified as having special educational needs then the SENDCO will have been invited to attend a meeting at the pre-school setting. Your child will also have visits to our school in the summer term where they will get to meet the teachers, other children that will be starting the school with them and the new school environment.

13. Information on school/college contribution to the publication of the local authority's local offer

Leicestershire County Council's Local Offer

This can be found by visiting LCC's website and clicking on the Local Offer link

Visit <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

