

Special Educational Needs and Disabilities Report

2022 - 23

Heathfield Academy

Introduction	
<p>Heathfield Academy is a two form entry primary school within the STEP academy trust. At Heathfield Academy we are an inclusive school with the expectation that all pupils, regardless of their specific needs, should be offered a wholly inclusive environment and learning that will enable them to make the best possible progress in school whilst also feeling that they are a valued member of the wider school community.</p> <p>At Heathfield, we are led by our core values of Passion, Urgency, Positivity, Aspiration and commitment (PUPAC). Our school offers a range of provision across the four areas of Special Educational needs to support children with:</p> <ul style="list-style-type: none"> • communication and interaction needs • cognition and learning difficulties • social and emotional and mental health needs • sensory difficulties or physical needs. <p>Support offered will be tailored to individual need, following comprehensive assessment by internal and/or external agencies. Support is intended to promote pupils' independence, self-awareness and self-esteem, foster resilience in learning and be seen in the wider context of excellent classroom teaching.</p>	
Who can I contact if I have concerns or questions about my child?	
Class Teacher	<p>The class teacher is responsible for:</p> <ul style="list-style-type: none"> • Adapting the curriculum to respond to strengths and needs of all pupils. • Checking on the progress of your child and identifying, planning and delivering of any additional support. • Ensuring that staff working with your child are supported in delivering the planned work / programme so that they can achieve the best possible progress. • Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. • Ensuring that the Academy's Inclusion Policy is followed in their classroom and for all the pupils they teach with any special educational needs or disabilities (SEND). <p>If you have concerns about your child, you should first speak to your child's class teacher. You might then be directed to the SENCO, or your class teacher might seek further advice from the SENCO on your behalf.</p>
Special Educational Needs and Disability Coordinator (SENDCo) / Inclusion Lead: Vicki Jackson	<p>The SENCO is responsible for</p> <ul style="list-style-type: none"> • Co-ordinating all the support for the children with SEND and developing the Academy's approach to inclusion to make sure children get a consistent, high quality response to meeting their needs in school. • Ensuring that you, the parent / carer, are involved in supporting your child's learning; kept informed about the support your child is getting and involved in reviewing how they are doing.

	<ul style="list-style-type: none"> • Liaising with professionals who come into school to help support your child. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in school are known) and making sure that there are clear records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. • Support the Head of School in reporting to Governors in matters relating to SEN and Disability
Head of School: Sarah Mackay	<p>The Head of School is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • Even though responsibility is delegated to the Inclusion Lead and class teachers, they are still responsible for ensuring your child's needs are met. • Ensure the Strategic Governing Body is kept up to date about any issues in school relating to SEND.
SEN Governor	<p>The SEN Governor is responsible for:</p> <ul style="list-style-type: none"> • Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school. • Ensuring that staff members are following the Academy's policy and the SEND Code of Practice.

How does the school teach and support children with Special Educational Needs or Disability (SEND)?

Our teachers are skilled at adapting teaching and learning methods to meet the diverse range of needs in each class, which we refer to as Quality First Teaching. Daily planning takes into account individual pupil needs to ensure that all pupils can experience success and challenge in their learning. High quality teaching strategies for children with SEND are high quality strategies for all children; with this in mind, our teachers use a range of strategies that are frequently recommended for specific learning needs in class as part of their daily teaching repertoire. This includes using any additional adults available flexibly to help groups and individual pupils with a long term goal of developing independent learning skills, as well as planning and delivering daily or weekly intervention where appropriate.

On occasion, it may not be appropriate for some children to follow the expectations for their year group in one or more areas of the curriculum or they may need a higher level of support or intervention in order to achieve the same learning objectives as their peers. Where this is the case, the class teacher will take advice from the SENCo and/or outside agencies to ensure the child is still challenged to achieve their best, whilst being supported to achieve learning objectives appropriate to their level of ability. Their progress is monitored closely and reviewed regularly as part of the Assess, Plan, Do, Review cycle laid out in the SEN Code of Practice.

How does the school identify and assess children with Special Educational Needs and/or Disability?

At Heathfield Academy, class teachers and the leadership team monitor the progress of all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points including termly teacher assessments and statutory assessments such as the Year 1 phonics screening and end of key stage SATs.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This support and intervention is put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up.

Despite high quality targeted teaching some pupils may continue to make less progress than their peers. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. More detailed assessment of needs maybe carried out by the SENDCo to provide the class teacher with advise and at times it may be necessary to consult with outside agencies to receive more specialised expertise. The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into an Individual Learning Plan, reviewed termly, and refined / revised when necessary.

At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a Special Educational Need and they will be included on our SEN register to ensure the cycle of assess, plan, monitor and review is applied effectively. If the pupil makes good progress using this additional and different intervention but would not be able to maintain this good progress without it, we will continue to identify the pupil as having a Special Educational Need.

Staff are also trained in identifying and supporting a range of other difficulties in addition to cognitive and learning needs, such as speech and language, sensory needs and social, emotional and mental well-being needs. Where the class teacher identifies concerns they feel are unable to be addressed via Quality First Teaching, they can refer the need to the SENDCo and consider, in consultation with the parent, whether advice from an outside agency is appropriate.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Teachers and the Inclusion Lead meet at least termly to review and monitor progress and to assess the impact of interventions for all children who are on the SEN register. Children who have more complex needs recorded on an Education, Health and Care Plan (EHCP) have a more detailed review once a year that is attended by parents and outside agencies.

See below for our Pathway for SEND Identification and Support.

What is the Graduated Response?

Heathfield applies the graduated response, as outlined in the SEND Code of Practice (2014), when supporting children who have an identified Special Educational Need. During the Graduated Response process, the class teacher will gather information about the child’s learning and the use of strategies and appropriate learning tasks for the child will be discussed with the Special Educational Needs Coordinator (SENDCo).

As outlined above, this means that the child will be placed on the school's Special Educational Needs Register so that provision to meet their needs can be planned for and effective support can be put in place to remove barriers to their learning. These children will be provided with an Individual Learning Plan. The graduated response means a range of strategies will be implemented and evaluated before referral to outside agencies, so that when children are referred to an outside agency, the specialist can be provided with a wealth of information with which to better inform the next steps.

When children are seen to have a range of complex needs which are not showing improvement, despite input from outside agencies, then it may be necessary to apply for an Education, Health and Care Plan (EHCP) for the child.

What interventions are available?

Heathfield offer a range of interventions to children to address a variety of needs. These include, but are not limited to:

Phonics	We follow Ruth Miskins’ Read Write Inc phonics program in class. If children need more support with developing their phonological awareness and knowledge, they will
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	access this program in smaller groups focusing on their stage of learning.
Speech and Language Rainbows	In EYFS, we aim to identify Speech and Language difficulties quickly and provide early intervention through our Rainbows group. All children who have been identified by the SaLT team while at nursery will also access this intervention. In the Rainbows group, we focus on language use and pronunciation by giving the children the chance to speak, play word games and role play in small groups.
Speech and Language informed by SaLT	When we receive specific advice from a Speech and Language Therapist, we arrange 1:1, 1:2 or small group intervention to follow the programme of work as set by the Speech and Language therapist. This can involve specific games, sequencing activities, guided discussions etc.
Colourful Semantics	This is an intervention designed to develop children's sentence structure, primarily spoken sentence structure, but is also used to improve written sentence structure. It involves teaching children the 3 main components of a grammatically correct sentence using consistent colour coding, then gradually extends this to more complex sentences.
Social Skills	Children develop various social skills such as turn taking, reciprocal conversation, co-operation and conflict resolution in small group activities, games and role play.
Maths: Closing the Gap	Children develop their basic math skills and number concepts using practical materials such as counters, bead strings, number lines and denes apparatus, as well as real life context.
Draw and Talk Therapy	Sometimes a child experiences traumatic or distressing events, or displays signs of emotional need, which require over and above our universal approach of space to talk to a trusted adult, PSHE, self-directed reflection and worry boxes. For these children, our LSAs are all training in <i>Draw and Talk</i> Therapy: a 12 week programme which gives children a safe space to draw without prompt or direction. The <i>Draw and Talk</i> therapist does not ask probing questions about why the child is upset / angry / anxious, but asks them to talk about what they have chosen to draw. This gives the child an emotional outlet and safe space to talk. The specific content of each session is confidential between the child and therapist, however the therapist will follow the school's usual safeguarding protocols if the child shares anything that causes concern. At the end of the 12 weeks, the child can choose what to do with their pictures and may decide to share them with their parents, or may decide to keep them private.

Zones of Regulation	<p>Zones of Regulation is an approach to self-regulating emotions that is often recommended by Educational Psychologists. It involves classifying emotions according to their level of intensity and energy, but recognises that no Zone is “bad”. Once children are able to recognise how they are feeling, they work on finding methods to regulate their emotions and coping with strong, intense emotions. If your child is receiving Zones of Regulation therapy you might find it useful to also talk about the different zones of emotion. They are:</p> <p>Blue: Low energy, sad, depressed, bored, tired, ill.</p> <p>Green: Stable energy, content, focused, calm.</p> <p>Yellow: slightly raised energy, excited, confused, worried, nervous, annoyed.</p> <p>Red: High energy, intense feeling, angry, enraged, scared, anxious, over-excited, ecstatic, thrilled.</p>
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What support is there for children’s social, emotional and mental well-being?

At Heathfield Academy we believe that it is our role to work with families to develop the whole child. We teach children about tolerance and understanding, as well as about managing their feelings in whole class lessons of PSHE and Philosophy for Children (P4C). We believe that by increasing children’s awareness about mental health they are better able to manage the strong emotions that we all feel from time to time.

We take incidents of bullying very seriously and they are dealt with robustly when they occur. Staff will speak to you if we feel your child has experienced bullying as a victim or as a perpetrator. We teach all our children about bullying and specific kinds of targeted bullying e.g. SEND bullying and homophobic bullying as part of our assemblies programme. We record all reported incidences of bullying so we can monitor trends and patterns so staff can intervene early and prevent bullying from occurring whenever possible. We know that pupils with SEND can be more vulnerable. All staff at Heathfield Academy have been trained in identifying signs of abuse in SEND children and have read and understood the updated guidance from Keeping Children Safe in Education.

When needed, and with the express consent of the parent or carer, our school has a staff members trained in Draw and Talk Therapy who can support children experiencing particularly challenging times on a 1:1 basis. We also identify where children would benefit from intervention to improve social skills, self-esteem and confidence and run small group interventions to address a range of difficulties in these areas.

The school may work with other services to support children including CAMHS and the Early Help Keyworker services to ensure children get any specialist support they may need. We will always discuss such support with the parent first if we feel we need to engage with these outside agencies.

What outside agencies does the school work with?

Our school works with a number of external agencies to seek advice and support of experts to ensure that the needs of all children are fully understood and met. We are able to make referrals to some of these services, whilst others must be referred to via your GP. If we feel is beneficial for your child to have the input from one of these services, it will be discussed with you as part of our Graduated Response.

Outside agencies we work with include, but are not limited to:

- Educational Psychology Service (Our attached Educational Psychologist is: Lara Milletti)

- The Local Authority SEN Team
- Croydon Sensory Support Service
- Paediatricians
- CAMHS
- Occupational Therapy
- NHS Speech and Language
- Love to Communicate Private Speech and Language therapists

Please see below for the contact details of outside agencies.

How are Parents and Carers involved in reviewing children's progress and planning support?

We are committed to working with parents and carers and we are proud of the good relationships we have at Heathfield Academy. We aim to offer an approach which meets that individual child's needs through collaborative working with both parents/ carers and professionals.

When we review the progress of children with SEND, we seek parents' and carers' opinions on their child's progress and input into the new targets that are set. These reviews take place at least termly, but occasional more frequently if required. If parents/ carers wish for an additional review they can speak to their child's class teacher so that this can be arranged.

Children with Education, Health and Care Plans also have short term targets that are reviewed termly, but they also have more formal annual reviews held at least annually. Parents are invited to share their opinions and concerns during this meeting but are also invited to put their views in writing for this review.

How are children involved in reviewing and planning their progress and planning support?

At Heathfield Academy, we are committed to allowing all our children to have a voice and to share their thoughts and feelings with us both incidentally and through more structured 'Pupil Voice' discussions, which is why we have set up the Pupils' Parliament.

Likewise, we are also keen for children to have a say in their own personalised learning plans. Their short term Individual Learning Plan targets are shared with them and they are given an opportunity to say how they feel they are progressing and to tell their teacher what helps them to learn every time their targets are reviewed.

There are many opportunities for children to tell us what they think in school, these include:

- Pupils voice discussions with LSAs or the SENDCo.
- Daily self-assessment of learning in class.
- Class P4C lessons
- School Pupil Parliament Meetings
- SEND support review meetings.
- Annual reviews for those with an EHCP

The above list is not exhaustive and open channels for communication between pupils and staff are encouraged.

What training do school staff have?

An ongoing programme of professional development is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Recent training has covered :

- Draw and Talk Therapy
- Provision Maps
- Quality First teaching of common Specific Learning Difficulties
- Speech and Language
- Mental Health and Well Being

- Attachment Difficulties

How accessible is the school?

Our school site is a modern building designed with accessibility in mind; despite being over 3 floors, it is very accessible to children with limited or impaired mobility. Doorways and corridors have been designed to be wide enough to allow easy access and space for wheelchairs, or other mobility equipment to be manoeuvred and a lift for access to all floors has been installed. There are easy access toilets located in several areas of the school and we have an easy access shower on the first floor.

In the instance of further equipment or facility adjustments required we would seek advice from Occupational Therapy or Croydon Sensory Support Services with a view to making the reasonable adjustments needed.

As a school, we are subject to the Equalities Act 2010 and are bound to make reasonable adjustments and provide auxiliary aids to ensure that no child with a disability will be disadvantaged when attending our school.

How are children with SEND included in extra curricular activities, including school trips?

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and any wider community activity. Where necessary, we carry out individual risk assessments for pupils who may experience difficulties when attending school trip to ensure that their experience is not impeded in any way.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in any wider learning experiences.

How does the school ensure my child has a smooth transition to a new school?

If your child transfers to a different primary school, their SEN records will be transferred digitally using Edukey’s Provision Map if the receiving school also has this system in place, or via secure email (egress) if the receiving school does not use Edukey’s Provision Map. We will make contact with the receiving school to ensure all information is received and to have a discussion with the receiving school when appropriate.

When your child moves on to a secondary school, in addition to the above, there will also be a further meeting between Heathfield SENDCo and the Secondary school SENDCo in accordance with the Local Authority transition process. If the child has an EHCP, an EHCP review is always held in the summer term, to which the SENDCo of the receiving school is invited, in order that we can go through their strengths, needs and provision as outlined in the EHCP in more detail.

Where can I find more information, advice and support?

You can find information regarding the ‘local offer’ on the internet:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

SEND information, advice and support service (SENDIASS) is a service who provide impartial advice and help for children and young people with SEND and their parents/ carers:

<https://www.kids.org.uk/croydon-sendiass>

Speech and Language Therapy Service

Email: ch-tr.sltcroydonchildren@nhs.net

Address: Sanderstead Clinic 40 Rectory Park Sanderstead, Croydon, CR2 9JN

Phone number: 020 8714 2594

CAMHs

Email: croydoncamhsmail@slam.nhs.uk

Address: Christopher Wren House, 113 High Street, Croydon, CR0 1QG

	Phone number: 020 3228 0000
Community Paediatricians	Address: Children's Medical Service, 12-18 Lennard Road, Croydon, CR9 2RS Phone number: 020 8401 3982
Croydon Sensory Support Service (CSSS)	Email: sensorysupportservice@croydon.gov.uk Address: Area Office, 90 Central Parade, New Addington, Croydon, CR0 0JB Phone number: 0208 760 5780
Virtual School Head Teacher (responsible for Children Looked After)	Email: VirtualSchool@croydon.gov.uk Address: Children, Families and Education, 4th Floor, Zone A Bernard Weatherill House, 8 Mint Walk, Croydon, CR0 1EA Phone number: 020 8726 6000 extension 88817
Occupational Therapy	Email: ch-tr.croydonchildrensot@nhs.net Address: Crystal Children's Development Centre Malling Close , Croydon, CR0 7YD Phone number: 020 8274 6854/50
Physiotherapy	Email: CH-TR.croydonchildrensphysio@nhs.net Address: Crystal Children's Development Centre Malling Close , Croydon, CR0 7YD Phone number: 020 8274 6853
What can I do if I am not happy or want to complain?	
<p>If you are unhappy, you should speak to your child's class teacher in the first instance. We always want to resolve issues as soon as possible so please raise any concerns with us as soon as they arise.</p> <p>If the complaint cannot be resolved, you can ask to meet with the SENDCo and/or Head Teacher.</p> <p>If you remain unhappy after this, you can make a complaint direct to our Academy sponsor, STEP and a complaints panel will meet to discuss your complaint.</p> <p>More details of how to do all these things is given within our complaints policy which you can find a copy of on our website along with a form to complete.</p>	