



Special Educational Needs Information Report

Children may have a special educational need or disability either throughout or at any time during their school life. At Heron Cross Primary School, we accommodate all children with special education needs in line with the Equality Act 2010. Provision is made for all four areas of need as outlined in the 2014 SEND Code of Practice. Some pupils may have needs in more than one area and needs can change over time.

The four areas of need are:

Communication and Interaction

- Speech, language, communication difficulties (SLCN)
- Autistic Spectrum Disorder (ASD)

Cognition and Learning

- Moderate learning difficulties (MLD)
- Specific learning difficulties (SPLD)
- Global developmental delay

Social, Emotional and Mental Health

- Attention Deficit Hyperactivity Disorder (ADHD)
- Emotional difficulties
- Social difficulties
- Mental health difficulties
- Attachment disorders

Sensory and/or Physical Health Difficulties

- Physical difficulties (PD)
- Hearing impairment (HI)
- Visual impairment (VI)
- Medical needs

Identifying children with Special Educational Need and assessing their Needs

When children have been identified with Special Educational Needs before they start with us, we work with the parents and professionals who already know them, and use the information available to plan to meet the needs of the child.

If parents, carers or staff think a child has Special Educational Need we will investigate the concerns raised by: holding meeting with the parents; completing observations; looking at any work in books, carrying out standardised and non-standardised assessments and tracking progress of the individual child. This will ensure accurate identification of need, and the child will be placed on the Special Educational Needs register.

All children who require SEND support will have one of the above named as their primary area of need, but may also have needs in the some or all of the other areas of need. If parents have concerns then these can be discussed with the class teacher or Mrs Hardy (SENDCo). All parents will be listened to and informed when decisions are made about their child.

Type of support

Wave 1 is Quality First Inclusive Practice. This is clearly defined at Heron Cross Primary School and we expect all staff to deliver this to all children. Should additional support be required at Wave 2 or 3, consultation will be made with the pupil, parents and relevant staff. All interventions that are planned and delivered have a baseline and are monitored for impact. The SENDCo oversees all additional support and regularly shares updates with the Headteacher and Governing Body. For pupils with an Education, Health, Care Plan, the type and quantity of support will be decided when school receive the plan from the local authority or at annual review meetings.

How children are supported at Heron Cross Primary School.

All pupils will be provided with quality first teaching that is purposely planned by the class teacher and adapted and/or scaffolded to meet their needs. Specific strategies and resources will be used to support individuals or in small groups. Pupils with a disability will be provided with 'reasonable adjustments' so that they are able to access the curriculum.

If concerns are raised regarding a child having Special Educational Needs, observations and individual assessments will be undertaken to make accurate assessments of the child's needs. Additional support will then be planned and implemented.

If, after additional support has been planned and implemented, a review indicates that the child has an identified special educational need, and further support is required, parents will be informed that school have identified that the child requires Special Educational Needs support and the child will be placed on the Special Educational Needs list to ensure they receive the support they need. SEN support will be recorded on a pupil passport that will identify specific, measurable, achievable, realistic and timely outcomes for the pupil. Progress towards the outcomes will be monitored regularly, reviewed termly and shared with the pupil and parents.

If a child continues to make minimal progress and continues to need additional support, despite high quality teaching and interventions, advice will be sought from external agencies to meet the specific needs of a pupil. This will be undertaken with parent's permission.

If following the assess, plan, do, review cycle, a higher level of support is required, a request will be made to the local authority for an assessment for an education, health and care plan. If the assessment indicates that additional support is needed for the child, the local authority will provide an education, health and care plan.

Every pupil with a special educational need will be provided with a pupil passport and a one-page profile. This is written by the class teacher with input from the pupil. It is shared and reviewed with the parents. The one-page profile outlines information about the child, their strength, difficulties, how they learn best and how best to help them. The pupil passport identifies the assess, plan, do and review cycle, with specific targets and interventions to support them. These are reviewed termly by the class teacher and shared with parents.

Provision for Special Educational Needs children

Heron Cross Primary School have high expectations of all pupils. We aim to provide an inclusive, creative curriculum to develop the whole child. Where possible, the needs of the learners with special educational needs are met in the classroom through high quality and adaptive teaching. Teachers plan using pupils' current ability level and they adapt lessons so that every child is able to learn at their own pace in their own way. Their work will be adapted by the class teacher to remove barriers to learning and enable them to access the curriculum. In addition, children will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help. Small group interventions will be planned to support children to make progress, identifying and closing gaps to ensure the children make progress. Teachers are accountable for the progress and achievement of these pupils.

A small number of children with a high level of need will receive a personalised curriculum and approach to their education. This may include additional adult support, a personalised timetable, additional interventions and where appropriate, involvement from external agencies.

How do we make sure the SEN provision is effective?

The quality of teaching will be monitored by the Senior Leadership Team in a number of different ways. Regular lesson observation snapshots and learning walks are carried out to monitor and evaluate the effectiveness of SEND provision and teaching. Book looks and pupil voice are used to evidence strengths and development areas across school. Every term, the SENDCo will check the progress of the pupils with SEND using assessment and intervention data. Termly discussions are held with class teachers to review the provision and interventions for pupils with SEND. Attendance of all pupils is monitored at least termly.

Pupil passports are reviewed and updated termly using the assessment and intervention data to plan next steps. Annual reviews are held for children with an EHCP. Progress against the targets in the EHCP are discussed and reviewed with parents and professionals and updated and amended as needed.

Involving the child in their learning

All children complete a one-page profile when they start their new class and these are included as part of the pupil passport. All children will be asked about what they find easy, what is hard and what they would like to learn. Older children in KS2 will take part in the review of their pupil passport outcomes. Pupil views will be collected in a range of ways.

Keeping parents informed

Parents views will be gathered regularly through conversations. Formal views will be gathered during pupil passport review meetings. At Heron cross Primary School, we:

1. have an open-door policy;
2. hold three reviews of pupil passport progress over the year in addition to parents evening;
3. have opportunity for termly progress discussions with the class teacher;
4. write an annual report for all pupils that will be sent out towards the end of the Summer term containing information about progress and attainment;
5. encourage parents to discuss concerns with the class teacher at a convenient time;
6. encourage parents to contact the SENDCo via the school office to discuss concerns;
7. consult parents if outside agencies need to be sourced to support individual children and share any written reports;
8. ensure the school website includes information and links to support parents;
9. organise SEND parent workshops throughout the school year;
10. where appropriate, use class dojo as a method of communication between home and school.

Working with outside agencies

To ensure we meet the needs of the children with special educational needs, we work with a range of outside agencies. These agencies provide advice and guidance on how to best meet the needs of individual children. School may also request this if they feel that a child is not making sufficient progress.

The outside agencies include: Stoke-on-Trent Inclusive Learning Service (previously SEND services), Educational Psychologist, Specialist services for Specific needs including Visual Impairment, Hearing Impairment, Autism Spectrum Disorder and Speech, Language and Communication Needs, Occupational therapist, Speech and Language Therapists, Children and Adolescent Mental Health Services, Physiotherapists, Education Welfare Officer, School Nurse and Health Visitors, Our link Mental Health Support Practitioner, Specialist School Outreach Work, and other Children's services.

Pupils wellbeing

At Heron Cross Primary School everyone works in partnership to maximise the life chances for all pupils. We work hard to ensure that our pupils feel safe in school. The school offers a wide variety of pastoral support for pupils.

- Personal, Social, Health and Emotional Development underpin our curriculum delivery.
- Staff are trained to have an awareness of emotional needs of individuals and we have staff who are trained in emotion coaching and ELSA.
- Our link Mental Health Support Practitioner provides a full day support, providing a range of activities for pupils, staff, parents and stakeholders every week, bridging the gap between universal school support and specialist mental health services.
- All members of staff are first aid trained, and many hold the paediatric first aid certificate.
- Care plans and asthma plans are devised, with parent input, for children with medical/asthma needs. With permission from parents/carers, care plans/asthma plans and other important medical information is shared with relevant members of staff.
- With permission from parents, children are referred to the school nurse if there are unmet medical needs or need emotional or mental health support.
- The school promotes healthy eating.
- Heron Cross has a specialist PE teacher, teaching PE across school from Nursery to Year 6.
- With regards to Social, emotional and Mental Health needs, there is reasonable adjustments made to the implementation of the behaviour policy. Staff draw on the SENDCo for advice, if required. Further support and advice is given by the Inclusive Learning Service and the Educational Psychologist. A graduated response is implemented and parents are involved at every stage.
- Our Education Welfare Officer works closely with our Home School Link Worker, Mrs Pilling, and with parents to address and attendance concerns.
- Where necessary, we work closely with Social Care and Family Support Workers. The SENCo or a member of SLT will attend all meetings.
- Pupil views are sought through the pupil leadership team, regular whole school pupil voice and individual pupil voice for one page profiles.

Staff Training

The school carefully plans staff training by conducting a comprehensive audit of staff development needs related to meeting the diverse needs of SEND pupils, ensuring that professional learning is targeted and relevant. Training priorities are aligned with the school's development plan, allowing staff to build skills that directly support the school's strategic goals. In addition, the training program is responsive to any issues identified through ongoing monitoring, assessments, or feedback, ensuring emerging challenges are addressed promptly. Staff development is also tailored to meet the specific needs of pupils with SEND, ensuring that training equips staff with the knowledge and strategies required to provide high-quality, inclusive support that positively impacts learning outcomes for all students.

An inclusive school

Our Inclusion Policy promotes equal access and enjoyment of all of our learners in all aspects of the curriculum including activities outside of the classroom. Risk assessments are completed and procedures are put in place to enable all children to participate in all school and after school activities including trips, residential and afterschool clubs. Parents/carers are involved in completing the risk assessment. Any additional support required for a child's full inclusion will be provided, including 1:1 support, if necessary.

SEND funding

The school receives funding to respond to the needs of pupils with SEND from a number of sources:

- A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit)
- The pupil premium funding for pupils who meet pupil premium funding criteria.

- The allocation of Higher Needs Funding for those children with complex needs on an Education, Health Care Plan. (NB: school does not receive additional funding for all children on an EHCP)

This funding is used to provide support, equipment and facilities to support SEND pupils through:

- In class support from teachers or teaching assistants
- Small group support from teachers or teaching assistants
- Small group or individual support from the SENDCo
- Specialist support from teachers or teaching assistants e.g. 1:1 tuition
- Support bought in from external agencies
- Learning aids and resources such as laptops, iPads, adapted resources
- Purchase of resources for programme delivery for specific needs
- CPD relating to SEND for staff

Accessibility arrangements

The school can cater for a range of pupils with Special Educational Needs. The school has two buildings, both on one level. Each building has a ramp and wide doors for ease of access. Both buildings have disabled toilets and changing facilities. All playgrounds are easily accessible with flat ground, wide spaces and wide gates. Physical needs will be assessed on an individual basis and equipment will be provided if advised by the Local Authority Inclusion Service. We implement programs provided by external agencies. Our curriculum is made accessible through differentiation of work, resources and adult support. We use a wide range of communication methods such as the class dojo, the school website, letters, text messages, newsletters and emails. We use translation sites to communicate with non-English speaking families and where needed an interpreter will be sourced.

Transition

New Nursery Children

Children coming into our Nursery will be invited into school for 2 sessions before transition day in July. Any information regarding Special Educational Needs can be discussed at this visit so that the necessary support can be put into place when the child enters school. If the child attends a day nursery setting, the SENDCo will contact the nursery to discuss the child's special educational needs and a visit to the nursery will be arranged.

If needed, extra visits can be arranged for any child who may find the transition between home and school difficult. A child may also need to begin to attend school on a part time basis to ensure a smooth transition between school and home.

Meetings will be arranged for children already known to the Early Years Forum to ensure that the correct support can be put into place.

Information packs are sent to parents to ensure they are informed of the school routines and expectations.

Pupils from, or going to, another school

If a pupil is transferring from another school, the previous school safeguarding and SEN records will be requested immediately. The SENDCo will ring the previous school to discuss the child's needs and the provision needed to meet the needs. A meeting will be arranged with parents to discuss their parents views of the child's special educational needs.

If a pupil is leaving Heron Cross Primary School and they have SEND, this information will be sent immediately to the receiving school. The SENDCo, if necessary, will ring the receiving school to discuss the child's needs, provision and support.

Transition within school

Each class spends at least one day with their new class teacher in their new classroom at the end of the Summer term. If needed, children are provided with additional visits to their new learning environment, additional time with the new staff and social stories to support their transition. Feed forward meetings are held between previous and receiving class teachers, where information about the SEND children is shared.

The SENDCo ensures that new class teachers receive information about the SEND children in their new class.

Transition to high school

Year 6 children will visit their new secondary school at least once during the summer term prior to leaving. Children with Special Educational Needs may have additional visits to get to know the staff and the learning environment. Teachers from the secondary school will visit the Year 6 children in school. The SENDCo from the secondary school will be invited to meet the SEND children and the SENDCo to share information.

For children in Year 6 with an Education, Health Care Plan, the secondary school SENDCo will be invited to the annual review in Y6 or a transitional review will be arranged mid-year.

Complaints

The first point of contact for parents is their child's class teacher. Parents are always welcome to contact the SENDCo, Mrs Hardy, or the Headteacher, Mrs Willdigg to discuss any concerns they have. If problems cannot be resolved, the Governing Body can be contacted via the school office. Finally, the local authority needs to be informed of any major unresolved issues. Please also see the complaint's policy.

Any complaint will be dealt with sensitively and promptly.

Special Educational Needs Information and Support Service (SENDIASS) contact details

The Crescent Children's Centre
Pinewood Crescent
Meir
Stoke on Trent
ST3 6HZ

Tel: 01782 234701 / 01782 234847

E-mail: iass@stoke.gov.uk

Website: www.sendiass-stoke.co.uk

Local Authority Link

www.stoke.gov.uk/send

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

Special Educational Needs & Disability Co-ordinator (SENDCo): Mrs V Hardy

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