



Special Educational Needs and Disabilities (SEND) Information Report

Herrick is an inclusive school where pupils with Special Educational Needs and Disabilities (SEND) are included in all aspects of school life. Currently we have 39 pupils on our SEND register, of whom 3 have Education, Health and Care Plans.

Our admission arrangements for all pupils, including those with SEND, follow the regulations set out by Leicester City Council.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- If your child has been identified as having a special educational need prior to joining our Foundation Stage, the Early Years team will usually inform the SENCO and SENCO will guide staff on how to meet your child's need.
- When your child comes to Herrick, if you think your child has a special educational need which has not yet been identified, please speak to your child's class teacher in the first instance. S/he will then book an appointment for you to meet with the school's Special Educational Needs Coordinator (SENCO) to discuss your concerns and to establish a plan of action.
- At the start of each year, teachers and the SENCO will work together to identify children requiring additional support. If your child is identified as needing additional support, you will be invited to meet the class teacher and the SENCO to discuss the needs of your child and to establish a plan of action.

How will the school support my child?

- The school will seek the advice of external agencies to ensure that your child's class teacher has the required knowledge and strategies to support your child. If additional programmes of support are required, the school will seek the necessary funding for training and staffing to deliver these programmes.

How will the curriculum be matched to my child's needs?

- Class teachers will complete pupils' Pupil Outcomes Plan (POP) and review these on a termly basis. The SENCO and the Assessment Leader will monitor the progress made by all SEND pupils.
- Tracking and data will be used to identify SEND pupils' next steps in their learning and targeted interventions and provision needed to enable the pupils to make continued progress.
- Class teachers, with the support of the SENCO and external agencies, will ensure that they deliver a broad and balanced curriculum which is differentiated appropriately for the needs of your child. Class teachers have high expectations of every pupil including those with SEND and address potential areas of difficulty and remove barriers to learning.

Child or Young person's involvement

- Class teachers work closely with the SENCO and other agencies to include your child's views, interests, and aspirations.
- Class teacher work closely with the SENCO to use this information above to personalise their targets to meet your child next steps in their learning.
- SEND pupils with Educational Health Care Plan are encouraged to contribute and take part in their person centred review meeting. This takes place once a year to review their progress and identify next steps targets.
- The SENCO carries out SEND pupil questionnaires to seek feedback from SEND pupils in Nursery to Year 6.

How will the school and I know how my child is progressing and how will you help me to support my child's learning?

- Regular assessments of your child's progress will take place in accordance with the whole school assessment policy.
- You will be invited to review your child's review and progress meeting with the class teacher each term. At these meetings, we will share with you your child's work, current progress and future targets. We will also advise you on how to support your child at home.
- The SENCO monitors whole school SEN provision, Interventions and SEN provision. The SENCO monitors SEN pupils' data and progress at the 4 data entry points through the year which is in line with the whole school systems.

What support will there be for my child's overall well - being?

- At Herrick we pride ourselves on our nurturing environment. All staff are responsible for children's well – being,
- The SENCO is also responsible for children's social and emotional well - being. The SENCO checks in regularly with individual pupils or groups of pupils in order to ensure pupils are happy and well cared for at school.
- The school liaises regularly with the school nurse in order to ensure that we keep up to date with children's medical needs.
- Assemblies and PSHE lessons promote our inclusive ethos, encouraging pupils to respect and care for each other.

What specialist services and expertise are available at or accessed by the school?

- The school liaises frequently with external agencies such as the Psychology Service (EP), the Learning, Communication and Interaction (LCI) Support Team and the Social, Emotional & Mental Health (SEMH) Team, the local Family, Children and Young people's Centre and children's previous settings or schools in order to seek advice and training which enables us to meet the needs of pupils with SEND.
- Staff in school have a variety of expertise in supporting children with the following special educational needs:
 - o Children on the autistic spectrum have individual visual timetables, task breakdown lists, visual choosing boards and an individual workstation.
 - o Children with specific literacy difficulties or making slow progress in literacy have access to individual reading coaching and reading interventions such as the inference programme.
 - o Children with speech, language & communication difficulties attend Language groups.

Children with Social and Emotional type difficulties have access to a range of small group programmes.

- The school has a SENCO who regularly arranges training for staff and offer support and advice to parents

What training have the staff supporting children with SEND had?

- Our SENCO holds the National Award for SEN Coordination
- Class teachers have been trained in supporting children with speech, language and communication difficulties and children on the autistic spectrum.
- Early Years staff is trained to deliver the Big Moves programme

What if my child needs specialised equipment or facilities to support their needs?

- The school will seek advice and liaise with external agencies e.g. Occupational Therapy (OT) team if your children requires additional or specialised equipment in school.
- Class teachers have additional equipment in their classrooms, such as, writing slopes, pencil grips, talking tins and ICT equipment to support your child's needs.
- The school has a hygiene room and shower facilities on site to support children with medical needs. For further information with regards to accessibility please see the **Herrick Primary School Accessibility Policy**

How will my child be included in activities outside the school including class trips?

- We will work with parents to do our utmost to facilitate the inclusion of children with special educational needs in trips or other activities outside of school.

How accessible is the school?

- Our school is Disability Discrimination Act Compliant, with disabled access facilities. We are committed to providing an environment where disabled children receive learning support and personalised learning opportunities. For further information with regards to accessibility please see the Herrick Primary School Accessibility Policy

How will the school prepare and support my child to join the school, transfer from year group to year group and transfer to secondary school.

- Transition procedures take place before the end of each academic year. These include:
 - o Visits by children to their new classrooms /schools
 - o Meetings between your child and the new teacher
 - o Transition booklets with important information and photos of staff
 - o Information transfer meetings between staff

The SENCo will also hold a transfer meeting with the SENCo from the secondary school to share key information to aid transition to their new school

How are the school's resources allocated and matched to children's special educational need?

- The school receives a designated budget for SEN. This budget funds staff, resources and intervention programmes to support the needs of pupils with SEND.

As a parent of a child with SEND how can I be involved?

- A Parent/teacher review meetings are held each term for parents of children with SEND. During the review meetings parents get the chance to discuss their child's targets, needs, progress, next steps and activities parents can do at home with their child. At Herrick we value all contributions our parents make during these meetings.
- Parent/Carers can book an appointment via the school office to see the SENCO or class teachers if they wish to discuss their child's SEND needs.
- At Herrick, the SENCO will check in regularly with class teachers and feedback to parents.
- Children with SEND that require additional support will liaise with parents at the beginning and end of the school day.

What happens if my child has a medical condition?

- Pupils who have medical needs and also have SEN, their provision will be planned and delivered in a coordinated way with their Individual Health Care Plans (IHCP).
- For further information please see the Supporting Pupils at School with Medical Conditions policy which can be found on the school website.

Who can I contact for further information?

If you have any queries regarding concerns you may have about your child, please do not hesitate to contact Mrs A Aydin (SENCO) by telephoning the school office on 0116 2665656. or office@herrick.leicester.sch.uk and ask to make an appointment with the school SENCO.

- The school's SEND policy is available on our website under the tabs School Information, Policies www.herrick.leicester.sch.uk