HEENE
CHURCH OF ENGLAND
PRIMARY SCHOOL

Together in faith, we love, grow and learn

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ACADEMY TRUST

Helping every child achieve their God-given potential

Special Educational Needs Information Report

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September 2026- 2027

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Vision for SEND at Heene CofE Primary School

At Heene C of E Primary School we value our diverse community, we promote **kindness** and see pupils' differences as assets. Our school vision is reflected in our vision for pupils with SEND. Like in the parable of the Mustard Seed we value the growth and learning journey of every individual, encompassing **hope** and high aspirations for all regardless of their particular needs or starting point, enabling them to flourish and achieve their full potential. We are committed to constantly improving the quality of the educational provision for pupils with SEND, ensuring they are provided with inclusive and high-quality teaching, enabling them to make the best possible progress and feel that they are a valued member of the wider school community. Our aim is that all pupils become **confident, resilient** individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.

We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.

- Ambitious educational and wider outcomes will be set for them in conversation with the pupil and parents
- We will use our best endeavours to give pupils with SEND the support they need
- Our aim is that all pupils become confident individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.



Vision	Together	Love	Grow	Learn
Value	Respect Hope	Respect Kindness	Confidence Resilience	Resilience Curiosity

At Heene CofE School, our whole school inclusive values are:

- **Kindness**
- **Confidence**
- **Resilience**
- **Hope**
- **Curiosity**
- **Respect**

What is SEND?

SEND stands for Special Educational Needs and/or Disability.
A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- Disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Our school currently provides additional and/or different provision for a range of needs which fall under the following four broad areas:

- **Communication and Interaction**, for example, Autistic Spectrum Condition, speech and language difficulties
- **Cognition and Learning**, for example, moderate and multiple learning difficulties, Dyslexia, Developmental Coordination Disorder (Dyspraxia)
- **Social, Emotional and Mental Health difficulties**, for example, attachment disorder, Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and/or Physical needs**, for example, visual impairments, hearing impairments, epilepsy.

How does the school identify a pupil as having Special Educational Needs?

A GRADUATED APPROACH TO SEN SUPPORT

In our school, the following approaches maybe used, often in conjunction with one another, in order to support children with SEND.

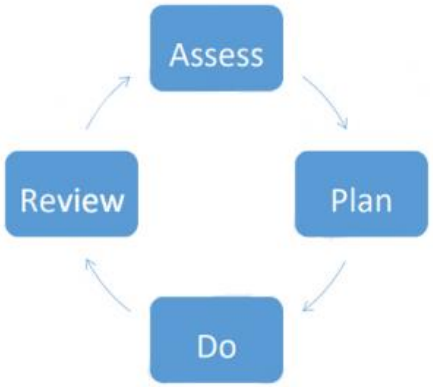
- High Quality Teaching
- The role of the class teacher will include providing differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEND.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Monitoring the progress and outcomes for all pupils e.g. pupil tracking system and termly pupil progress meetings
- Careful and regular review of the quality of teaching for all pupils, including those at risk of underachievement.
- The use of INSET and training to develop teachers' understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The school's **SEND Policy** and **Support Roadmap**, which can be found on the website https://www.heeneprimary.co.uk/ provide additional information about how we support pupils with SEND to achieve their full potential. Any decision to make special educational provision is taken involving the parents, teachers and SENDCo, considering all of the information gathered from within school about the pupil's progress based on their age and starting points. This will include:

- Accurate formative assessment
- Internal staff moderation of progress
- Specific assessments, as required (including external specialist assessments)

Where pupils have higher levels of need, we work in partnership with other specialist professionals and agencies to assess this need. This includes the Educational Psychologist, Learning and Behaviour Advisory Team (LBAT), Autism and Social Communication Team (ASCT), Early Years Advisory Team, Speech and Language Therapy Service, Occupational Therapy Service and School Nursing Team.

This SEN support will take the form of a four-part cycle (see the diagram below):



ASSESS, PLAN, DO, REVIEW

Assess

We will ensure that we regularly assess all pupils' needs so that each young person's progress and development is carefully tracked. We will listen to the views and experiences of the young person and their parents/carers. In some cases, we will draw on assessments and guidance from other educational professionals.

Plan

Where SEN Support is required, the teachers and SENDCo, with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the young person as well as the expected impact on progress and outcomes. Targets for the young person will be shared with them using appropriate language. All staff who work with the young person will be made aware of the plan. Parents will be asked to share in the monitoring of progress through having an overview of any learning at home. This plan will be known as an Individual Learning Plan (ILP) and Provision Map.

Do

The class teacher is responsible for working with the young person on a daily basis. They will liaise closely with any staff who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher and the additional adults working with the young person. All adults working with the young person will encourage them to be independent learners, developing their ability to deal with difficult tasks.

Review

The plan, including the impact of the support and interventions, will be reviewed termly by the teachers, SENDCo, parent/carer and young person. Decisions will be taken in partnership with all involved. The termly review will inform the planning of next steps or where sufficient progress has been made, removal of the young person from SEN Support. For pupils with an Education, Health, Care Plan (EHCP), the local authority must review the plan at least annually in collaboration with the school and other external specialists involved.

Here at Heene CofE Primary School, all pupils are monitored carefully on their progress across the school. Each class teacher will track every pupil using a variety of methods:

- Day to day observations in the classroom
- Scrutiny of children's work

- School based test results
- Assessments carried out by the SENDCO
- Information from previous schools or settings
- Discussions with adults who work with the child

From these observations they will identify any whose progress
- Is significantly slower than that of their peers
- Fails to match or better the child's previous rate of progress
- Fails to close the gap between the child and their peers.

If you are concerned about your child please do not hesitate to speak with their class teacher in the first instance, as set out in the **Support Roadmap** on our school website**.**

What does the school offer for SEND pupils?

Heene C of E Primary School follows the guidance given to schools in the SEND Code of Practice https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Examples of provision include:
- Differentiated work and scaffolds that are accessible for every child based on their current attainment so they can make progress
- Teaching styles adapted to how children learn
- Extra adult support in small groups
- Extra adult support for individual targets set by outside agencies
- Lunchtime Nurture Provision
- Access to a Sensory Space
- Individual Maths and English targets
- Assess, Plan, Do, Review sheets with specific targets
- The use of alternative ways of recording their work
- The use of visuals to support their learning and independence
- Specific interventions
- Adaptations to the school environment where possible and specialist equipment used
- Teachers seeking advice from professionals and specialist staff from outside agencies.

Does the school have a Special Educational Needs Co-ordinator? If so, who are they and how can I get in touch with them?

Our SENDCO is Miss Holly Luke and she undertook this role in September 2026. She has a BAHons in Primary Education and Teaching (with Qualified Teacher Status) and has worked at Heene, teaching across a range of year groups, for ten years. During this time, she has worked closely with pupils with a wide range of needs, including autism, dyslexia, ADHD, speech and language difficulties, social, emotional and mental health needs, and those with Education, Health and Care Plans (EHCPs). She is currently completing

her NPQ SENDCo qualification. She is also a member of the school leadership team as she is one of our assistant head teachers. Miss Luke works 5 days a week (currently Monday, Tuesday and Wednesday as SENDCO and Thursday and Friday teaching in Year 2) to manage the school's SEND and Inclusion provision. If you would like to contact her you can phone the school office on 01903 201386 or email her at SENDCO@heeneprimary.co.uk.

What are our admission arrangements for children with Disabilities?

The arrangements for the admission of pupils with special educational needs or disabilities to gain admission as pupils to Heene CofE Primary School fall within our duties under the Equality Act 2010 and are the same as those applied to all pupils. Admission is in the first instance arranged by application to the Local Education Authority and is based on their criteria. If successful, Heene School then receives notification that a child has been allocated a place.

For admissions information, please visit the West Sussex Admissions website https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/

We will use our best endeavours to ensure that no child is unable to attend Heene CofE Primary School because of any special need or disability. In order to promote equality of opportunity for disabled children, we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs and/or disabilities. We organise human and physical resources within the school to increase access to learning and participation by all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities:

- Wheelchair access onto school grounds at the main entrance
- Step free access to the main hall
- Wheelchair access into the school at the main entrance
- Exterior lighting to improve evening access
- Disabled toilet with changing facility
- Personalised Emergency Evacuation Plans where required.

Please also see the **Accessibility Plan** on our school website.

How are parents involved with their child's educational needs?

At Heene CofE Primary School, we are committed to working in partnership with parents and carers.
We will:

- Listen to the wishes and feelings of parents
- Hold regular meetings with the class teacher, SENDCO and/or support staff
- Share all targets so parents can see what their child is working on next
- Provide parents with all the information and support necessary to allow them make their own decisions
- Signpost to parents groups, Enabling Families or Early Help for access to a Family Support Worker if needed

- Provide an annual report for parents on their child's progress.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- We listen to the views of the pupil
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and be available for their parents. We will formally notify parents when it is decided that a pupil will receive SEND support and will be placed on the school's SEND register.

How does the school know how much progress is being made by pupils with Special Educational Needs?

All children's progress, including those with special educational needs, is tracked using the school's assessment tracking system. In certain circumstances, we may track pupils with highly specific learning needs, using a different tracking system and the parents would be informed in this circumstance. All pupils are assessed regularly using marking, observations and questioning as well as standardised tests. SEN pupils will also have individual targets that are reviewed at least three times a year. Interventions are monitored closely to ensure that pupils are making progress and that the interventions are working. All pupil's progress is discussed at pupil progress meetings with the class teacher and Senior Leaders and with parents at review meetings. Pupils with an Education, Health and Care Plan have an Annual Review meeting with the school's SENDCO, as well as other appropriate professionals.

What training do the staff have in relation to pupils with SEND?

At Heene CofE School we believe that all staff should be involved in supporting pupils with special educational needs and therefore ensure that all staff participate in appropriate training.
Continuous Training includes:

- Weekly TA CPD sessions focussed on identified areas of need
- Weekly staff CPD on Teaching and Learning
- Speech and Language- WELLCOMM
- Phonics- Read Write Inc
- Affirming Autism
- Deaf Awareness Training
- Visual Impairment support
- Dyslexia Awareness
- Dyslexia Screening
- Asthma, Allergy and Epipen

We receive training on a regular basis and can access specific individual training from all outside agencies working with children under their care.

What specialist help can the school access to support my child?

Agency or service	Who they work with	How the school contact them
Speech and Language Therapy Service (SALT)	Children or young people with a high level of speech and language difficulties.	School has an allocated Link speech and language therapist who we will contact after a parent or carer signs a referral form. Referrals may also be made by other services such as school nurse or GP. SALT will always seek school views.
Autism and Social Communication Team (ASCT)	ASCT Advisory Teacher (AT) observes the pupil, discusses with SENDCO, and may meet parents to support communication and interaction needs. Referrals are prioritised by the SENDCO.	School has an allocated AT who they will contact. Pupil views and parental consent are required.
Learning and Behaviour Advisory Team (LBAT)	LBAT AT observes pupils, discusses with SENDCO, and may meet parents to support behaviour or learning needs. Referrals are prioritised by the SENDCO.	School has an allocated AT who they will contact. Pupil views and parental consent are required.
Educational Psychology Service (EPS)	For children with more complex educational needs. The SENDCO can request a 30 minute telephone consultation about a pupil or issue. The SENDCO also has an Annual Planning Meeting (APM) where individual cases are discussed. Referrals are prioritised by the SENDCO. An EP will always be involved with a child or young person who is assessed for an Education, Health and Care Plan (EHCP).	Referral made to Local Authority (LA) by SENDCO. Referral requires details about attendance, behaviour and attainment/progress. Pupil views and parental consent required.
School Nurse	Children or young people with health needs such as eating, sleep and continence.	School can refer to our allocated School Nurse, with parental consent. School can phone them for further support and general advice.
Occupational/Physiotherapy Therapy (OT/PT)	Children or young people with physical difficulties that require assessment or therapy.	School can refer directly to OT/PT services in the Child Development Centre (CDC). Parental consent is required.
Child and Adolescent Mental Health Service (CAMHS)	Doctors and therapists who help children and young people with	Referrals must be made by a professional from health, social

	mental health issues and assess/diagnose conditions such as ADHD. Referrals must be made by a professional from health, social care or an educational setting. Pupil views and parental consent required.	care or an educational setting. Pupil views and parental consent required. Referrals may also be made by other services such as GP. CAMHS will always seek school views.
CDC – Child Development Centre	A multidisciplinary team of paediatricians, OT, PTs, Audiologists and Specialist Speech and Language Therapists. This is the team where children under 11 are referred for social communication/autism spectrum condition assessments, as well as other developmental conditions.	Referral made by the SENDCO. Referral requires details about attendance, behaviour and attainment/progress. Pupil views and parental consent required. Referrals may also be made by other services such as school nurse or GP. CDC will always seek school views.
West Sussex Sensory Support Team	Team consists of AT and specialist learning support staff to advise schools on provision for pupils with sensory impairments (e.g., visual/hearing) to support and promote the inclusion of children with sensory needs in a range of settings.	Referrals made by the SENDCO, with parent consent. Referrals may also be made by other services such as GP/audiology/ ophthalmology who will then liaise with the school.
Mental Health Support Team in Schools (MHST) (also known as Thought-Full)	The MHST is a NHS/County Council partnership service which delivers short-term interventions for pupils experiencing mild to moderate mental health difficulties. Manor Field has an Education Mental Health Practitioner one day a week. This service is not appropriate for more complex emotional, social or behavioural needs or needs arising from other conditions, such as autism.	Referral can be made to the service by school (Senior Mental Health Leads (SMHL), SENDCO or pastoral lead). Pupil views and parental consent are required. Referrals may also be made by other services such as school nurse, CAMHS, social care or GP.
Single Point of Access (SPOA)	The SPoA is a NHS/West Sussex County Council service which triages referrals for wellbeing and mental health support via this single team. Referrals are then directed towards various services from low-level support to Child and Adolescent Mental Health Services (CAMHS).	Referral can be made to the service by school, with parental consent. Young people and parent/carers can also self-refer.

How does the school support pupils with Special Educational Needs through transitions?

The school has well-structured transition arrangements between year groups and Key Stages and these are adapted to suit each child's needs. SEND children entering the Foundation Stage will be supported from their nursery setting by the Early Years' Teaching and Support Service. Children are invited to visit the school whilst still in their nursery to familiarise themselves with the adults in the environment. Individual transition meetings with the class teachers are an essential part in developing positive relationships between home and school. Within school, children are moved from year group to year group following 'meet the teacher' sessions which are arranged for parents /carers. Transition booklets and additional visits to their new classroom and with the teacher are also available. The school liaises with each secondary school to plan a series of transition sessions, with additional provision for SEND/ additional needs / vulnerable pupils. For pupils moving to a specialist placement, visits from the staff of the new placement to visit our school and transitional visits for our staff to escort the pupil to the new placement are arranged where possible. Discussions with the new school will involve the SENDCO and any staff who has been working closely with the pupil. We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

What support services are there for parents of pupils with SEND?

Agency	How they support parents	How to contact them
Special Educational Needs and Disability Information and Disability Advice and Support Service (SENDIASS)	Special Educational Needs and Disability Information and Disability Advice and Support Service exists to explain special educational needs procedures and to help parents understand the law.	Call: 0330 222 8555 (open 9am – 4pm, Mon – Fri). Email directly: send.ias@westsussex.gov.uk
Special Education Needs Assessment Team (SENAT)	SENAT is responsible for considering requests for EHC needs assessments, for conducting these assessments and for monitoring and reviewing children and young people who have EHCPs.	Contact Team South: Email: SENAT.South@westsussex.gov.uk Tel: 03302223120
West Sussex Parent Carer Forum (WSPCF)	WSPCF is an independent charity run mostly by parent volunteers; they represent parent/carer views to various organisations and professional bodies to improve local authority/education/health/social care services for disabled children, young people and their families.	Email: office@wspcf.org.uk Website: www.wspcf.org.uk Address: 49 Beach Rd, Littlehampton BN17 5JG Phone: 01903 726188
Reaching Families	A parent-led support group offering advice, information,	Dove Lodge, 49 Beach Road, Littlehampton. BN17 5JG Tel:

	training and support to the parents and carers of children with special educational needs/disabilities in West Sussex.	01903 366360 admin@reachingfamilies.org.uk
Aspens charities	It runs behavioural advice services, parent workshops, coffee mornings and clubs.	https://www.aspens.org.uk/

Who do I speak to if I have a complaint?

If you have any concerns regarding your child you should contact their class teacher in the first instance. If the issue is not resolved, you can then ask to speak to the SENDCO. If you are still not satisfied, you can ask the school for a copy of the complaints policy and address any issues to the head teacher. We will do everything we can to resolve the issue. Our school and governing body take complaints seriously and will act upon these on an individual basis.

How is the governing body involved in supporting pupils with SEND?

Strategic Oversight of SEND

High-quality provision for pupils with Special Educational Needs and Disabilities (SEND) is a key priority for our school and is clearly reflected within our School Development Plan.

The school currently has a Transition board in place, whilst we appoint a full Governing body this academic year. The Transition boards is made up of experienced senior leaders from DCAT. As we move into a full Governing body, the Governing Body will appoint a designated SEND Governor who will work closely with school leaders to provide strategic oversight, support and challenge in relation to SEND provision. Through regular meetings and monitoring activities, the SEND Governor will help ensure that our vision for inclusive education is translated into effective practice across the school.

The role of the SEND Governor will be to:

- Receive updates and contextual information from the Senior Leadership Team regarding SEND provision, outcomes and developments.
- Ensure that children, young people and their families are accessing appropriate support and services both within school and from external agencies.
- Monitor the implementation and impact of the school's SEND strategy and development priorities.
- Gain first-hand understanding of SEND provision through visits to school, discussions with leaders and staff, and engagement with pupils.
- Provide appropriate challenge and support to school leaders to ensure continuous improvement in SEND outcomes and provision.
- Report back to the Governing Body, ensuring SEND remains a strategic priority and that governors are well informed about strengths, areas for development and future priorities.

Reflections on last academic year

Priority 1: Provide targeted training for staff on specific areas of need, including Pathological Demand Avoidance (PDA), trauma-informed practice, and attachment, to deepen understanding and improve classroom strategies

There has been a focus this year on providing targeted training for all teachers linked to whole school pedagogy in line with Rosenshine's principles. The impact of this has been improved understanding of the importance of high-quality modelling, review, questioning and scaffolding. This has provided more consistency in classroom teaching and learning. Staff have received targeted training on Young Carers and on behaviour and approaching behaviours for communication through a therapeutic lens. This training offer will continue to be built on next year to consolidate staff understanding.

Priority 2: To increase the progress and overall attainment of pupils with SEND.

Through pupil progress meetings and processes for early identification, the gap between SEND pupils and their peers is closing. This is notable in our most recent Year 6 data where our SEND pupils combined outcomes were 2% above the national average. We continue to focus on ensuring our pupils with SEND make progress and achieve outcomes in line with their peers. We continue to have high aspirations for all pupils. There are strong systems and processes in place to ensure a graduated approach to SEND. There will be a continued focus on early identification of need and strategic intervention in 2026-2027.

Priority 3: To continue to improve school's collaboration with parents of pupils with SEND.

Heene has a strong commitment to inclusivity and ensuring all stakeholders' voices are heard. We ensure that parents are consulted at all stages of the 'assess, plan, do, review' cycle. Parents' thoughts are considered as part of target setting and review. As a Senior Leadership team we are visible and approachable on the gate in the mornings ensuring parents are able to speak to us about any concerns. We have provided a variety of parent workshops this year e.g phonics and supporting anxiety. There is a strong transition from nursery to school and we seek to include parents from the very beginning of their school journey. This year the Early Years team undertook home visits to further support this transition. We are proud to share that we retained our Centre of Excellence Inclusion Quality Mark status following our review visit in July 26.

What are your priorities for SEND this year?

Priority 1: Embed whole-school oracy, Assistive Technology and adaptive practice so that communication barriers are reduced and pupils with SEND make rapid progress

Priority 2: Broaden and equalise extra-curricular and enrichment opportunities so pupils with SEND are able to participate and develop talents

Priority 3: Ensure interventions for pupils with SEND are rigorously monitored and evaluated for impact, and improve outcomes for pupils through robust induction, tracking and mentoring systems.

How can parents find the West Sussex Local Offer?

The West Sussex Local Authority's Local Offer can be found at: https://westsussex.local-offer.org

A local offer brings Parents & Carers of children and young people with SEND together with a wide and

diverse range of Specialist or Targeted Service Providers.

Linked Policies

- SEND Policy
- Teaching and Learning Policy
- Behaviour Policy
- Accessibility Policy and Plan
- DCAT Children with health needs who cannot attend school policy
- DCAT Support pupils with medical conditions
- Intimate Care Policy