Heathcote Primary School
SEN Information Report (2026-2027)

Last reviewed and ratified by the Local Governing Body: November 2026
Next review: September 2027

At Heathcote Primary School, we value every pupil as an individual and are committed to supporting each pupil to achieve their potential and to prepare for adult life. We are a fully inclusive School and believe that educational inclusion is about equal opportunities for all learners. Heathcote Primary School aims to provide a safe and happy environment which allows every child the opportunity to fulfil their potential and make a valuable contribution to the school and the wider community.

School Aims and Values:

At Heathcote we strive to provide the very best education for our pupils, building a love of learning and preparing them to be successful in the world around them.
Using our vision setting statement of 'Wouldn't it be amazing if...', we have generated the following aspirations:

- Heathcote delivered a curriculum that rivals all others in the local area.
- Every child left Heathcote at age-related expectation or above.
- our whole school community demonstrated exemplary behaviour.
- all pupils leave Heathcote recognising their strengths and with essential skills to face a quickly evolving world.
- school and home worked in effective collaboration to ensure the very best outcomes for pupils.

The types of special educational needs for which provision is made at the school:

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support', which we are committed to catering for at Heathcote Primary School. The four areas are:

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

As a mainstream school, we will actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or group of pupils, through reasonable adjustments. This means that school will endeavour to use the resources available to them so that equality of opportunity is a reality for our children.

Information about the school's policies for the identification and assessment of pupils with special educational needs

The Special Educational Needs and Disability Code of Practice (DfE, 2015) describes a child as having SEND if "they have a learning difficulty or disability which calls for special educational provision to be made for him or her". Pupils can be identified as having SEND at any point during their time at school.

When deciding whether special educational provision is required, the process starts with identifying areas of need and monitoring desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. The school recognises that the responsibility for identifying and supporting pupils with special needs in school rests primarily with the class teacher, within the framework of a whole school approach, and with the support of the SENCo and external professionals.

The school will take into consideration information available from different sources to build a holistic picture of a child's needs, including:

- During transition to the School, information shared by previous settings
- When staff/parents or carers raise concerns that a pupil is underachieving or struggling
- Through data analysis, including reading assessments and termly common assessments in each subject area
- Assessments from external agencies including:
    - Educational Psychologist
    - Specialist Teaching Services (STS) (t) 01926 476600
    - SEN Supported
    - Medical reports

If, after considering all the evidence, a child is identified as having SEND, parents will be notified and next steps will be shared with the parent.

Information about the provision for Pupils with special educational needs.

How the school evaluates the effectiveness of its provision for such pupils



The school will consider the needs of the whole child and monitor progress, closely following the assess-plan-do-review cycle. They will then adapt provision accordingly using the graduated approach. The graduated approach is fluid and children can move between levels depending on their emerging needs. The effectiveness of this provision is monitored primarily by the class teacher in cooperation with the SENCo and Senior Leadership Team. Impact is evaluated through learning walks and book trawls and through the monitoring of progress and attainment data for individual pupils. Additionally, quality assurance at a Trust level takes place throughout the school year.

Arrangements for assessing and reviewing the progress of pupils with special educational needs

The progress of children with SEND is assessed and reviewed using a range of information and reports available to the school. This includes using:

- Formative assessment information such as the regular marking of children's books, tests and verbal responses
- Termly assessment data
- Intervention data (including Thrive)
- Progress against Pupil Passport targets (termly) and EHCP outcomes (annually)
- External reports from agencies such as Speech and Language, Occupational Therapy & Educational Psychologists

All information will be reviewed to provide a holistic picture of the child's progress.

The school's approach to teaching pupils with SEND and how the school adapts the curriculum and learning environment for pupils with special educational needs



Quality first teaching, which takes into account the learning needs of all the pupils in the classroom, is of paramount importance. The teacher will have the best working knowledge of the children with SEND in their classes and will employ a range of strategies to support them in making progress.
Examples of quality first teaching can include:

- Work set at an appropriate level to develop pupils' potential and appropriate methods and resources are used to engage pupils in their learning
- Use of self and peer-assessment and peer learning
- Flexible learning groups
- Challenge, support and modelling within classrooms to develop learning
- Reinforcement and opportunities for over-learning
- Differentiated approaches to content, language, pace and delivery of lessons
- Increased visual stimuli and resources to meet needs of some pupils
- Modification of tasks
- Pupils' books are regularly marked and there are opportunities for pupils to respond and engage in dialogue about their learning. Verbal feedback is given to work.
- Pre-learning and Over-learning
- Accessible classrooms that are conducive to outstanding learning - quiet areas, seating arrangements, low arousal displays
- Access to resources to support learning such as pencil grips, coloured overlays, whiteboards, writing slopes, specialist scissors etc.

Additional support for learning that is available to pupils with special educational needs



In addition to high quality teaching and learning, some children may require targeted or additional support. Therefore, additional and time-limited interventions may be provided for some pupils who need help to accelerate their progress in specific areas. They are often targeted at a group of pupils with similar needs. If a teacher feels a child needs support in a particular area they will include them in an intervention. The following are examples of interventions and targeted support which may be offered to your child.

Cognition and Learning	Social Emotional Mental Health
Precision teaching Phonics – Read Write Inc Phonics Targeted reading/writing/maths – either with inclass support or small groups Pre-teaching 1-1 tutoring intervention Numberstacks	Lego Play Emotion scaling Zones of regulation Key adults to support when children are experiencing dysregulation or times of emotional need
Sensory and Physical	**Communication and interaction**
Alternative methods of recording, including use of electronic writing aids and scribes Fine motor skills activies Occupational therapy Warwickshire interventions Physio MOVES programme Sensory circuits	Neli Intensive play partnering sessions Speech and Language interventions Welcomm

At Heathcote Primary School, all staff recognise the importance of good mental health in children and work to create a safe and nurturing environment.
Staff have also had training in de-escalation techniques so that they can support children in times of emotional crisis. If a child needs support outside of our expertise, external agencies will be consulted with such as RISE or the Autism team to seek specialist support.

How other support services are involved in meeting the needs of pupils with special educational needs and in supporting the families of such pupils



At times, school may access advice from other support services and specialist professionals. They may work with your child to help the school to understand their needs and make further recommendations. You will always be notified if an external agency will be involved with your child and be provided with the contact details.

Funded by:	Type of service:
Directly funded by school including the use of the notional SEND budget and Top-up funding.	Learning support assistants (and resources to support learning and interventions) Educational Psychologist (for EHCP assessments) Specialist Teachers (SEND Supported) Family Practitioner
Paid for centrally by the Local Authority	Sensory and Physical Impairment (SPI) Team Warwickshire Preschool Autism Service Integrated Disability Service (IDS) Educational Psychologist (for EHCP assessments) Family Support Workers Early Help Service
Provided and paid for by Health Service	School Nurse Occupational Therapy Speech and Language Therapy RISE – Mental Health Paediatrics
Voluntary Services.	Mind



For a minority of pupils with SEND, it may be identified that a request for an Education, Health and Care Plan (EHCP) is needed. A request for assessment to the local authority can be submitted by the school or by parents. An EHCP may be requested when it is determined that a child needs long term specialist support and provision due to their special educational need or disability. Further guidance can be found on the Warwickshire Local Offer page.

How the school enables pupils with SEN to engage in the activities of the school

The focus of education in our school is on inclusion. This means that children with SEND engage with activities alongside, and with, pupils who do not have SEND. Children with SEND have the same rights of access to our full, broad and balanced curriculum. All pupils are encouraged to attend extra-curricular activities where they are available and the SENCo and teaching staff will support to make reasonable adjustments, where required, to enable access for all.
The school also has an Accessibility Plan which outlines plans for improving the physical environment, the curriculum and delivery of information for pupils with SEND.

The name and contact details of the SEN co-ordinator

Role	Name	Contact
Assistant Head for inclusion (SENCO)	Sarah Harris	Harris.s17@welearn365.com
Headteacher	Stephanie Rowett	Rowett.s@welearn365.com

How are the adults in school supported to work with children with SEND and what training do they have?

At Heathcote Primary School, we are committed to providing and facilitating attendance at in-service training in the area of SEND for all staff. The SENCo, in consultation with SLT, will co-ordinate training to ensure there is a wide range of expertise and experience available in school. This includes, but is not exclusive of:

- Teaching of children with Autism
- Working with children with challenging behaviour
- Target setting (SMART Pupil Passport targets)
- Lego Play intervention training
- Mental Health First Aid training
- Precision Teaching
- Relationship Based Play approaches
- TEAACH
- Team Teach

The arrangements for consulting parents in the education of their child

Consultation with parents and carers forms a valuable part of our offer and as such communication between the SENCo, class teacher and parents/carers is imperative. Parents will be communicated to through various means such as annual review meetings, phone calls, meetings in school and annual reports. Parents and Carers are encouraged to make contact with the SENCo through the school office should they wish to discuss any aspect of their child's school life. They are also encouraged to participate as fully as possible in supporting their child's learning needs.

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

High importance is placed on pupil voice at Heathcote Primary School and, as such, pupils with special educational needs will be communicated with about their own progress, barriers and needs. A Pupil Passport will be created which will encompass the views of the parent, child and teacher. Additionally, school will consult with children more broadly through pupil voice questionnaires and the pupil executive body.

The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education

During transition to senior school, the SENCo will liaise with the SENCo from the senior school in order for files and key information to be disseminated in a timely manner. The SENCo will generally begin to think about Key Stage 2 transition with parents and key agencies in Year 5, and at least 2 terms before the date of transition in Year 6. Transition arrangements for Year 6 pupils includes SENCo visits to secondary schools, induction programmes and individual visits for vulnerable pupils.

Local authority's local offer

The information in this document describes our provision for pupils with a Special Educational Need or Disability (SEND) and reflects Warwickshire Council's local offer, which can be found here.

Access Arrangements

Specific arrangements for pupils with disabilities would be put in place prior to their admission to school (or as soon as is necessary for a child already on roll) through consultation with the pupil, their parents and any external agencies involved with the family.

Admission

Pupils with SEND are considered for admission to the school on exactly the same basis as pupils without SEND. The school will not discriminate against disabled pupils or prospective pupils on the grounds of disability. Pupils in receipt of an EHCP naming the school will be admitted, unless after reviewing the EHCP, the school believes that it cannot meet need and that to admit the child would be an incompatible and inefficient use of both school and LA funds. Further information relating to the admission of SEND pupils can be found in both the SEND and Admissions Policies.

Discrimination

At Heathcote Primary School, it is of utmost importance that all pupils feel safe and secure at school as outlined in our Anti-Bullying Policy. Children with SEND will be treated fairly in line with the Equality Act (2010) and reasonable adjustments will always be made to ensure that all pupils have access to a broad and balanced curriculum.

Arrangements for complaints concerning the provision made at the school
The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call when raising concerns regarding a child's provision. If parents still have concerns, then they can contact the SENCo in school to discuss this further.

If parents/carers would like to make a formal complaint, they must follow the school's formal complaints procedure. For further details please refer to the following policies:

- Equality
- Complaints
- Disability & Access Plan

All policies can be located on the school website.

The contact details of support services for the parents of pupils with special educational needs
Parents of any pupil identified with SEN may contact SENDIAS for independent support and advice on (t) 01788 593159 or (e) warwickshiresendiass@barnardos.org.uk.