Sir John Heron Special Educational Needs Information Report

2025-26
Together we learn. Together we achieve.

What kinds of special educational needs are provided for at Sir John Heron Primary School?

Sir John Heron is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). We are a mainstream school with a Resource Provision for children with Profound and Multiple Learning Difficulties (PMLD). There are two full time places for two children with Resource Provision funding in each year group from Nursery to Year 6. We currently have funding for 16 Resource Provision spaces, including 2 nursery spaces. The provision currently has 15 children on roll. In addition to these pupils, we have 5 children with Band D funding, 4 children with Band C funding and 3 children with Band B funding making 27 in total. We have a total of 129 children on the SEND register.

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010), including adjustments to the physical environment, the curriculum and how information is accessed.

Resource Provision

All PMLD children have access to an enriched curriculum that is appropriately personalised to their identified learning needs and targets which are agreed between parents/carers, the school and external agents during the pupil's annual review. Our main curriculum areas are;

- Communication
- Cognition and Learning
- Physical Development
- Social skills, independence and PHSE

We draw upon the National Curriculum, EQUALS scheme of work and TEACHH to devise the planning for children working in our Resource Provision. The activities are multi-sensory and are carried out in the Butterfly room, the sensory room, Puffin room and Beehive room. When appropriate the pupils learn alongside their mainstream classmates, for example at registration time and for shared reading. Each child has a personalised timetable based on their personal needs and EHCP targets.

Targets are set and progress is tracked using our school tracking system and Connecting Steps and MAPP (Mapping and Assessing Pupil Progress), and are evaluated weekly, and reported to parents/carers at least termly. With all of our pupils, there is an emphasis on developing the whole person through a multi-disciplinary approach, working in partnership with parents/ carers and external agents.

Arrangement for High Needs Funded Pupils

Arrangements for pupils with high needs funding are decided on an individual basis and following discussions with parents and other professionals involved with the child. Depending on a number of factors including the needs of the child, the level of support and intervention they need, how easy they find it to remain regulated in different environments and how able they are to manage transitions, these pupils will either spend the majority of the school day in the mainstream class; split their time between the mainstream class and the SEND provision classrooms; or spend the majority of the day in the SEND provision classrooms.

What are the admissions arrangements for disabled pupils?

The school follows the admissions arrangements for the London Borough of Newham. Please read the school Admissions Policy, which can be found on the school website: https://www.sirjohnheron.newham.sch.uk/policies/. If you would like to apply for a place in our school from Reception to Year 6, applications must be made through London Borough of Newham's Pupil Services directly: https://www.newham.gov.uk/schools-education.

What policies are in place for identifying pupils with SEND and how do staff at Sir John Heron go about assessing their needs?

The school has an SEND (Special Educational Needs and Disabilities) policy which can be found on the school website http://www.sirjohnheron.newham.sch.uk/inclusion/. The SENDCo (Special Educational Needs and Disabilities Co-coordinator), Neil Kundu can be contacted via the school office on 020 8514 9860 or via e-mail at: nkundu@sirjohnheron.newham.sch.uk.

Class teachers and members of the Senior Leadership Team hold termly pupil progress meetings. During these meetings, we discuss the progress, engagement and conduct of pupils in the school. We discuss children who are not making the expected progress and decide on any additional support which can be put in place for them. Within these meetings, the progress and needs of the individual pupils are discussed, including any information that parents/carers and external agents have given us, and decisions are made about which pupils need additional support, and what this support will be. Usually the needs of pupils can be met through quality first teaching within class, but it may be decided a pupil would benefit from being included in an intervention group, or being referred to an outside agent for further investigation. Parents/carers will be informed when their child has been placed in an intervention group at parent/ teacher consultations, and the permission of parents/carers will always be asked for before a referral to an outside agency is made. If a pupil is working significantly behind their peers in all or some areas of the curriculum, they may be placed on the Special Educational Needs Register.

Staff at Sir John Heron work within the 2015 Special Educational Needs and Disabilities Code of Practice and adopt a graduated approach to meeting the needs of the pupils. Where concerns exist, staff will liaise with the SENDCo and other key staff to work out how to support access to the curriculum to aid progress and attainment. The school SENDCo will then adopt the following model to help plan the most appropriate support for pupils:

- Assess
- Plan
- Do
- Review

Reasonable adjustments or support may be necessary when the following concerns arise:

- A pupil is making very little or no progress.
- Concerns about progress or behaviour are raised by parents/carers, teachers or the child.
- A child's behaviour or progress begins to change.
- A child is identified as having difficulties through diagnosis by an external agency.

What arrangements do staff at Sir John Heron Primary School have for consulting parents/carers of children with SEND and involving them in their child's education?

Staff at Sir John Heron work as closely as possible with parents/carers, and families are encouraged to share their concerns at the earliest possible opportunity. Parent- teacher consultations are held three times a year, and during this time, the progress of the pupil will be discussed. Parents/carers will also be informed if their child has been identified as benefiting from a targeted intervention group. If a child is non verbal, their supporting adult will use 'Evidence Me', an online platform, to communicate with parents/carers. Parents/carers are also encouraged to provide comments.

If parents/carers have any concerns or questions about their child's educational needs outside of these times, they are encouraged to speak to a member of school staff.

Class teacher:
In the first instance if a parent/carer wishes to discuss their child's progress or has a concern we encourage them to speak to the class teacher.
The class teacher has daily contact with the pupil and is the most appropriately placed individual to be able to comment about progress, attainment, engagement and general access to the curriculum.

SENDCo:
If parents/carers continue to have a concern with their child's progress or engagement they can contact the SENDCo, Mr Kundu, via the e-mail: nkundu@sirjohnheron.newham.sch.uk or telephone: 020 8514 9860, where a conversation can be had or a meeting can be arranged for parents/carers to

come in to the school to share concerns. The SENDCo will then work alongside the parents and staff to decide on a plan of support for the child and whether an assessment may be needed.

Headteacher:
Where a concern cannot be resolved then the matter will progress to the Head teacher, Ms. Ishaq, who will be able to meet with parents/carers to discuss concerns. Where possible the Head teacher will liaise with key staff in order to facilitate actions to support the child within the school.

Parent Governors
We have parent governors who take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.

What arrangements does Sir John Heron Primary School have in place for consulting pupils with SEND and involving them in their education?

- Teacher – Pupil conferencing
- Discussions with pupils at the beginning of any intervention to gain their views and explain the purpose of the intervention, then continuing discussions throughout the intervention
- Opportunities given for pupils to reflect on their progress as part of lessons and during Annual Reviews (where they are able to do so)
- Pupils are asked to complete self- assessment sheets at the end of a block of work, these are linked to the success criteria
- Study buddies
- 'I wish my this adult knew…' boxes
- Opportunities for children to speak to the Learning Mentor informally in the playground

What are the arrangements for assessing and reviewing pupils' progress towards outcomes and their educational targets?

During our 'assess, plan, do and review' cycle we look at the actions needed to support a pupil towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. In some instances, the SENDCo may carry out an observation, or involve other professionals, in order to further assess a pupil so as to ascertain any underlying difficulties that are impacting on them accessing the curriculum.

Other approaches used by the school are:

- Before pupil progress meetings, teachers carry out a RAG analyses on each pupil in the class to identify whether pupils are making expected progress
- Pupils are assessed throughout the year using STAR Assessment, PUMA, PIRA and GAPs tests.
- Children working with an EHC Plan or those receiving High Needs Funding have their progress and targets discussed at an Annual Review meeting. where all adults involved with the child's education including parents/ carers are invited to attend the meeting and contribute their ideas.
- Pupils are formally assessed using Standard Assessment Tests (SATs).

Parents/carers may also receive information about their children through:

- Updates in the home/school communication book
- Letters / certificates sent home
- Meetings with school staff
- Reports
- Parent-Teacher consultations

What are the arrangements for supporting pupils in moving between phases of education and in preparing for adulthood, independent living and participation in society?

Transferring schools is a key point in a child's education, therefore at Sir John Heron Primary School we ensure that any transition is carefully planned. Some of the strategies in place include:

- Home school visits for Nursery/Reception/PMLD children
- Transition meetings with parents, children and all professionals and agencies involved with the child
- Stay and play sessions for children new to the school
- Carefully assessing new children so that teachers can begin to plan for their individual needs
- When moving classes in school: Teachers meet for a handover and all information and reports are passed to the new teacher.
- Children visiting Secondary Schools in Year 5 and 6 for transition taster days. A separate meeting for children with SEND may be arranged with the SENDCo and the Secondary School Inclusion Manager.
- For certain pupils, an extended transition period is arranged with the new school, which they may visit on numerous occasions so that they become more accustomed and familiar with the new environment and staff.
- Parents/carers are invited in to discuss the next stage of the young person's development with school staff.

What is the approach at Sir John Heron Primary School in teaching mainstream pupils with SEND?

Staff adopt a graduated approach to meeting the needs of the pupils. In the first instance we support all our pupils through Quality First Teaching. Where it is felt that pupils are not making age expected progress or engaging fully, then reasonable adjustments are made and in some cases pupils might be placed in specific interventions.

The overall approach the school takes is as follows:

- Teachers will plan carefully for the needs of the individual children. Although children will be working towards the same objectives, the level of support and scaffolding may be different. This may include additional support by their teacher or a teaching assistant in class.

- If a child has a need related to a specific area of their learning such as phonics, spelling, handwriting, literacy or numeracy skills then the child may be placed in an intervention group run by a teacher or teaching assistant. Interventions are time limited and have clear outcomes. A child's progress will be assessed when they start and leave the intervention group. If you have any questions or concerns about support for your child, please don't hesitate to contact your child's teacher or the SENDCo.
- Pupil Progress Meetings are held each half term. This is a meeting where the class teacher meets with members of the Senior Leadership Team to discuss the progress of all the children in their class.
- Occasionally, a child may need specialist support from an outside agent, such as a speech and language therapist. Before seeking that support, school staff will always first gain the consent of the parents.
- Governors ensure that all child protection, safeguarding and policies regarding inclusion are monitored and being followed.

How are adaptations made to the curriculum and the learning environment for pupils with PMLD?

The school is on two levels with an accessibility lift for pupils in a wheelchair.
At Sir John Heron Primary School, a child's ability to access all of our facilities and curriculum is vital. Our facilities include:

- Three hygiene rooms
- Two accessible toilets
- Double width corridors for wheel chairs and equipment access
- A wheelchair accessible lift
- Fire evacuation Rescue Mats
- Fully accessible sensory room and a soft play area
- An accessible trampoline for Rebound Therapy sessions
- Sensory Room (physiotherapy sessions may occur)
- PMLD classroom
- ASD classrooms
- Two school halls
- Outside playground equipment
- A disabled parking space

Curriculum access:

Teachers plan according to the specific needs of the SEND pupils within their class to ensure that tasks are appropriate for their stage of learning. Specific strategies and resources are used to support the children both individually and in groups. Pupils working in the PMLD and ASD classrooms are planned for by our SEND teacher, Mrs Vani Aseerwatham.

Sir John Heron Primary School works in conjunction with Newham Local Authority and supports their Local Offer. The Local Offer can be found at the following address: http://senddirectory.newham.gov.uk/

At this stage, Sir John Heron Primary School does have plans in place for:

- Further developing staff understanding of supporting pupils with Social, Emotional and Mental Health (SEMH) difficulties.
- Enhancing staff training in supporting pupils with complex learning needs, including PMLD, communication difficulties, and sensory needs.
- Strengthening transition arrangements for pupils entering or leaving the Resource Provision, moving year groups, or transitioning to secondary school.
- Expanding use of assistive technology and resources to support pupils with communication, learning, or physical difficulties.

We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by pupils and their parents/carers.

What expertise and training do staff at Sir John Heron have and receive in order to support pupils with SEND? How does the school secure the expertise and support of specialist staff?

Our SENDCO has completed the NASENCO qualification. All staff receive regular training on supporting pupils with special educational needs and a number of support staff know Sign Along. We have a buy-in NHS speech and language therapist who works in school one day a week, and who also delivers a lot of training to staff. We have an additional NHS speech and language therapist who works with children in our Resource Provision one day every week and who has expertise working with pupils with ASD. We have a Learning Mentor, and are supported by the Complex Needs and Dyslexia Service and the Language, Communication and Interaction Service. We have a qualified hoist trainer in school, and a number of staff are qualified to give first aid, epilepsy medication and feed children who have gastrostomy tubes. Many of our support staff have, or are undertaking, Teaching Assistant Qualifications.

How do staff at Sir John Heron go about evaluating the effectiveness of the provision made for pupils with SEND?

The class teachers, supported by the SENDCO, devise a termly provision map, which is then evaluated by the SENDCO at the end of a period of intervention so that the effectiveness of the intervention can be monitored to ensure progress is being made and that funds are being used effectively.

The Senior Leadership Team meet with the class teacher every term for a pupil progress meeting. During this time the progress of all mainstream pupils, including those with SEND, are discussed. A separate meeting is held with the SEND teacher and Leadership team to discuss progress for pupils working in the Resource Provision.
The SLT carry regular monitoring and learning walks, and one of the areas that we look at is the effectiveness of support being given to pupils with SEND. We then give feedback to the class teachers, making further recommendations as appropriate.

What steps do staff at Sir John Heron Primary School take to ensure that pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND?

Multi-agency input is delivered in school by teams including physiotherapists, an educational psychologist, an occupational therapist, an ABA therapist and speech and language therapists.

We have a whole school approach to inclusion which supports our mainstream SEND pupils to engage in activities together. We attempt to identify barriers to learning or engagement and have joint discussions on what can be done to overcome these- often alongside the learning mentor. We make reasonable adjustments so that pupils can join in with activities regardless of their needs. Staff make every effort to ensure that all pupils can access opportunities that are likely to enhance their learning experience. Special intervention guided by specialists' input is provided for children with identified additional complex needs (PMLD children). Staff are trained to implement children's specific care plans. All children in the Resource Provision have personalised planning that addresses their individual needs.

Registers are taken for all school activities and we actively monitor the engagement of pupils across the school.

What support is there at Sir John Heron Primary School for improving emotional and social development in pupils?

We have a Learning Mentor who works closely with identified pupils either 1:1 or in small groups.
Staff have been trained to run social skills and speech and language therapy groups.

We have an SMSC Leader of Learning who supports teachers to plan units of work that focus on the holistic development of pupils. SMSC lessons address spiritual, moral, social and cultural issues where tolerance is a clear focus.

We have anti- bullying lessons in the school which address the causes of bullying as well as dealing with negative behaviours. There is an anti-bullying lesson, with a whole school focus, delivered once per term.

How do staff at Sir John Heron Primary School involve other bodies, including health and social care, local authority support services and

voluntary sector organisations, in meeting pupil's SEND and supporting their families?
We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents/carers and pupils will be consulted and consent sought so that agencies are able to work in supporting the overall development of the pupil. When a child or family have been identified as requiring extra support from school for whatever reason, we may call a Team Around the Family meeting so we can make a plan with the family what this support may look like. We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our Designated Safeguarding Leads would work with social services and the virtual school to ensure the child's wider needs were being met. A personal education plan (PEP) would be produced termly to help support the child develop holistically.
How is the budget we receive for the children in our Resource Provision, for the children with high needs funding and for the children on our SEND register allocated?
We allocate the money we receive for children with PMLD and SEND to direct staffing costs (SENDCO, SEND teacher, SEND admin Assistant, intervention teachers, high needs teaching assistants, speech and language teaching assistant, buy-in speech and language therapist, Learning Mentor, ABA therapist), indirect staffing costs (proportionally to the sports coach, music teacher, designated safeguarding leads, administration staff) and to outside professionals (buy-in speech and language therapist). We also allocate money to fund educational visits such as weekly SEND swimming sessions, weekly Forest school, and transport to these, and for resources and equipment.
More Able pupils
At Sir John Heron, we promote the learning, skills and engagement of children identified as being more able. All pupils in the school are challenged appropriately in class through Quality First Teaching and staff receive frequent training on identifying and challenging their more able pupils. **More able in Sports** Children are selected to take part in competitive Football, Dance Mats, Tag Rugby, Cricket and Handball tournaments.
What are the arrangements for handling complaints from parents/carers of SEND pupils at Sir John Heron Primary with regards to the provision made at the school?

In the first instance if a parent/carer has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENDCo may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. The SENDCo can be contacted via the school office on 020 8514 9860 or via e-mail at: nkundu@sirjohnheron.newham.sch.uk

A copy of the school's complaints procedure can be found on the school website **http://www.sirjohnheron.newham.sch.uk/policies/**. The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution cannot be reached, and impartial advice would be helpful, it is advised that parents / carers seek external support through the SENDIASS Newham (Special Educational Needs and Disability Information Advice and support Service) Through email: sendiass@newham.gov.uk or telephone: 0203 373 0707).

Additional support and guidance is available from Voiceability (Through email: newham@voiceability.org telephone: 01223 555800 or their website: http://www.voiceability.org)