

Heatherside Junior School SEND Information Report 2025 to 2026

This SEND (Special Educational Needs or Disabilities) information report is a duty on schools under section 69 of the **Children and Families Act 2015**. This report aims to set out in detail information about the implementation of the school's and Governing Body's policy for pupils with SEND. Under the **Children and Families Bill** which became law in 2014, schools are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for families, young people and professionals in understanding the range of services and provision in the local area.

The information required is set out in the **Special Educational Needs Regulations (Clause 65)** and further guidance is contained in the [SEN and Disability Code of Practice 2015](#).

Heatherside Junior School is a larger than average, mainstream junior school. We value all pupils' abilities and achievements, and are committed to providing, for each pupil, the best possible inclusive learning environment. It is our aim and belief that through our best endeavours, those children requiring additional support are able to achieve their best. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to help overcome them by parents, teachers and support staff, outside agencies and pupils working together.

At Heatherside Junior School we aim to:

- Ensure that all children with special educational needs have access to a broad, balanced, inclusive and relevant curriculum which is adapted to meet their needs
- Ensure the early identification of all children requiring SEND provision
- Co-ordinate appropriate provision for children with special educational needs throughout the school
- Ensure all children with special educational needs make at least good progress based on their starting points
- Ensure that the views of children with special educational needs, where practicable, are considered when developing provision for them
- Ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- Ensure the school's provision for SEND is in accordance with the Special Educational Needs Code of Practice 2015.

Type of school	Mainstream Junior School	Deprivation levels are low and the majority of children are White British, although there has been a significant change to school's demographic in the last two years, with increasing numbers of EAL and NWB pupils. The proportion of pupils whom the school receives a pupil premium grant for is well below the national average.
Age range	7-11	
Location	Fleet, Hampshire	
Number of children	378 (18/11/2025)	
Average class size	32	
% overall attendance	24/25 academic year for all pupils 97.5% compared to 94.5 % National average. For those children at SEN Support or with an EHCP, their attendance was 3.6% and 7.1% above National respectively.	Attendance Policy
Last Ofsted Inspection	June 2025	Ofsted Report
Number of teaching staff	8 Full Time Teachers, 8 Part Time teachers, plus a full time Assistant Headteacher, Deputy Headteacher and Headteacher	19 Learning Support Assistants (most part time), including 3 ELSAs; one of whom is our Pastoral Support Lead and TALA (Therapeutic Active Listening Assistant).
% of children with SEND	10.3% (18/11/2025)	15.4% of pupils on our SEND Register have an EHCP (Education Health Care Plan) and 84.6% are classified as SEN Support. The proportion of disabled pupils and those with special educational needs is below the national average.
ACCESSIBILITY:	Wheelchair accessible on ground floor	
	Other Adaptions:	Level access to specialist teaching areas, e.g. Library/CHQ (Computing Headquarters)
CORE OFFER:	Are you currently able to deliver your core offer consistently across all areas of your school?	Yes
RANGE OF PROVISION: Please indicate what your school has to offer (over and above your core offer)	<ul style="list-style-type: none"> • Access to a range of interventions and programmes aimed at developing children's skills are delivered by teachers and learning support assistants (LSAs) in the following areas: literacy and numeracy; Emotional Literacy Support, social communication; speech and language; working memory, sensory and motor skills. This support may follow the recommendations of specialist professionals. Local Authority (LA) input from a variety of therapists and specialist teachers ranging from hearing and visual impairment to speech and language, behaviour and educational psychologists is available on an individual need basis. • A Pastoral Support Worker, based at the school. • A breakfast club and after school care run by an outside provider (subject to spaces available and payment of a fee). • Extra-curricular activities run by both school staff (without charge) and outside providers (charged for). • Forest School. 	

How does Heatherside Junior School know if children need extra help?

The Code of Practice defines SEND as "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

The school identifies children who may have SEND through:

- Liaison with feeder infant school or previous school
- Parental information and knowledge or concerns raised
- Pupils performing significantly below age related expectations
- Concerns raised by teachers through observations and assessments over time
- Screening information using a range of tests.
- Liaison with external agencies - for example: Primary Behaviour Service, CAMHS, Educational Psychology, Occupational Therapy, Speech and Language and the Hampshire Specialist Teacher Advisory Service who support children with Physical Disabilities / Visual Impairments / Hearing Impairments / Communication and Interaction difficulties.
- Health diagnosis from the pediatrician or GP
- Referring, when applicable, to the Local Authority's guidelines for identifying SEND.

What should I do if I think my child/young person may have special educational needs?

- If parents have concerns about their child's progress, they should speak to their child's class teacher or year leader in the first instance. As a result of this conversation, the Special Educational Needs & Disabilities Coordinator (SENDCo), who is also the Assistant Headteacher, may also become involved in planning the educational provision.
- The school promotes an open-door policy and encourages all parents to contact a member of staff, including the headteacher, if they have any concerns.
- For further support, parents can contact:

[SENDIASS](#)

[Kid SENDIASS](#)

[IPSEA](#)

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

- Children's progress is continually monitored by their class teacher, SENDCo and Senior Leadership team.
- At the end of key stage 2 - all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a statutory requirement. In Year 4, children also sit a National Multiplication Check.

- Children on the School's SEND Register will have a Learning Plan which is reviewed during the year. This is done in partnership with parents and the child. Targets set are SMART (Specific, Measurable, Achievable, Realistic and Time scaled)
- The progress of children with an Education, Health Care Plan (EHC Plan) is formally reviewed at an Annual Review with all the professionals involved with the child's education / health contributing.
- The SENDCo, class teacher and LSA will also monitor progress through on-going teacher-assessment, review meetings with external agencies and recognised tests that give standardised scores and comparative ages.
- Children's progress is shared via planned Parents' Evenings and on-going discussions throughout the year in order to help share information between home and school.
- Curriculum evenings are held periodically where teaching staff share with parents, different aspects of the curriculum and ways in which they can support their children's learning. These may be in person or online.

How will Heatherside Junior School support my child?

The SEN Code of Practice 2015 makes it clear that all teachers are teachers of pupils with special educational needs.

The responsibilities of all teaching staff include:

- Following the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENDCo to decide what action is required to promote progress
- Working with the SENDCo, LSAs, parents and the pupils themselves to develop Learning Plans and Provision Maps
- Providing suitably adapted work in order for pupils to achieve their Learning Plan and other progress targets
- Developing positive working partnerships with parents
- Taking an active role in the development of the school's SEND provision
- Implementing training, strategies and relevant approaches

The Special Educational Needs & Disabilities Co-Ordinator's (SENDCo):

- Georges Demblon, the school's SENDCo, works closely with the Headteacher, Leadership Team and teaching staff, and is closely involved in the strategic development of SEND policies and provision. Specific responsibilities include:
- Overseeing the day-to-day operation of the school's SEND policies
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of children's progress and needs.
- Coordinating the provision for children with SEND
- Keeping the Governing Body informed about SEND within the school
- Liaising with and advising teaching and non-teaching staff
- Liaising with parents
- Liaising with external support agencies, LA support services, Health and Children's services, and voluntary bodies
- Contributing to the training of staff
- Managing the records of all children with Special Educational Needs and Disabilities.
- Identifying priorities for improvement and implementing strategies to achieve this.

- Accountability for the provision of support and progress of all children with SEND.

The Learning Support Assistants' (LSA) responsibilities include:

- Working with the SENDCo and class teachers in identifying the needs of children with SEND
- Implementing programmes of work and evaluating on their effectiveness and impact on pupil outcomes
- Contributing to the assessment and recording of children's progress
- Supporting children including those with SEND in class so that all children have full and inclusive access to the curriculum
- Assisting with the production of teaching and learning materials
- Providing regular feedback to the SENDCo and class teacher

The Headteacher's responsibilities include:

- Overseeing the day-to-day leadership of all aspects of SEND provision
- Working closely with the SENDCo and LSAs
- Ensuring that the school has clear and flexible strategies for working with parents which include strategies that encourage involvement in their child's education
- Overall accountability for the progress and outcomes of children with SEND.
- Identify areas for improvement and ensuring the needs of SEND pupils are reflected in School Improvement objectives.
- Responsibility for the Safeguarding of all pupils, including those with SEND.

How are Governors involved, and what are their responsibilities?

The SENDCo reports to the Governing Body regularly across the year to inform them of the progress of children with SEND.

The Governing Body's responsibilities for pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils, including those with an EHC Plan
- In collaboration with the Headteacher and SENDCo, agreeing the priorities for spending
- Ensuring that SEND pupils are fully included in school activities
- Having a regard to the Code of Practice when carrying out responsibilities
- Being fully involved, through the SEND Governor in developing and subsequently reviewing SEND procedures and the SEND Information Report.
- Monitoring the progress and outcomes for children with SEND and holding leaders to account for this.
- Monitoring Safeguarding procedures and practices.

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

- The curriculum will be adapted (planned at the appropriate level) based on each individual child's need, considering teacher assessments, advice from outside agencies and/or the need for small group support or 1:1
- Class Teachers will plan learning according to the needs of all groups of children in their class to help ensure that children's needs are met
- LSAs adapt the teacher's planning to support the needs of an individual child or group of children where necessary
- Specific resources and strategies will be used to support children individually and in groups

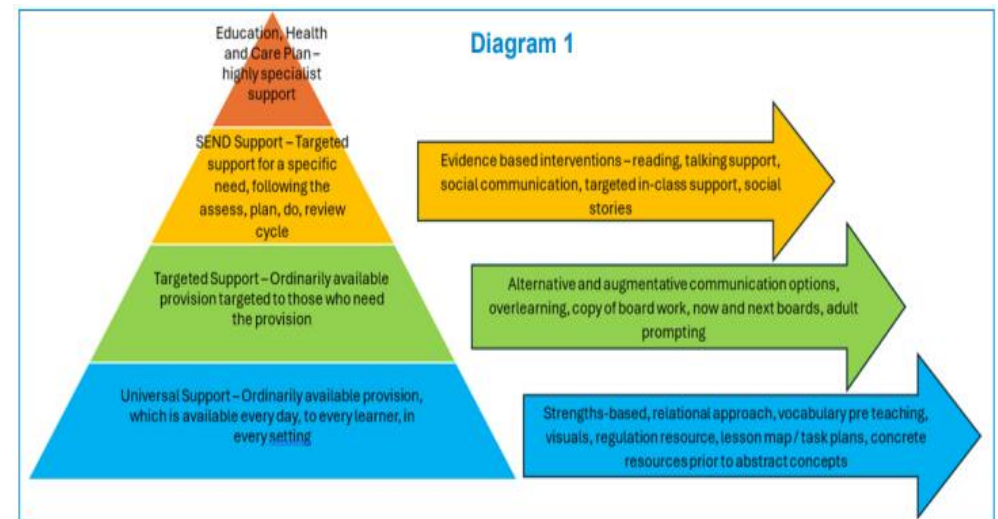
- Pre-learning and over-learning activities may be used to help support children's learning
- Additional time in summative assessments / other special arrangements.

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

- All children with SEND are able to access all school activities, with adaptations being made where necessary.
- The school will assist individual children on a needs led basis.
- Social stories may be used in advance of trips to reduce anxiety and prepare children for new situations by providing a simple, step-by-step preview of what to expect. This preparation is especially helpful for children who find changes in routine and new environments difficult.
- Trip risk assessments acknowledge adapted provision for children with SEND.
- Parental views are sought when planning additional activities, trips and residential visits to consider what reasonable adjustments are necessary to enable participation and equal access.

What type of support will my child receive and how much will they get?

- Universal and targeted [Ordinarily Available Provision \(OAP\)](#) is the support in place to help all children and young people learn. This includes quality, inclusive teaching in a classroom setting and everyday adjustments and teaching approaches. Some additional help and support from class teachers and LSAs will be provided when needed to help all children succeed; regardless of their background or abilities.
- If a child requires support that is "additional to or different from" OAP, they may receive further, more targeted help (known as SEND support), which is then reviewed regularly.
- Children may be withdrawn to participate in specific, targeted programmes or interventions led by a teacher, LSA or ELSA. This could include aspects of reading, social communication, speech and language and school led occupational therapy activities.
- Referral to external agencies when necessary and support from specialists within class or as part of a withdrawal programme.
- Support for families through external agencies e.g. Family Practitioner
- A child may need an Education, Health and Care (EHCP) plan if their special educational needs are significant and long-term, and they require more support than the school can provide through its standard SEN support. An EHCP is for children who are failing to make progress, despite support and intervention and who cannot have their needs met by the usual resources available to their educational setting.



Staffing

SEND Support, including specialist equipment and assessments up to the first £6,000, will be facilitated from the school/college's notional SEN budget (also known as Element 2 funding) and from the service level agreements in place with agencies including County Council and NHS services. This includes teacher and class LSA time and Ordinarily Available Provision, as well as any additional support.

EHCP funding: Hampshire County Council provides Hampshire schools/colleges top-up funding beyond the first £6,000 by means of an Education, Health & Care Plan (EHCP). This is currently done through three 'top up bands'

Resource allocation

With the exception of funding allocated to Education Health Care Plans, resources allocated from within the school's own budget are for the benefit of all the children in the school. Resources are allocated according to need.

Resource delivery

The resources allocated to special educational needs will be delivered in different forms and at different times according to need. They may include the provision of an adapted curriculum, additional teaching time, additional teaching support, specialist teaching programmes, staff training, special equipment and curriculum resources and/or the provision of specialist advice and services. The preparation and planning time required for the provision of any of these may also be included.



What support will there be for my child's overall wellbeing?

- One of our key School Improvement Priorities is to continue to actively support the personal development and wellbeing of children and staff to help promote and achieve a positive and successful climate for learning and for work.
- Children with SEND may face additional risks, such as increased vulnerability to neglect due to barriers in accessing services or communicating their needs. [KCSIE](#) (Keeping Children Safe In Education) requires schools to be vigilant about these issues.
- The school also has three ELSAs (Emotional Literacy Support Assistant), with one of them being a TALA (Therapeutic Active Listening Assistant) and the school's Pastoral Lead who work under the direction of the SENDCo to support children and parents within the school day.
- Access to Lunch Bunch, a lunch-time Pastoral Assistant led intervention for children who might find those unstructured times difficult.
- The school has a clear reward system that is followed by all staff and pupils which promotes and rewards positive behaviour choices and effort.
- The behaviour policy identifies sanctions and support and is made known to all children and consistently upheld by all staff.
- Unacceptable behaviours are addressed immediately and strategies agreed with parents. In some instances, continued episodes of unacceptable behaviour could lead to an Individual Behaviour Plan (IBP) being drawn up.
- We operate an open door-policy whereby parents/carers can speak to a teacher before/after school (by appointment)
- We are an inclusive school, welcoming and celebrating diversity. All staff believe that children having high self-esteem is crucial to a child's wellbeing. Please refer to the [Heatherside Junior School Equalities Policy](#)
- Attendance of every child is monitored on a daily basis by the Admin Staff and first day contact is made if a child's absence cannot be accounted for.
- Lateness and absence are recorded and reported to the Headteacher and parents are contacted where concerns arise
- Close liaison is maintained with parents through telephone calls, Arbor, emails, letters and meetings

- Wellbeing events throughout the school year, Forest School provision and by using Zones of Regulation

How does the school manage the administration of medicines?

- The school has guidelines regarding the administration and [managing of medicines in school](#). Parents are asked to complete a form giving consent for and details of administration.
- A trained first-aider from the Admin team will oversee the administration of any medicines, supported by the Senior Leadership Team. School staff administer medication on trips and residential visits providing written consent has been given and a treatment plan agreed.
- Regular training and updates of conditions and medication affecting individual children are held so that staff can deal with medical situations.
- Staff receive first aid training and updates on a regular basis.

How will my child be able to contribute their views?

- Heatherside Junior School values and celebrates each child being able to express their views on all aspects of school life. This may be through 'pupil voice channels' such as Pupil Groups, letters to the Headteacher or pupil surveys.
- Pupil views are collated by staff through pupil-conferencing.
- Parents' Evenings (Pupil, Teacher, Parent)
- Teachers use a range of strategies e.g. wellbeing and question boxes to enable children to ask questions or share concerns confidentially.
- Children with a TPA (Transition Partnership Agreement) or EHCP share views prior to review meetings.

What training is provided for staff supporting children with SEND?

The school has an annual School Improvement Plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. Information relating to Key Improvement Areas can be found [here](#).

- Teaching and support staff receive training in supporting children with SEND. Key staff may receive training to meet the specific needs of individual pupils.
- Outreach support from Specialist Provision Schools is sought; LSAs have attended workshops on supporting children with more complex needs.
- Three members of the school's Learning Support Team are trained ELSAs and have Hampshire County Council ELSA accreditation (Emotional Literacy Support Assistant).
- We have one LSA who is currently undertaking an accredited ELKLAN course and will support children with Speech, Language and Communication Needs.
- Two LSAs are currently undertaking training from Helen Arkell and will support children with Specific Learning Difficulties such as Dyslexia.
- Forest Schools - we have three trained LSAs who offer Forest Schools provision on site. These six sessions focus on building and developing children's well-being, confidence, resilience and engagement.
- LSAs can deliver a variety of intervention programmes to support children in improving their reading, writing, spelling, handwriting, sensory needs and Occupational Therapy (under the guidance of / through recommendations made by the therapist) such as Solent Therapy Pack.

How accessible is Heatherside Junior School?

- The whole school site is based across two floors, although the ground floor is accessible to wheelchair users.
- One class is an outside modular building, with level access which includes an accessible visitor toilet.
- All specialist teaching areas are situated on the ground floor and all year groups have one ground floor classroom.
- The school does not have an accessible toilet or shower/changing facilities.

- The school liaises with Hampshire's EMTAS (Ethnic Minority and Traveller Achievement Service) who provide families with English as an additional language and families from Traveller backgrounds support to improve access to, and engage and participate in, their child's education.

How are parents / carers involved in Heatherside Junior School?

Heatherside Junior School actively encourages parents / carers of all children to involve themselves in the school community and to share their views. This partnership is developed in a whole range of ways including regular face-to-face conversations on the playground.

- Feedback to pupils' annual report
- Surveys
- Parents' evenings
- Curriculum workshops
- Parents helping in class/on trips/leading clubs
- Whole school events
- The Heatherside School Association (HSA)
- Parent Governors
- Parent questionnaires

What steps should I take if I have a concern about the school's SEND provision?

- In the first instance, Parents should speak to their child's class teacher if they have any concerns about their child's SEND provision by either emailing the class teacher (via the admin office email address) or phoning the office to arrange a telephone conversation.
- If the class teacher is unable to address the parental concern or query, then they should contact the SENDCo or the Headteacher.
- The school's complaints procedure is available on the school website and in the associated [Complaints Policy](#)
- The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.
- The school values all feedback from parents whether it is positive or not and we seek the views of parents, carers and children through a number of mechanisms such as pupil-conferencing, Parent Questionnaires and SEND surveys.

How will Heatherside Junior School prepare and support my child to join the school and then transfer to a new school?

Children with existing special educational needs transferring from another school:

- Prior to a child joining Heatherside Junior School, parents and the child are offered a tour with the Headteacher or SENDCo. This gives parents the opportunity to find the answer to any questions they may have and decide whether the school is the best setting for their child.
- On entry, the class teacher or SENDCo as appropriate, will discuss the needs of the child with the parents and convey this information to the class teacher. On receipt of the child's records (normally within 15 days of transfer) the SENDCo will make telephone contact with the previous school to discuss the child's needs. If necessary, a meeting with the parents, support services and outside agencies may be held in order to plan for the needs of the child on transfer.
- The SENDCo liaises with all Infant schools and, where practicable, LSAs and teaching staff meet with our Infant colleagues for hand-over discussions.
- Some children may require additional visits in addition to the time spent with their new teacher on 'move-up' sessions.

Children with special educational needs transferring to another primary school:

- The SENDCo will ensure prompt (within 15 days the child's departure) transfer of all records relating to the child's special educational needs. The SENDCo will be available for consultation by the receiving school on request.

Children with special educational needs transferring to secondary school.

- Depending on the receiving school's policy and the individual needs of the child, the SENDCo and the receiving school SENDCo will meet to discuss transition arrangements for the child. Where appropriate a transfer plan may be drawn up. This would include the need for additional visits. The SENDCo will ensure prompt (within 15 days the child's departure) transfer of all records relating to the child's special educational needs. The SENDCo will be available for consultation by the receiving school on request.

For children transitioning into, or out of, Heatherside Junior School with significant SEND whose needs are not met through an EHC Plan, an TPA (Transfer Partnership Agreement) may be drawn up whereby specific transition requirements are recorded for both the current school and receiving school to action. The plan is formally reviewed a term into a child's new setting.

Where can I get further information?

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- HIEPS - Hampshire, Isle of Wight Educational Psychology Service
- Medical Professionals - School Nurse, GPs and Pediatricians
- Primary Behaviour Service
- Child and Adolescent Mental Health Service (CAMHS)
- SALT - Speech and Language Therapists
- Physiotherapists
- Specialist Teacher Advisors (STAs)
- Bilingual Services (EMTAS)
- [SENDIASS](#)
- SEND Advisory Service through the Local Authority (LA)
- Parent Support Advisor (PSA)
- Children's Services
- [Hampshire Local Offer](#)

Glossary of terms:

- BPVSIII: British Picture Vocabulary Scale, 3rd Edition
- CAMHS: Child and Adolescent Mental Health Service
- CATIII: Cognitive Abilities Test, 3rd Edition
- CHQ: Computing Headquarters (Our ICT suite)

- DASH: Detailed Assessment of Speed of Writing
- DST-J: Dyslexia Screening Test, Junior Edition
- EHCP: Educational, Health and Care Plan
- ELSA: Emotional Literacy Support Assistant
- EMTAS: Ethnic Minority and Traveller Achievement Service
- IBP: Individual Behaviour Plan
- LP: Learning Plan
- LSA: Learning Support Assistant
- NARAI: Neales Analysis of Reading, 2nd Addition
- NFER: National Foundation for Educational Research
- PhAB: Phonological Assessment Battery
- PSA: Parent Support Advisor
- SALT: Speech and Language Therapist
- SATs: Standard Assessment Tests
- SEND: Special Educational Need and/or Disability
- SENDCo: Special Educational Needs / Disabilities Coordinator
- TALA: Therapeutic Active Listening Assistant
- TPA: Transition Preparation Agreement

Ratified by Governors 5/12/24