

Welcome to Heathlands Primary Academy's SEND Information Report

2025-26

This document will give you an insight into the support the school provides for children with special educational needs and disabilities (SEND). It will also provide links for support for parents and carers of children with SEND.


Heathlands School	<p>We are a single form entry, mainstream primary, with pre-school situated in the heart of West Howe, Bournemouth. Our school values are respect, integrity, and excellence. Our aim is for all children to achieve excellence from their starting point as well as develop the social skills that will enable them to contribute positively to school life and society beyond school. Across the school, we have a high proportion of children on the SEND register. Our SEN register is above national average. The number of children with EHCPs is above national average.</p>				
What is the Local offer?	<p>All local authorities need to be able to share what is on offer locally for children and young people with additional needs. The BCP Council SEND Local Offer provides information on services and activities for children and young people living in Bournemouth, Christchurch and Poole aged 0 to 25 with special educational needs, disabilities and health needs. You can access BCP local offer through this link: The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council</p> 				
Who is the special educational needs and disability coordinator (SENDCO)?	<p>Mrs Sam Harris is Heathland's Inclusion Lead; her role includes being the SENDCo as well as lead Designated Safeguarding officer and teacher responsible for children who are looked after in care (LAC). You can contact Mrs Harris by calling the office on 01202 574452 Or email sen.heathlands@coastalpartnership.co.uk</p>				
Admissions	<p>Please see the Coastal Learning Partnership website for the school Admissions Policy (link at the end of this report). If your child has an EHCP, admission will need go through your SEN Co-ordinator. If you would like to discuss your child's SEND needs prior to admissions please contact the inclusion lead, Sam Harris.</p>				
What types of SEN do the school support?	<p>At Heathlands we have children with a range of different needs. They might have needs in more than one area of SEN.</p> <p>Special Educational Needs and Disability (SEND) is split into 4 categories:</p> <table border="1" data-bbox="488 1134 1686 1409"> <tr> <td data-bbox="488 1134 734 1289"> <p>Communication and Interaction</p>   </td> <td data-bbox="734 1134 1686 1289"> <p>Communication and Interaction describes a child's difficulties with expressing themselves, understanding others, and developing social skills and relationships. This includes issues with speech, language, and communication needs (SLCN), as well as difficulties with non-verbal cues, social rules, and the social aspects of communication often associated with autism.</p> </td> </tr> <tr> <td data-bbox="488 1289 734 1409"> <p>Cognition and Learning</p>  </td> <td data-bbox="734 1289 1686 1409"> <p>Cognition and learning refers to difficulties in a child's thinking, acquiring knowledge, and developing skills. This can be either general, affecting many areas of the curriculum or specific such as reading or spelling. This can include conditions such as dyslexia.</p> </td> </tr> </table>	<p>Communication and Interaction</p>  	<p>Communication and Interaction describes a child's difficulties with expressing themselves, understanding others, and developing social skills and relationships. This includes issues with speech, language, and communication needs (SLCN), as well as difficulties with non-verbal cues, social rules, and the social aspects of communication often associated with autism.</p>	<p>Cognition and Learning</p> 	<p>Cognition and learning refers to difficulties in a child's thinking, acquiring knowledge, and developing skills. This can be either general, affecting many areas of the curriculum or specific such as reading or spelling. This can include conditions such as dyslexia.</p>
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Social, Emotional and Mental Health



SEMH stands for Social, Emotional, and Mental Health. Children and young people with SEMH needs may struggle to manage their emotions and behaviour. This can include ADHD, attachment and anxiety difficulties.

Sensory / Physical



Sensory and physical needs include difficulties with vision, hearing, and physical disabilities. It can also include sensory processing difficulties where a person is over or under-responsive to sensory stimuli.

How do we identify if a child has SEND?

At Heathlands, we have a graduated response to SEN. Class teachers are constantly monitoring and assessing how children are doing in their class. This can be informal such as observing children, or through tests and looking at work.

If a child is not making the expected progress, or showing difficulties, the class teacher will speak to the Inclusion Lead and parents or carers.

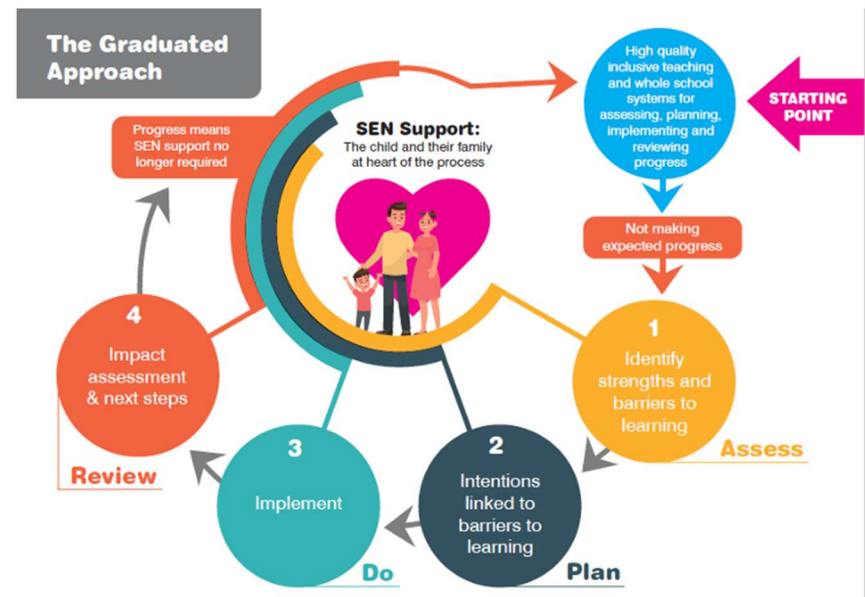
At this point you child might be placed on the monitoring register where some targeted support is put in place for your child using our graduated response documents. After 6-8 weeks this is reviewed.

If your child has not improved or still struggling, they will be added to the SEN register by the Inclusion Lead. The class teacher will write an IEP (Individual Education Plan) for your child. This has small step targets for your child and outlines the additional support they might get, such as an intervention.

The IEP is shared with parents and carers. It is reviewed at least 3 times in the year.

If your child makes progress and no longer needs additional support, they will be taken off the SEN register.

The cycle of plan, do, review for your child's IEP will continue. With discussion with you, SENDCO and class teacher, further assessments or referrals might take place to help ensure your child is receiving the support they need. If required a request to be assessed for an EHCP will take place.



<p>What is an EHCP?</p>	<p>An EHCP, or Education, Health and Care plan, is a legally binding document for children and young people aged 0-25 that details their special educational, health, and social care needs and the support required to meet them. It outlines the extra help needed to achieve the best possible outcomes and can involve professionals from education, health, and social care services. This may include additional funding to be used within school to help meet your child's needs.</p> <p>Only a small number of children with SEND will require an EHCP.</p> <p>Parents can apply for an EHCP or can work with school for school to apply to be assessed for an EHCP.</p> <p>Please speak with Mrs Harris if you think your child requires an EHCP.</p> <p>Here is further information about EHCPs: What is an Education, Health and Social Care (EHC) plan? (updated 2019) What is an Education Health and Care Plan? (EHCPs)</p>
<p>Who can parents talk to about their concerns?</p>	<p>The first person to speak to is your child's class teacher. They have the best knowledge of your child.</p> <p>You can also speak to Mrs Harris, the Inclusion lead who oversees all children with SEND.</p> <p>When speaking to school, share your worries and what you have noticed. We will be able to work together to support your child if it is required.</p> <p>There are also organisations outside of school you can turn to for support. Please see support services links later in this report.</p>
<p>How will school let Parents know if they have concerns?</p>	<p>At Heathlands we like to communicate with you regularly. This might be a conversation at the end of the day, a phone call or organising a meeting with you. Please contact the office if you would like to organise a meeting with a member of staff.</p> <p>We will share our concerns and work with you to plan what to do to support your child.</p>
<p>How do we approach teaching pupils with SEN?</p>	<p>At Heathlands we know that the biggest impact to anyone's learning is high quality teaching. We are constantly working on developing and improving all teachers' skills in delivering quality first teaching.</p> <p>We ensure that at Heathlands teachers plan and teach carefully considered lessons which include revisiting prior learning, a small step approach to new learning that includes modelling and practice of the new learning as well as feedback.</p> <p>For all children, including children with SEN, teachers can differentiate (change to the learning) to meet where children are with their learning, or provide scaffolds (resources or instructions to help achieve the learning goal).</p> <p><u>Differentiation can include:</u></p> <ul style="list-style-type: none"> • Learning which has different numbers or words to others in the class • Different questions or ways to record answers • Tasks broken down into smaller chunks <p><u>Scaffolding can include:</u></p> <ul style="list-style-type: none"> • Word or sound banks • Adult support • Writing frames or sentence starters • Devices to record ideas • Extra time or check ins from adults <p>We also make use of physical resources such as cubes or number squares in maths. Children can have access to more specialised equipment if required including laptops, pencil grips or desk slopes.</p> <p>Where advice or guidance has been given from specialist support, teachers will include this in how they plan and teach your child.</p> <p>When a child has an IEP, they may also have additional teaching through interventions. This could be small group or 1:1. This teaching will relate to the targets they have on their IEP.</p>



<p>How do we support LOOKED AFTER CHILDREN? (LAC):</p>	<p>The school's designated teacher responsible for children who are under the care of the local authority (LAC) is Mrs Sam Harris. Children who are in Care have a detailed Personal Education Plan (PEP) which includes all aspects of their care and education. PEP meetings run termly with representation from the Virtual School. Funding is supplied to school to help implement the necessary support package and alongside funding from the school budget, each child will have their needs addressed. This funding is called 'Pupil Premium Plus funding'. If a child, who is under the care of the local authority (LAC) also have SEND needs, they will have their needs met in accordance with the school SEND policy as per any other child.</p>
<p>How do we make reasonable adaptations to support children with SEND?</p>	<p>There are a wide range of reasonable adaptations we can make to support children with SEND. These can include use of ear defenders, additional movement breaks or learning tools. Children might need to sit in specific spaces in class to help them with sight or hearing. Any adaptation like this will be made in discussion with the class teacher, Inclusion leader, your child and parents/carers. Adaptations are recorded within the child's provision pack. Where required, we will request advice and guidance from external support such as Occupational Therapists or Vision Support. Heathlands has wheelchair access throughout the school. You can find out more about our accessibility via our accessibility policy. (see link at end of report for policies)</p> <p>Here are some examples of adaptations or features to make the school accessible:</p> <ul style="list-style-type: none"> • Handrails • Lifts and ramps • Accessible toilets • Sensory resources such as gym balls, wobble boards • Use of enlarged texts • Use of technology to support communication • Steps and stools • Additional adult support • Adaptations or support to participate in PE. • Extra time or breaks within tests
<p>How did we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>If your child is on the SEN register, you will have your child's IEP shared with you at least 3 times a year. This will have targets that the children are working on in school and ideas about how home and can support too. You are able to comment and feedback on the IEP.</p> <p>We are keen to work in partnership with parents and carers, so you are welcome to request meetings with class teacher or Inclusion lead.</p> <p>If we are making a referral to a service outside of school, we will consult with you in advance and gain your consent.</p> <p>We have a number of parent consultation evenings over the year which you are able to book a slot.</p> <p>If your child is being assessed for an EHCP, or has an EHCP, your views are really valued. There are meetings you will be invited to attend to be able to share your views.</p>
<p>How did we consult pupils with SEND and involve them in their education?</p>	<p>Gaining an understanding of children's voice is important to us at Heathlands. Children are able to see Inclusion lead or family support worker easily throughout the school day.</p> <p>Each child on the SEN register as an individual provision pack which shows them what they are working on to improve and they are able to look back and see the progress they are making.</p> <p>We take time to meet with children and ask them how they are finding school. This can help with making plans for children to support them such as ways to help them regulate in school or how to make coming into school easier if they find it difficult.</p> <p>If your child has an EHCP, they will be involved in the EHCP annual review and have their views captured in a one page profile of them.</p>

How did we support pupils with SEND to improve their emotional and social development?



As a school, we invest a lot of time into supporting children develop their understanding and skills to support emotional and social development.

As a whole school, children take part daily in Stormbreak activities which are designed to help develop social and emotional awareness.

In Pre-school and Reception the Colour Monster is used to help develop emotional awareness and understanding. We move onto using Zones of Regulation across the rest of the school. This program is taught explicitly to all children. It helps develop children's awareness of emotions and teaches strategies for self regulation.

Every class has a toolkit which children can access to help with applying skills from Zones of Regulation.

Our PSHE and Behaviour curriculum supports children develop their social skills and healthy lifestyle choices. We have the Life Education Van visit the school annually.

Each week, we have a 'time to talk' opportunity open to children to speak with PSHE lead or family support worker.

Where children need more support with social and emotional development, interventions can be put in place. This can include working in small groups or individually with our family support worker or a TA. We make use of resources such as 'Talk About' or 'Socially Speaking' programs.

We have recently become a school being support by Mental Health In Schools Team (MHST) who are able to provide support to individuals and school training.

Where funding is available, we can buy in therapeutic support such as play therapy. When required we can refer individuals to CAMHS and other providers of emotional support such as Paragon.

What expertise and training have our staff had to support pupils with SEND?

All staff at Heathlands receive professional development opportunities throughout the year. We make use of staff meetings and training days as well as requesting specific training for individuals or groups when required.

Our Inclusion Lead is undertaking SEND NPQ currently. She accesses training through the CLP trust and from BCP across the year.










Here are examples of training and professional development that took place in 2024-2025:




Training for all teachers and TAs:

- Zones of Regulation
- Understanding EHCP application process
- Sensory Detectives delivered by OT services
- Creating Inclusive environments

Training for specific staff or group of staff:

- Attention Autism
- Working together group based on Lego Therapy
- Communication Champions networks
- NPQ SENDCO award
- Guidance and advice from outreach specialists
- Specific training on medical intimate care requirements

<p>How do we secure specialist expertise and how do we involve them with the child's education?</p>	<p>There are a number of specialist expertise that we make use of at Heathlands. The Inclusion lead will make referrals with consent of the parents and carers. Here is a list of examples:</p> <ul style="list-style-type: none"> • Speech and Language Therapy Service • Educational Psychology Service • Occupational Therapists • Paediatric referrals • Physiotherapy Service • Specialist teacher learning assessments • Specialist Outreach Service • Hearing or Vision Support Service • School Nursing Team • Early Years Area SEND Team • CAMHS (Child and Adolescent Mental Health Service) • MHST (Mental Health in Schools Team) <p>All of these services are able to support you child in assessing their needs, and/or providing advice and support to the school in how best to help your child.</p>				
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Our Inclusion Lead is part of the senior leadership team and is involved in leadership decisions and monitoring across the school. The Inclusion Lead oversees and monitors the provision of SEND alongside the Head teacher and Deputy Head. This can include book looks, classroom observations, quality assurance of IEPs. Pupil Progress meetings with class teachers take place a number of times over the year where progress of pupils is discussed and action plans are made. The Trust has an Inclusion Lead, Esther Curry, who is both supportive and can provide constructive challenge when required. The Inclusion Lead meets with and reports to the school's governing body, whose responsibility is to ensure the school is compliant and meeting the needs of children with SEND. Our governor with responsibility for Inclusion is Jeremy Stanyer.</p>				
<p>How do we handle complaints from parents about SEN provision?</p>	<p>We hope that any complaints or concerns can be resolved quickly through discussion and working together on swift actions. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the Inclusion leader or head teacher, Miss Harries. The Coastal Learning Partnership Complaints Policy can be accessed via the CLP website. complaints-policy.pdf</p>				
<p>What support services are available to parents and carers?</p>	<p>You are welcome to speak with Mrs Harris, our Inclusion Lead. We also have our family support worker, Marie Bothamley who you are able to speak to. Here are some links to other services that you might find helpful:</p> <table border="1" data-bbox="488 1219 1686 1487"> <tr> <td data-bbox="488 1219 815 1369">  <p>SENDIASS SENDiass4BCP</p> </td> <td data-bbox="815 1219 1686 1369"> <p>SENDiass4BCP – SENDiass4BCP tel:01202128181 SENDIASS is a Special Educational Needs and Disabilities Information, Advice and Support Services for parents and carers across Bournemouth, Christchurch and Poole</p> </td> </tr> <tr> <td data-bbox="488 1369 815 1487">  <p>School Nursing Team 0-19 CYP Public Health Service</p>  </td> <td data-bbox="815 1369 1686 1487"> <p>School nursing :: Dorset HealthCare University NHS Foundation Trust Parentline advice 5-19 texting service on 07312263131 School nursing team can provide support around a wide range of areas such as sleep, bedwetting, toileting and emotional health</p> </td> </tr> </table>	 <p>SENDIASS SENDiass4BCP</p>	<p>SENDiass4BCP – SENDiass4BCP tel:01202128181 SENDIASS is a Special Educational Needs and Disabilities Information, Advice and Support Services for parents and carers across Bournemouth, Christchurch and Poole</p>	 <p>School Nursing Team 0-19 CYP Public Health Service</p> 	<p>School nursing :: Dorset HealthCare University NHS Foundation Trust Parentline advice 5-19 texting service on 07312263131 School nursing team can provide support around a wide range of areas such as sleep, bedwetting, toileting and emotional health</p>
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	<p>Early Help at BCP</p> 	<p>Kinson and West Howe Family Hub Early Help support families is a range of ways such as support and courses around parenting, behaviour and child development.</p>	
	<p>BCP SEN Team</p> 	<p>BCP Council Education, Health and Care Co-ordinators (EHCCO) (formerly Case Officers) If your child has an EHCP, you will be allocated an Education, Health and Care Co-ordinator who oversees your child's EHCP. You are able to contact them to discuss your child's EHCP.</p>	
	<p>CAMHS</p> 	<p>CAMHS Dorset Mental Health Support Team (MHST) in Schools – CAMHS Dorset Child and Adolescent Mental Health Service – usually the school or GP need to refer, but they do have resources and support ideas for parents online.</p>	
<p>How will you support my child when they are leaving the school or moving on to another class?</p>	<p><u>Transition into Heathlands:</u> When children start at Heathlands the Early Years team alongside the Inclusion lead, make contact with the Early Years settings to find out about the children starting in Reception or pre-school. We hold information meetings for parents and a number of stay and play sessions for the children. Where required, additional work is completed with other support agencies such as portage to help with ensuring that we know the needs of the children starting.</p> <p>When a child joins Heathlands during the school year, we like to meet with them and their parents/carers before they start. We will also communicate with the school they are coming from to ensure that we have as much information about the child as possible. We aim to offer a welcome booklet for children joining us to help them get to know information about the school.</p> <p><u>Transition within Heathlands:</u> All the staff at Heathlands work closely together. Before children move classes, time is given for class teachers to meet and discuss children moving onto them. Our Inclusion lead ensures paperwork and information is passed onto class teachers and TAs. We provide opportunities for children to meet their new teacher, and if required create additional time. For children who need it, they have an enhanced transition booklet sent home and are invited to visit school at the end of the summer holidays before the start of term to help with the transition and start of school.</p> <p><u>Transition to other schools:</u> We work closely with local schools in meeting with them, conversations and sharing information. When moving to secondary school we encourage the secondary schools to visit Heathlands as well as having the children visit the school they will be moving onto. Where a child has an EHCP, we try to involve the secondary school within the annual review when they are in Year 6. We have supported children with having additional visits to their secondary school if required. During the last half term Year 6 changes to help the children prepare for secondary school, this includes learning how to read a timetable, bringing in a pencil case and ensuring they have the right equipment.</p>		
<p>Links to relevant school policies and other information</p>	<ul style="list-style-type: none"> • Heathlands Policies can be found here: Policies Heathlands Primary Academy • CLP Trust policies can be found here: Policies Coastal Learning Partnership • SEND Code of Practice SEND code of practice: 0 to 25 years - GOV.UK 		