



HEADLEY PARK
PRIMARY SCHOOL

Special Education Needs and/or Disability (SEND)

Information Report



September 2025

Introduction

At Headley Park Primary School, we believe all children can succeed. We ensure all children feel safe and secure so that they can achieve their potential.

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, please read our SEND policy. It can be found [here](#) on our school website.

Who can I talk to about SEND?

All of the staff at HPPS are available to talk to about any SEND questions or queries you might have. Your child's class teacher is always a good starting place. You can arrange a meeting with them via the main office or using your child's year group email address. However, we also have a SEND team who you may also like to speak to.

Mrs Asare is the SENDCo working
Tuesday to Friday.

Mrs Elson Is Assistant SENDCo working
Monday to Wednesday.

It is the SEND team's job to oversee the provision of all children with SEND at HPPS.

Both Mrs Asare and Mrs Elson can be contacted directly by email: SENDCO@headleypark.bristol.sch.uk. You can also contact them by phone via the main office on 0117 903 1511.

The governing body also has a representative for SEND.

Which SEND needs can be met at HPPS?

There are four main areas of needs which can be met here at HPPS.

| Area of Need: | For example: |
|--|--|
| Communication and interaction | Autism spectrum disorder |
| | Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| | Severe learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| Sensory and/or physical | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |

Our team are experienced in supporting children with a wide range of needs. In line with the SEND Code of Practice, we recognise that children may have needs that reach several areas of needs and that these needs may change over time.

How will HPPS know if my child needs SEND support?

Our team has a wealth of experience and work together to support all children at school. They may recognise that your child needs SEND support in the following ways:

Talking to our families:

You know your child best and so we ensure that we communicate with our families. It is vital that we work closely with parents and carers so that everyone involved in the child's provision has up to date information. Please let us know if your child has any difficulties or needs that you think we may not be aware of.

Using assessment information:

Teachers are always checking the children's progress as they teach lessons, mark books and work with them. Children are usually more formally assessed in reading, writing and maths three times a year. We also keep a close eye on how children are managing socially and what behaviours they are showing. We believe that all behaviour is communication and that a change or deterioration in behaviour can be a sign that a child is struggling with something else.

If your child's teachers recognise that your child is struggling, they will talk to you and our SENDCO to plan their next steps.

Using interventions:

At some point in their school career, many children may need a small change or some short term support. This doesn't necessarily mean they have SEND and our staff are excellent at ensuring any problems are spotted and quickly addressed. However if an intervention does not have an impact, this might provide our team with more information to help them identify any specific strengths or SEND needs your child may have.

Outside agency support:

Our team also have access to more detailed assessments to find out more about the children's needs and to help them plan what support needs to be put in place. If we need more information about a child's needs or the type of support they need, we may ask for help from other professionals such as speech and language therapists or educational psychologists.

Any formal diagnoses would need to be made by an appropriately qualified professional. We will work with the relevant agencies and can signpost you to the most relevant service.

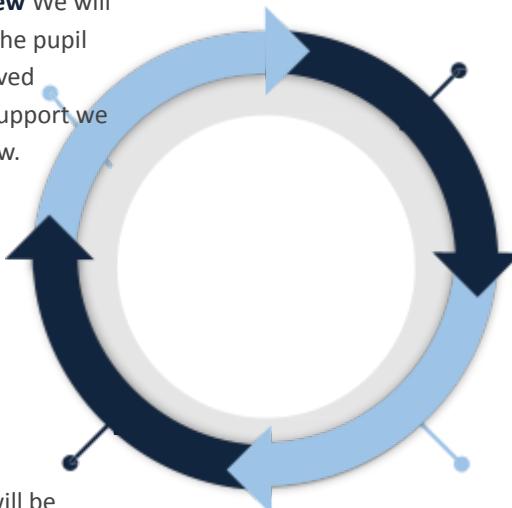
What happens if my child is identified as requiring SEND support?

If your child's need have been identified and they have been referred for SEND support, they are added to our SEND support register. You will be informed that they have formally been identified as requiring SEND support, though you will of course have been part of the identification process!

How will HPPS support my child?

We use a graduated response to support our children with SEND. It follows a four part cycle:

Review We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer. You and your child will be included in this review.



We will put our plan into practice.

The class teacher, with the support of the SENDCO, will be responsible for working with your child and making sure the support we planned is put in place.

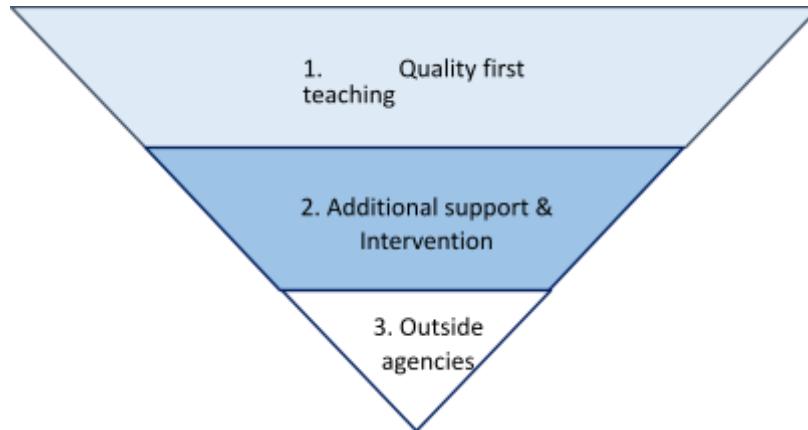
Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

During this graduated response, we consider three key types of support:



1. We believe that children learn best in the classroom with their class teacher. For this to happen, children might need resources or equipment or to be taught using different approaches to other children some of the time. This is what we call quality first teaching. It is the first and often most effective way to meet SEND. The SENDCO works closely with the class teacher to look at how we can make classroom teaching work for all children.
2. Sometimes children will also be offered intervention support outside of their lessons. Sometimes this is with a small group of children and sometimes this is one-to-one with an adult. These are just some of the types of intervention we offer: phonic, spelling, number, social skills and nurture.
3. A few children will continue to find things difficult, even after they have had extra support and intervention. For these children, we will usually ask for support from other agencies such as Speech and Language Therapists, Educational Psychologists and health professionals. They can help us identify what difficulties your child is having and plan new ways to support them in class.

How are parents/carers involved in the process?

We recognise the importance of children and their families being involved in the graduated response. That is why the graduated response is documented in a one page profile. This contains all the key information adults need to know when working with your child. It will say what your child is good at and what they need help with. It tells people what helps your child to learn best, shows what goals we all hope they will achieve and outlines what support we are putting in place for them.

When this one page profile is made, we ensure that the child and their parents/carers are involved. You will have the opportunity to share your views and contribute to its contents. The profile will then be formally reviewed at least three times per year. Your child's class teacher will meet with you to discuss their progress and make any amendments that are needed. This is your opportunity to give your views.

If your child has an Education, Health and Care Plan (EHCP), you will also be involved in their annual review. This is your chance to work with us and any outside agencies to formally review the EHCP. It is a celebration of all the children have achieved and an opportunity for us to plan for the year ahead.

Outside of these process, you will have the opportunity to keep up to date with your child's progress in a wide range of ways. You will celebrate your child's successes in regular Praise Assemblies, discuss your child's progress in Parent Consultations (twice per year) and receive an end of year report. The school's fortnightly newsletter also contains updates and celebrates what has happened in school recently.

How is my child involved in the process?

It is important that the children are actively involved in the process and systems we have in school. That is why we actively invite them to participate. As all children are different, their contributions may also look different. Some participate in the SEND meeting themselves and others may contribute by sharing their views in words, drawing pictures or symbols or preparing photographs. If you know your child has a particular means of communicating, please do let us know!

How are outside agencies involved?

At Headley Park, staff have a wide range of knowledge and experiences to draw upon. However, we recognise that there are times where it is necessary to seek support from external agencies. Their advice can be invaluable in identifying a child's next steps. For instance, we meet regularly with an Educational Psychologist to plan support for children and we can refer to the Bristol Autism Team (BAT) link worker. We also work with other agencies including CAMHS, Young Carers, Early Help, school nurses, social care, paediatricians, therapists, behaviour specialists, occupational therapists and physiotherapists. The SENDCO is usually the person who co-ordinates support with these agencies but we make sure the class teacher is always involved.

How will HPPS secure resources for my child?

Once we know what your child's needs are, we will ensure they have the resources they need. This could range from a wobble cushion to a hoist or a coloured overlay. We have a range of resources already available in school but if your needs something we do not have, we will do our best to secure it. This may mean that we seek additional funding from the local authority through Top Up funding.

We are often asked about how 1:1 support is used at HPPS. Additional adult support is allocated based on the needs of individuals and classes. Teaching assistants may well be directed to support a particular individual or group of children in the classroom as and when they need it. Alternatively, support may come in the form of an intervention or small group session. We rarely allocate a child 1:1 support as we know that this can reduce the amount of time a child spends with their class teacher – something which we would like to avoid. However, in some situations, we understand that some children need to have 1:1 support from an additional adult. We follow advice from outside agencies and make decisions on a case by case basis. We are able to apply for extra funding from the local authority to help support these children.

How are staff trained to support children with SEND?

Across our team, we have a wealth of experience, knowledge and training to draw upon. We also welcome the expertise of our members of our wider team at Cathedral Schools Trust (CST). Much of our training is therefore delivered by staff 'in house' who have experience in the area being covered. When we do not have the expertise 'in house' we seek support from outside of the trust and will ask professionals to come in to deliver training for us. If there are individual staff members who need training in a particular area then we signpost them towards courses that are run outside of our school.

If we are looking to provide further training we first look at the needs of the children at our school. If we have a lot of pupils with a particular type of need or a difficulty that we have had less experience of we will look to provide training for staff in these areas. We also look at the training our staff team have already had and make sure that we fill any gaps in training for individuals and the staff as a whole. This includes teachers and support staff.

How accessible is the school site?

The school site is made up of two two-storey buildings. Both are accessible on all levels by using the lifts. We have an accessibility plan which helps us to monitor and improve the site. Recently, we have updated our adventure playground and this now contains accessible play equipment, including a wheelchair friendly roundabout.

How will you ensure my child has equal access to opportunities beyond the classroom?

We believe that all children have the right to access the enrichment activities we offer at HPPS. That is why educational visits are carefully planned to ensure all children can be involved safely. This includes swimming lessons, educational visits and residential trips. We also ensure that all children have access to extracurricular activities such as sports clubs. Sometimes this mean that your child may require extra resources or equipment. In some cases, it may mean increasing adult support. We will always work with our families to ensure all children can participate!

How will you support my child's wellbeing?

Well-being is important for all children at HPPS and that is why we pride ourselves on knowing our females and our children as individuals. We are a caring team that is determined to support all children, no matter what they are going through. Our staff have received training to help them support your child's well-being. We also take a pro-active approach. For instance, we have a pastoral lead who provides 1:1 checks in with children, runs nurture groups and provides that little additional support where it is needed.

We are committed to protecting all children from bullying and have a thorough anti-bullying policy. The children can report their concerns to the safeguarding team or anonymously report incidents via the worry boxes and worry monsters. More information can be found about this on our [website](#). We hold regular anti-bullying workshops for our families.

We are able to administer medications in school. You will need to fill out the appropriate paperwork. In some instances a care plan will be needed. We are able to support children with toileting at school. However, we always ask that every effort is made at home to support with this too and that anything we put into place in school, is also done at home.

We know about lots of services that can offer support to families and are always happy to signpost you to the right place. We work closely with agencies such as CAMHS, BAT and the disabled children's team.

Miss Lewis is our ELSA (Emotional Literacy Support Assistant) and can support children 1:1 or in small groups. The school works closely with the school nursing team. They offer an Emotional Wellbeing Package. We also work with MHST, an organization that can provide mental health support.

How will you prepare my child for change?

We know that change can be difficult for all children, and especially those with SEND. For those changes that can be planned for, we ensure that we prepare the children as best we can. In the summer term, we provide children with a transition booklet which provides information and photographs about their new teacher and their new classroom. We also arrange additional visits to the classroom. If a child is moving to a new school or transitioning into secondary school, we get in touch with their new SENDCO to ensure key information has been shared. We also arrange and support enhanced transitions.

Life is full of change. We support children to develop the skills they need to manage change and develop crucial life skills throughout their primary education. For example, our enrichment passports have been designed to build children's experiences beyond the classroom and provide them with real world experiences. This includes visiting a café to explore the use of money and learning how to cross roads safely.

How do you support looked after and previously looked after children with SEND?



Mrs Allan is our designated teacher for looked-after children and previously looked-after children. She will work with our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will have a personal education plan (PEP) and regular meetings with carers. We will make sure that the PEP and any SEND documentation complement one another.

What is the admissions process for children with SEND?

We are a non-selective and inclusive Primary School that strives to ensure that every child can achieve their personal best. If you would like your child to come to our school in Reception, you will need to complete the application form via our school website by the given deadline. If you want to apply for a place at any other time, then you should apply via the school admissions page on our website.

If your child has an EHCP, the admissions arrangements are different. If you ask the local authority for a place, they will send through your child's EHCP for us to look at and consider whether we are able to meet the needs outlined. If we feel that we are able to, then Headley Park will be named in your child's EHCP and they will be allocated a place. You will need to talk to your child's current school and the local authority about requesting a place at the school if they have an EHCP.

I have a complaint. What should I do?

I have a concern. What should I do?

Your child's class teacher would usually be the best person to speak to if you have any worries or concerns. They work closely with your child and would be best placed to answer your questions. Sometimes, you may prefer to speak with the SENDCo or Assistant SENDCo about your concerns. If so, we will happily arrange an appropriate time to meet with you.

I am not satisfied with the answer I received.

If after talking through your concerns, you are unsatisfied with the answers you have been given, then the member of staff you have spoken to, would usually seek advice from someone more senior. At this point, they may also ask you to put your complaint in writing, so that it can be dealt with promptly by the most appropriate person.

My concern is of a serious nature.

If you have a complaint of an urgent or serious nature, please make this known when asking to speak with a member of staff. It may be appropriate at this stage, for your concerns to be passed directly to the Headteacher.

Is there any other support I should be aware of?

We hold regular SEND coffee mornings and often invite the school nursing team or the Bristol Parent Carer Forum. Everyone is welcome.

The local authority have a wealth of information to support families via Bristol's Local Offer. Review [Bristol's SEND Local Offer](#) website.

Other useful websites:

'Send and You'

FLORA (Families, Local Offer, Resource and Advice) - FLORA@bristol.gov.uk - 0117 352 6020

Bristol Parent Carer Forum Booklet (Links to all useful resources available to support families and schools for children with SEND)