



Heaton Park Primary School Parents' Information

SEND Information Report 2023-2024

Heaton Park Primary School is a maintained, mainstream primary school committed to providing a rich and inclusive education to all its pupils.

All Bury Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of special educational need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

Your Child has Special Educational Needs. What can our school offer?

At Heaton Park Primary School, we embrace the fact that every child is different. Children with SEND may require provision that is different and additional to that of their classmates. The level of support that a child may receive will depend on the need that they have. Every effort will be made to make sure that all children receive the support that they need to access the curriculum and make good progress in school.

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children;

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Who do I talk to if I am concerned that my child may have a Special Educational Need?

Your child's class teacher is the first person to contact. They are responsible for;

- delivering Inclusive Quality First Teaching for all children
- checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs Co-ordinator (SENCo) know of any additional needs as and when this is necessary
- providing personalised teaching and learning for your child

The SENCo is: Miss Zoe Quirke

They are responsible for;

- developing and reviewing the school's SEND policy
- co-coordinating all the support for children with special educational needs or disabilities
- ensuring that you are;

- i) involved in supporting your child's learning
- ii) kept informed about the support your child is getting
- iii) involved in reviewing how your child is doing

- liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists and other agencies as appropriate
- updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept
- providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible

The Head Teacher is: Mr P. Lord

The Head Teacher has the ultimate responsibility for the SEND provision in the school.

The Special Needs Governor is: Mrs R. Sloan

Our Special Needs Governor can be contacted via the School Office.

What are the different types of support available to children with SEND?

The level of support that your child requires will determine the type of support they will receive at school. Here are some examples of how we aim to support children with SEND in our school;

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean;

- that the teacher has the highest possible expectations for your child and all pupils in their class
- that all teaching is built on what your child already knows, can do and can understand
- that different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning or equipment to help with learning
- that specific strategies (which may be suggested by the SENCo) are in place to support your child to learn

Specific group work

Children may be supported through the use of group interventions which may be

- run in the classroom or a group room
- run by a teacher, teaching assistant or special support assistant (TA/SSA)

These interventions may follow a particular learning programme designed to meet specific needs and fill specific gaps (these may be in aspects of English or mathematics). These interventions may also be tailor-made by staff in school to help meet the needs of a group of children.

One to one support

Children may be supported through one to one sessions run in the classroom or a group room by a teacher, teaching assistant or Special Support Assistant (TA/SSA). These sessions will be designed to help a child master a particular skill or give them the confidence to participate fully in class by helping them to access areas of the curriculum.

External Interventions

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and so be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Children with severe or life-long needs - specified individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. For your child this would mean that school (or yourself) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the SEN Team they will decide whether they think your child's needs, as described in the paperwork provided, seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs.

After the reports have all been submitted, the SEN Team will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP).

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the local authority (LA), how the support should be used and what strategies must be put in place. It will have long and short term goals for your child.

If your child's needs do not meet the criteria for statutory assessment they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

Specialist Support

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and/or Intervention groups. Local Authority central support such as the Additional Needs Team and the Primary Hub and health services such as Speech and Language Therapy (SALT), Occupational Therapy and Physiotherapy are available via a referral process.

How will Heaton Park Primary School identify a Special Educational Need in my child?

If it becomes clear that your child may have a particular barrier to learning, there are a number of ways in which the school can identify Special Educational Needs, which includes discussion with parents. Your child's class teacher has the ongoing job of closely monitoring your child's progress and will highlight any concerns to the SENCo and Head Teacher. There are also a number of assessments that can help identify a Special Educational Need. For example the school can make use of a variety of assessments to screen for possible difficulties in certain areas including;

- observations
- Early Years Learning Goals
- Sandwell - Maths screening test
- ECAR
- phonics screen
- running records (for reading)
- PIRA (for comprehension)
- IDL
- BAS

While none of these assessments provide a 'diagnosis' they can help teachers understand where your child is having difficulties and can help them to plan specific provision to support your child's learning.

Particular needs including a disability may require a clinical diagnosis by a qualified medical practitioner.

In some cases it may be necessary to seek advice from outside agencies. In such cases you may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

How does the school evaluate the effectiveness of provision for children with SEND?

We have a robust system of reviewing our provision for all of the children in our school, including those with SEND. Each half term we review every child's progress in line with expectations. Any interventions are identified and tracked to make sure their impact is effective. This could include interventions for children with SEND as well as those generated by extra funding such as Pupil Premium. In addition to this formal monitoring process your child's progress will be continually monitored by his or her class teacher.

At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Teacher Assessments and Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally

Where necessary, children will have an Individual Development Learning Plan (IDLP) detailing targets set by school and outside agencies specific to their needs. Targets will be set and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly to inform future plans.

The progress of children with an EHC Plan will be formally reviewed at least annually. This is with all adults involved with the child's education and care.

Regular book monitoring and lesson observations will be carried out by the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How will the school let me know how my child is progressing at school?

We are committed to close relationships between our school and parents and carers and have an open door policy. Your child's class teacher will let you know how your child is doing and will be happy to communicate regularly with you about their progress. In addition to this, we will keep you informed of any significant change in provision for your child. If the support of outside agencies is sought for your child,

you will be asked for permission and you will be invited to meet with these professionals if they visit school to review or observe your child.

We have a regular system of parents' evenings, half termly Be Your Best trackers and a detailed written report once a year that help all parents keep up to date with their child's progress. If your child also has an IDLP your child's class teacher will review these with you once a term.

How will teaching be adapted to support my child with SEND?

Your child's teacher will carefully check your child's progress and will decide whether your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups and planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs

Dyslexia

Since the Spring Term 2016, we have embarked on becoming a 'Dyslexia Friendly' school. As such we have made a number of changes to our environment and to teaching and learning across school. Some of our inclusive strategies include

- buff coloured paper used across school
- interactive boards with coloured backgrounds
- colour coded subject specific boards
- access to coloured overlays
- a focus on multisensory learning
- chunking work in different colours
- Supporting learning through ICT

At Heaton Park we see Dyslexia as a learning difference rather than a difficulty and believe all our children will benefit from the strategies that we have in place.

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

All children have an entitlement to a broad and balanced curriculum. The school makes every effort to fully include all children with SEND in the mainstream curriculum. It may be necessary to adapt the teaching style or curriculum content to suit your child's needs. Class teachers are responsible for planning enriching and appropriate activities for all children, including those with SEND. If your child has an IDLP they will be given clear targets to help them achieve within the curriculum,

and the different strategies needed to help them do this will be clearly noted in the IDLP document.

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

Every effort will be made to support children with SEND in activities outside the classroom. Depending on their level of need they may require one to one support from an adult, or additional measures may be taken to brief them about an activity, for example, this could take the form of a social story.

What support will there be for my child's overall well-being?

At Heaton Park we take the emotional well-being of all our pupils very seriously. We have an established safeguarding policy and all staff are regularly trained in all areas of child protection. For children with physical difficulties, all personal care is conducted discreetly, fostering independence where possible. Within school we also have staff trained in emotional literacy support. The school is also able to make referrals to CAMHS (Child and Adolescent Mental Health Services) should your child need that level of support.

What staff training is provided for staff supporting children with SEND?

The Head Teacher and the SENCo are responsible for ensuring that all staff have the training and support they need to effectively work with children with SEND. All class teachers are highly trained professionals who are experienced in supporting children with a range of learning needs. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes training on SEND issues, such as Autism Spectrum Condition (ASC) and Dyslexia. Whenever possible, individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The school is also able to draw on the expertise of a number of outside agencies to help them, for example School Nurses and the Speech and Language team.

How accessible is our school?

Our school building has been adapted to make it wheelchair accessible. The site is reviewed regularly to ensure that it meets the requirements of as many of our pupils as possible. We also have a hygiene room with adapted facilities and an accessible parking bay in the staff car park. The school uses the expertise of outside agencies, such as the Physiotherapy and Occupational Therapy teams to advise on equipment and accessibility issues as required.

How are parent carers/young people currently involved in our school? How can I get

involved and who can I contact for further information?

We work closely with parents and carers and have an open door policy. Positive relationships with all staff are encouraged from first contact with the school. We hold termly parent evenings. Our induction for families new to the school includes visits to the school and home visits for Reception pupils. Parents of pupils who are identified as having SEND will have additional opportunities to discuss their child's needs and progress at annual reviews or when appropriate if their needs change. Pupils contribute their views about their provision through pupil surveys and our School Council. Pupils with SEND are consulted as part of the review process. For further information please ask at the School Office.

What should I do if I have a concern about the school's SEN provision?

If you are concerned about the SEND provision that your child is receiving, please don't hesitate to contact school. All concerns will be heard discreetly and sensitively.

How will the school prepare my child for transfer to a new class or, at the end of Key Stage 2, to a new school?

All children have the right to a smooth transfer between classes, and then to their new school at the end of Year 6. Children will have transfer days both for changing year group and for starting a new school. Your child will have had a lot of contact with most of the teaching staff through activities, clubs and day to day school life. Some children may have needs that mean this transfer is more worrying for them. Children with Autism Spectrum Condition or other difficulties with social communication and interaction may need this transfer to be more structured and gradual. When your child is approaching the end of their time at Heaton Park, we ensure that we communicate their specific needs to the new school. This process usually starts at the beginning of Year 6, although your child's class teacher and the SENCo may choose to discuss transition to secondary school with you earlier than this - usually in Year 5.

Where can I get further information about services for my child?

The SEND information supplied here forms a part of Bury Authority's Local Offer. In order to access the LA Local Offer please contact either the main switchboard on 0161 253 5000 or www.theburydirectory.co.uk/send-local-offer. The SEND team can be contacted on 0161 253 5969 or you can always ask at the school office.

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