



Heaton Park Primary School SEND Offer 2022-23

Enjoy, Aim High and Achieve

**At Heaton Park Primary School
we believe that all pupils should
be happy, respected and valued.**

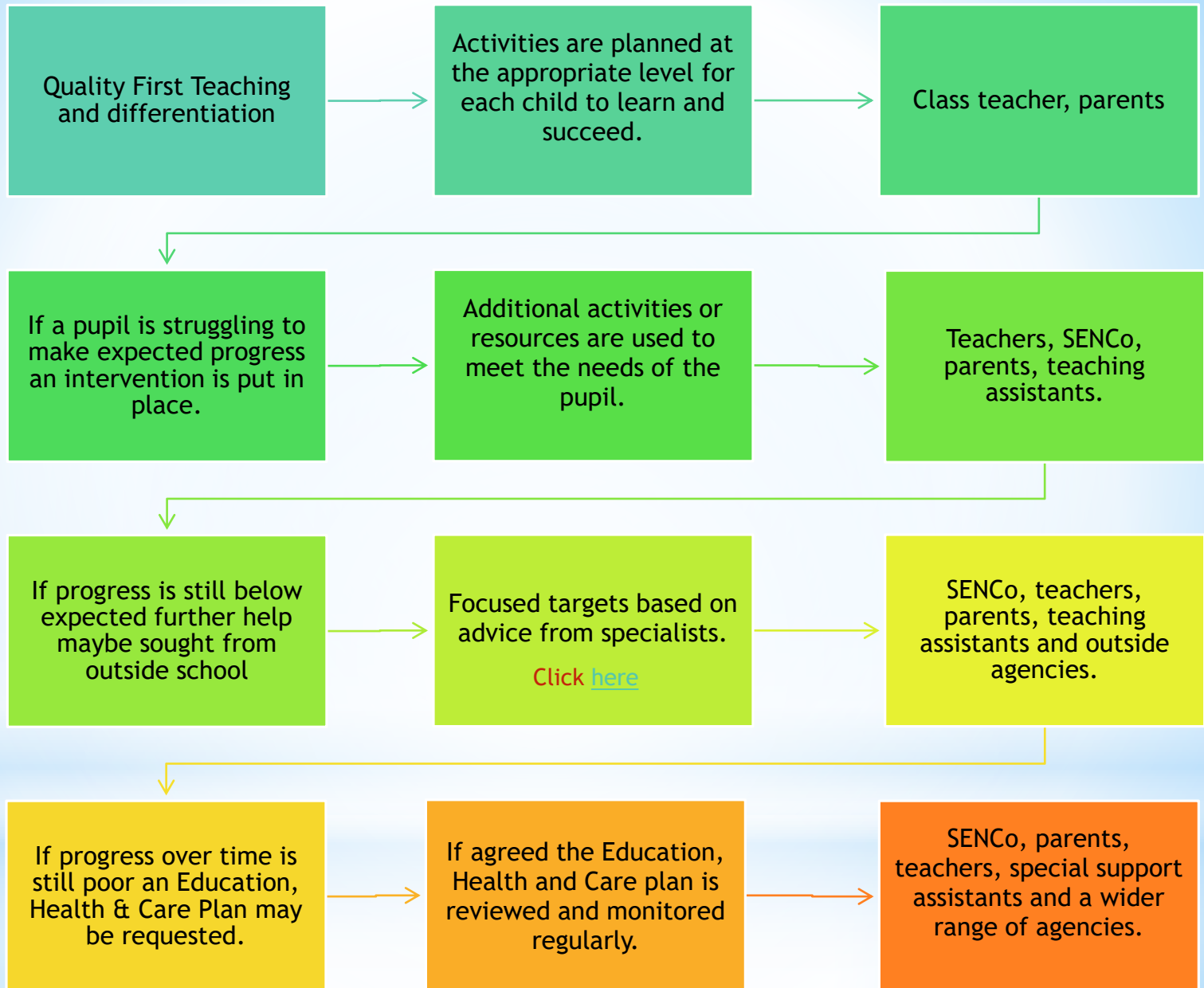


All our teachers are teachers of children with SEND and as such provide Quality First Teaching, which takes account of the particular individual needs of all children in their class.

Special Educational Provision is provision that is additional to or different from Quality First Teaching. It may take the form of additional support from within school, or require involvement of specialist staff or support services.

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Sensory and/or physical

eg. visual / hearing impairment

[Click here](#)

Communication and interaction

eg. difficulty with expressing ideas or forming relationships

[Click here](#)

The SEND Code of Practice 2014 states there are 4 main areas of SEND.

Click on each one for more information

Social, Emotional and Mental health

eg. attention difficulties (ADHD)

[Click here](#)

Cognition and Learning

eg. processing and memory difficulties

[Click here](#)



What should I do if I think my child has a special educational need?



PLEASE TALK TO US

Your first point of call is to talk to your child's class teacher. If you require more information, an appointment can be made with myself the SENCo.

We have your child's best interests at heart and we want your child to succeed. Communication and working in partnership is the best way to help your child.

Our pupils may be involved with one or more of the following agencies:

Which specialist services are accessed by the School?

- ❖ Educational Psychologists
- ❖ Additional Needs Team
- ❖ Speech and Language Therapy Services
- ❖ Sensory Impairment Service
- ❖ Occupational Therapy Services
- ❖ Emotional and Behaviour Support
- ❖ English as an Additional Language
- ❖ CAMHs
- ❖ School Nurses

[Back to Graduated Approach](#)



Area of need	Relating to difficulties with:-
Cognition and Learning	<p>Some children may have difficulties with the skills needed for effective learning such as:</p> <ul style="list-style-type: none">• language, memory and reasoning skills• sequencing and organisational skills• an understanding of number• problem-solving and concept development skills• fine and gross motor skills• global delay which affects their learning in all areas• a specific learning disability such as dyslexia or dyscalculia. <p>Read the next slide for further information on this area.</p>

Intervention for children with cognition and learning needs:

<p style="text-align: center;">Whole School Approach (Quality First Teaching)</p>	<p style="text-align: center;">Targeted Support For Individuals or Small Groups CONCERN & MONITOR</p>	<p style="text-align: center;">Further Intervention for those with Special Educational Needs SEN SUPPORT</p>
<p>Includes:</p> <ul style="list-style-type: none"> • the effective inclusion of all pupils in high-quality everyday personalised teaching. • clear objectives that are shared with the children and returned to at the end of the lesson. • careful explanation of new vocabulary • use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning. 	<p>Dependent on assessed need the following individual or small group interventions may be provided:</p> <ul style="list-style-type: none"> • small group work to address specific areas of need in reading, writing or numeracy. • additional time given for some activities. • regular additional support from an adult to support the child's thinking about how to approach a task or activity. • 'hands-on' learning 	<p>Dependent on assessed need the following individual interventions may be provided:</p> <ul style="list-style-type: none"> • An Individual Learning Plan which sets personal targets. • support from a Teaching Assistant at points throughout the day. • specialist teaching. • regular additional activities on a 1-1 basis. • activities are broken down into smaller steps and presented visually for children to work through at their own pace. <p style="text-align: center;"><u>Click to get back to the 4 areas of need</u></p>

Area of need	Relating to difficulties with:-
Sensory and / or Physical	<p>Some children may have medical or genetic conditions that lead to difficulties with:</p> <ul style="list-style-type: none">• gross / fine motor skills• visual / hearing impairment• accessing the curriculum without adaptation• physically accessing the building(s) or equipment.• over sensitivity to noise / smells / light / touch / taste.• toileting / self care. <p>Read the next slide for further information on this area.</p>

Intervention for children with sensory or physical needs:

Whole School Approach (Quality First Teaching)	Targeted Support For Individuals or small groups CONCERN & MONITOR	Further Intervention for those with Special Educational Needs SEN SUPPORT
<p>Includes:</p> <ul style="list-style-type: none"> • the effective inclusion of all pupils in high-quality everyday personalised teaching. • clear objectives that are shared with the children and returned to at the end of the lesson • careful explanation of new vocabulary • use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning. 	<p>Dependent on assessed need the following small group interventions may be provided:</p> <ul style="list-style-type: none"> • touch typing intervention. • use of pencil grips and sloping boards. • handwriting practice. • individual support to develop motor skills. 	<p>Dependent on assessed need the following individual interventions may be provided:</p> <ul style="list-style-type: none"> • specialist advice and intervention may be sought • an Individual Learning Plan which sets personal targets. • support from a Teaching Assistant at points throughout the day. • changes to the environment may be adapted on the advice of a physio or occupational therapist. <p style="text-align: center;"><u>Click to get back to the 4 areas of need.</u></p>

Area of need	Relating to difficulties with:-
Social, Mental and Emotional health	<p>Some children may have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none">• social isolation• behaviour difficulties• attention difficulties (ADHD)• anxiety and depression• attachment disorders• low self esteem• issues with self-image <p>Read the next slide for further information on this area.</p>

Intervention for children with social, emotional and mental health needs:

Whole School Approach (Quality First Teaching)	Targeted Support For Individuals or small groups CONCERN & MONITOR	Further Intervention for those with Special Educational Needs SEN SUPPORT
<p>Includes:</p> <ul style="list-style-type: none"> • the effective inclusion of all pupils in high-quality everyday personalised teaching. • clear objectives that are shared with the children and returned to at the end of the lesson • careful explanation of new vocabulary • use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning. 	<p>Dependent on assessed need the following small group interventions may be provided:</p> <ul style="list-style-type: none"> • social skills group including circle of friends. • careful attention to grouping children to ensure positive outcomes and avoid clashes. • regular additional support from an adult to support children's thinking about how to approach a task or activity and to minimise anxiety. <p>Click here to get back to the 4 areas of need.</p>	<p>Dependent on assessed need the following individual interventions may be provided:</p> <ul style="list-style-type: none"> • social stories • specific Interventions outlined by Healthy Young Minds, The Primary Hub • support from a Teaching Assistant at points throughout the day.

Area of need	Relating to difficulties with:-
<p style="text-align: center;">Communication and Interaction</p>	<p>Attention / Interaction skills: Some children may:</p> <ul style="list-style-type: none"> • have difficulties ignoring distractions. • need reminders to keep listening • need regular prompts to stay on task. • need individualised motivation systems in order for them to complete tasks. • have difficulty attending in whole class sessions. • have problems interacting with other children or adults • have peer relationship difficulties. • not be able to initiate or maintain a conversation. <p>Understanding / Receptive Language: Some children may:</p> <ul style="list-style-type: none"> • need visual support to understand or process spoken language. • need augmented communication systems • experience frequent misunderstandings with adults and other children • repeat language they have heard without understanding it (echolalia). • need instructions repeated and language simplified to aid their understanding. <p>Speech / Expressive Language: Some children may:</p> <ul style="list-style-type: none"> • use simplified language and limited vocabulary. • be unable to express their ideas or hold a conversation without the need for frequent clarification. • have some immaturities in their speech sound system. • have difficulties with grammar / phonological awareness which affects their achievements in literacy. <p>Read <u>the next</u> slide for further information on this area.</p>

Intervention for children with communication & interaction needs:

Whole School Approach (Quality First Teaching)	Targeted Support For Individuals or small groups CONCERN & MONITOR	Further Intervention for those with Special Educational Needs SEN SUPPORT
<p>Includes:</p> <ul style="list-style-type: none"> • the effective inclusion of all pupils in high-quality everyday personalised teaching. • clear objectives that are shared with the children and returned to at the end of the lesson • careful explanation of new vocabulary • use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning. 	<p>Dependent on assessed need the following small group interventions may be provided:</p> <ul style="list-style-type: none"> • social skills group • speech and language group therapy • quiet/ safe spaces 	<p>Dependent on assessed need the following individual interventions may be provided:</p> <ul style="list-style-type: none"> • an Individual Learning Plan which sets personal targets. • an individual visual timetable • Social stories • support from a Teaching Assistant at points throughout the day. • a specific programme written by the Speech and Language Therapy Service • Specialist support interventions <p>Click here to get back to the 4 areas of need.</p>