



## Heritage Park Primary School

### SEND Information Report 2020-2021

At Heritage Park Primary School we are fully committed to providing all of our children every opportunity to fulfil their potential. We believe all children are entitled to an education that promotes high standards and enables them to achieve their best.

We recognise that some children will find some areas of learning much more difficult than their peers. We will aim to ensure that the children with SEND get the support and provision they need, whilst having access to a broad and balanced curriculum.

This report is designed to help families to understand how we provide for SEND at our school and act as a guide to answering some of the questions you may have about your child's SEND. It is best viewed via a computer or a tablet to allow you to access the links it contains. If you require this report as a hard copy or in a larger font, please let the school office know and they will be happy to meet your requests.

You may also wish to read our SEND policy which can be found on our school website.

#### Contacting the SENCo

SENCo - Mrs E Carson-Doughty



- 01733 703656



- [edoughty@heritagepark.peterborough.sch.uk](mailto:edoughty@heritagepark.peterborough.sch.uk)

If you wish to speak to someone regarding your child's SEND, your first point of contact should be their class teacher. If you wish to speak to Mrs Carson-Doughty, please make the school office aware and they will be able to assist you with booking an appointment.

#### Types of SEND we provide for

The four broad areas of SEND are outlined below and some examples of recognised disorders. It is important to recognise that a child's SEND may cover more than one area of need or may not be as clearly defined. We view each of our pupils as individuals and this is to act only as a guide.

##### **Cognition and Learning**



*Dyslexia*

*Dyscalculia*

*Moderate Learning Difficulties*

##### **Social, Emotional and Mental Difficulties**



*ADHD*

*Attachment disorder*

*Anxiety disorder*

##### **Communication and Interaction**



*Autism Spectrum Disorder*

*Speech and Language Difficulties*

##### **Sensory and/or Physical Needs**



*Visual impairment*

*Motor skill difficulties*

*Sensory processing disorder*

## **Consulting and involving parents and pupils**

Heritage Park Primary School values working in partnership with all parents. Together, parents and teachers can build a more complete picture of a child and their needs than can be done separately. We aim to involve parents by asking them to share information about their child and to contribute to target setting and reviews to help meet their child's needs.

Parents are welcome to meet with their child's class teacher and/or SENCo if they have any concerns or issues which they wish to discuss. Parents are also encouraged to meet with any other professionals involved in their child's education and care. Children with SEND are also involved in their target setting and personal reviews.

We will have an early discussion with your child and their parents when identifying whether your child need special educational provision. These conversations will make sure that:



- Everyone recognises the child's areas of strength and difficulty
- Parents' concerns are listened to
- Everyone understands the agreed outcomes
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's personal record.

We will formally notify parents in writing if it is decided that a pupil will receive SEND support. If a child receives SEND support, they will be added to our SEND register and will have their own Personal Support Plan (PSP) containing targets based on their areas of difficulty.

When a child is added to our SEND register, the SENCo meets with them to create their 'One Page Profile'. This represents the child's voice regarding their likes, dislikes, strengths, weaknesses and allows them to communicate what they would like to improve. It also gives them the opportunity to consider their future aspirations. This is updated on a termly basis within school and is shared with parents following each review meeting.

## **Assessing and reviewing pupil progress**

The school adopts the graduated approach for SEND support, as described in the Code of Practice (2015) as the four-part cycle of 'Assess, Plan, Do and Review.'

We use the following means to inform this cycle:

- Conversations with parents
- Pupil voice
- Teacher assessments
- Intervention data
- Pupil progress meetings
- Termly assessments
- Written reports



The four-part cycle is repeated at least three times during the academic year through the review of the child's PSP. In addition to this, termly pupil progress meetings are held between class teachers and all members of the Senior Leadership Team (including the SENCo), which help to plan and identify any other necessary interventions that may be required.

## Our approach to teaching children with SEND

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

First quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for all pupils and further personalised for some pupils. Our approach to differentiation at Heritage Park Primary School is to provide appropriate challenge for all children by encourage a growth mindset whilst providing the right level of support to promote independent learning.



### We expect that:

- Teachers have high expectations for what our pupils with SEND can achieve
- Each lesson is considered in relation to the needs of all the pupils in the classroom
- Staff support each other by sharing their areas of SEND expertise in order to meet the needs of all our pupils
- Teachers vary the strategies they use and the way they approach their lessons to address the different learning needs of the pupils in their classes

### Intervention Programmes

When the first quality teaching is not having as much impact as we would hope, a small number of children may take part in an intervention programme. If your child is taking part in one the programmes below in bold, you will receive a letter to notify you of this. The interventions that are not in bold are smaller, class-based activities and these will be listed on your child's PSP if they are participating in them.

<i>Speech, Language and Communication</i>	<i>Sensory and/or Physical</i>	<i>Cognition and Learning: Maths</i>	<i>Cognition and Learning: English</i>	<i>Social, Emotional and Mental Health</i>
<b>Talk Boost</b>	Speed Up! Handwriting	Plus One	<b>Readers Counts</b>	<b>Lego®-Based Therapy</b>
<b>Lego®-Based Therapy</b>	Paston Pack interventions	Power of Two	Speed Up! Handwriting	<b>Drawing and Talking</b>
SALT interventions	Write from the start	Precision teaching	Precision teaching	

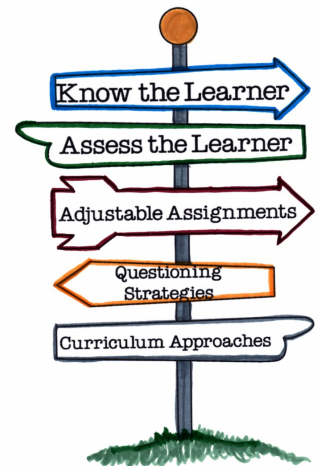
We also provide pre-teaching which responds to the individual needs of all our children. This is communicated between the SENCo, class teachers and teaching assistants based on identified areas of difficulty presented. This allows individual or groups of children to receive intervention soon after the lesson has taken place. Children without SEND may also participate in pre-teaching and this is based on a day-to-day identification by the class teacher.

By using the methods of pre-teaching, it allows us to minimise the time that the children spend outside of the classroom and maximise their exposure to a broad and balanced curriculum. The sessions are designed to be short and focused on a small area to either remedy misconceptions or boost confidence before learning a new concept. The sessions are particularly successful for new mathematics concepts or for unfamiliar vocabulary.

## Adapting the curriculum and learning environment to meet the needs of all pupils

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing based on teacher assessment as well as implementing recommendations from external support.
- Using recommended strategies, such as coloured overlays, visual aids, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



### Specialist support in school

Staff who may be working with your child are: the class teacher, teaching assistant(s) and the SENCo. All of our teaching staff have Qualified Teacher Status. All of our staff have attended Child Protection training. Mrs Carson-Doughty has achieved the National Award for Special Educational Needs Co-ordination.

Extra support within lessons is allocated by the Senior Leadership Team according to funding, need and the support that is required.

We have a team of teaching assistants, of which three have completed the Elklan Communication Support Programme for children aged 5 - 11.

Some of our staff have attended the following training:

- Prevent
- Think Autism
- Better Reading Support Partnership
- Readers Counts
- Numicon
- First Class @ Number
- First Class @ Writing
- Emotion Coaching
- PACE model
- Bricks for Autism
- Foundation Course in Drawing and Talking
- Basic, Extended and Paediatric First Aid
- Youth and Adult Mental Health First Aid

### **Training**

developing the skills, experience, and employees need to perform, improve their performance skills, and abilities, specific



## **Extra-curricular opportunities**

At Heritage Park Primary School we ensure that children with SEND can access and enjoy the same activities as other pupils in our school.

We ensure that all of our children are offered the same opportunities by:

- Making all of our extra-curricular activities and school visits accessible to all our pupils, including our before-and after-school clubs
- Encouraging all children to take part in sports day, school plays, special workshops and school trips
- Making reasonable adjustments to extra-curricular opportunities to ensure equal opportunities can be experience by all of our children



## **Preparing children with SEND for transitions**

The following arrangements help children to make a successful transfer to or from our school:

- Reception evenings
- Transition meetings
- Social stories
- Additional visits



Our support for Year 6 children with SEND includes planning and preparing for transition to secondary school. We will work with parents to support transition. We can offer pre-visits to secondary schools and our SENCo, Year 6 class teacher and relevant support staff will speak to the secondary school SENCo to ensure they are fully aware of your child's special educational needs.

## **Evaluating the provision we offer**

Each term, the SENCo, class teacher and teaching assistant/s will meet to discuss your child's progress towards meeting their PSP targets and to set new targets.

Following this, your child's class teacher will meet with you to discuss your child's progress. This will include a conversation about their progress towards meeting their targets and to suggest new targets.

For children who have an EHCP, an annual review meeting will also take place.

At our school we evaluate the effectiveness of provision for pupils with SEND by:

- Assessment data
- Pupil interviews and/or questionnaires
- Monitoring by the SENCo
- Provision maps



If a strategy or intervention is not having the desired impact in the expected timeframe, we would look to alter the provision being offered to your child.

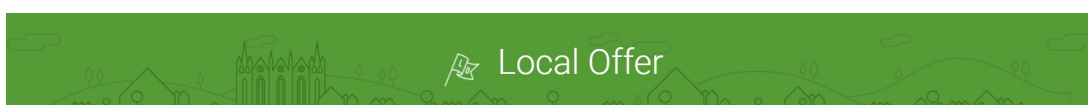
## Specialist support outside of school

We regularly work with the following agencies to provide support for pupils with SEND and would make contact with other external support should your child's needs require this. Any further specialist involvement can be reached by accessing the [Local Offer](#) for Peterborough.

Peterborough's Local Offer is extremely detailed and provides support for individuals with SEND of all ages. Below is a list of the most relevant external agencies for children aged 4 - 11 and an explanation of the support they offer and/or the referral process. Should you wish to speak to any of the external support, we have put together a directory of contact details for you.

If you are trying to contact external support and are having trouble reaching the correct person, please speak to Mrs Carson-Doughty and she will do her best to support you in this process.

<p><b>Occupational Therapy Service</b> A GP can refer directly to this service, or the SENCo can submit a referral. This service aims to improve functional skills (including motor, coordination and sensory) <b>Contact Name:</b> Lynn Herbert <b>Telephone:</b> 01733 847166</p>	<p><b>Support for Learning Ltd</b> An SEN consultant carries out assessments within the school setting. The assessments outline a child's strengths and weaknesses and can identify specific learning difficulties. The school allocates this provision based on need. <b>Contact Name:</b> Mary Cragg <b>Telephone:</b> 07792623968</p>	<p><b>Educational Psychology Therapy Service</b> An Educational Psychologist assesses, observes and facilitates interventions within the school setting to provide advice on educational needs. The school allocates this provision annually. <b>Telephone:</b> 01733 863689</p>
<p><b>School Nursing Team</b> We offer school nurse clinics in which parents can request an appointment. A referral can also be made to the school nursing team. <b>Contact Name:</b> Claire Jimson <b>Telephone:</b> 01733 746822</p>	<p><b>Specialist Teaching Service - Hearing, Vision and Physical Support</b> They provide advice to the school about how to support a pupil with a diagnosed hearing, visual or physical impairment <b>Telephone:</b> 01733 454460</p>	<p><b>Educational Psychologist Open Access Consultation Services</b> To arrange a meeting with an Educational Psychologist to discuss any concerns you may have. Consultations are held monthly at the City Care Centre 1pm - 4pm. <b>Telephone:</b> 01733 863689</p>
<p><b>Autism Advisory Teaching Service</b> School can request support for a child diagnosed with Autism. <b>Contact Name:</b> Jill Groutage <b>Telephone:</b> 01733 864009</p>	<p><b>Attention Deficit Hyperactivity Disorder (ADHD) Advisory Teaching Service</b> School can request support for a child diagnosed with ADHD. <b>Contact Name:</b> Jill Groutage <b>Telephone:</b> 01733 864009</p>	<p><b>Child and Mental Health Service (CAMHS)</b> Support can be provided through the Emotional Health and Wellbeing Practitioners Team <b>Telephone:</b> 0300 555 50 60</p>
<p><b>Speech and Language Therapy Service</b> Pupils can be referred and may be seen by appointment or assessed in the school setting. SALT programmes may be provided and monitored by a qualified therapist <b>Telephone:</b> 01733 847 166</p>	<p><b>Community Paediatrician (NHS)</b> Family GP or SENCo can refer children. They provide medical advice and can diagnose specific difficulties. <b>Telephone:</b> 01733 777937</p>	<p><b>Parent Partnership Office</b> <b>Contact Name:</b> Marion Deeley <b>Telephone:</b> 01733 863979</p> <p><b>SEND Information Advice Support Service</b> <b>Telephone:</b> 01733 863979 <b>Email:</b> pps@peterborough.gov.uk</p>



**CLICK BELOW**



Early Years and Childcare



Getting out and about



Independent Advice and Support



Health



Social care and early help



Education



Money and Benefits



Local Offer for Young People



Assessment and EHC plans

## **Pastoral support**

Our school offers pastoral and social support throughout your child's time at Heritage Park Primary School through the following approaches:



## **Pupil Voice**

We are always keen for all children to contribute their views about life at Heritage Park. We aim to do this through school council meetings, pupil questionnaires/interviews, codes of conduct and by always valuing children's thoughts and contributions.

For children with SEND, their views are further represented through the use of One Page Profiles. These are designed with the aim for children to express what they enjoy or what they may sometimes find difficult. The One Page Profiles also offer the children an opportunity to communicate how the adults can best support them. They are shared with parents and also accessible to visiting teachers (e.g. supply staff) to allow everyone to understand the child's SEND prior to meeting them.

## **Arrangements for supporting children who are looked after by the local authority and have SEND**

If the child is looked after by the local authority, we will involve parents and carers as well as foster carers or social workers in discussions. We will ensure all relevant support plans (e.g. PSPs and EHCPs) are coordinated effectively.

Our school will endeavour to synchronise annual reviews such as EHCP and Social Care reviews. Where a child is looked after by a Local Authority, we will work closely with the other relevant professionals involved in the child's life

## **What are the arrangements for handling complaints from parents and children with SEN about the provision made at the school?**

At Heritage Park Primary School we always strive to offer the very best support for children with SEND as well as supporting parents of children with SEND. We aim to ensure that parents are closely involved in their child's SEND assessment, planning, provision and evaluation.

If you have any concerns about the provision being offered, you should raise this with your child's class teacher in the first instance.

If you are still unhappy with the provision that is being made, our SENCo, Mrs E Carson-Doughty will be happy to discuss this with you.

Should you wish to make a formal complaint about the SEND provision your child is receiving, you should contact our Head Teacher, Miss K Bell. Our named governor for SEN is Miss K Bramwell and she can be contacted through the school office.

There are formal means of pursuing a complaint where you are unhappy with an EHC needs assessment or EHCP. Details of this can be found on Peterborough's Local Offer [here](#).

### *A final word...*

Thank you for taking the time to read our SEND Information Report 2020-2021. We hope this will become a useful document for you. We would appreciate hearing your thoughts about this report and if you have any suggestions for improvement, please also let us know. We really value your feedback.