



## Heritage Park Primary School

### SEND Information Report 2023-2024

At Heritage Park Primary School we are fully committed to providing all of our pupils 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 receive the support and provision they need, whilst providing a high quality of education.

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, 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 always be your child's class teacher. If, after speaking to your child's class teacher, you need to speak to the SENCo, please email her and she will be able to arrange an appointment.

#### Types of SEND we provide for

The four broad areas of SEND are outlined below and some examples diagnoses. 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**



*Moderate Learning Difficulties*

*Severe Learning Difficulties*

*Profound Learning Difficulties*

*Specific Learning Difficulties, e.g. Dyslexia, Dyscalculia and Dyspraxia*

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



*Autism/Autism Spectrum Disorder*

*Speech, Language and Communication Difficulties*

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



*ADHD*

*Mental Health difficulties*

*Attachment disorder*

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



*Visual impairment*

*Hearing impairment*

*Multi-sensory impairment*

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

Heritage Park Primary School values working in partnership with all parents/carers. Together, we can build a more complete picture of a child and their needs. We aim to involve parents/carers 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/Carers 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/Carers are also encouraged to meet with any other professionals involved in their child's education and care. Children are also involved in their target setting and personal reviews, however this involvement may vary based on their age and stage.

We will have an early discussion with you when identifying whether your child needs 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

We will formally notify parents/carers in writing if it is agreed that a pupil will receive SEND support. If a child receives SEND support, they will be added to our SEND register and will have a Personal Support Plan (PSP) containing targets for them to work on.

When a child is added to our SEND register, an adult they are familiar with will talk to them to represent their voice. This represents the child's views 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.

## **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
- Child voice/pupil questionnaires
- 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. (SEND CoP 2015)

We provide Quality First Teaching for all pupils. This will be differentiated for all pupils and may be further personalised for some pupils. Our approach to differentiation at Heritage Park Primary School is to provide appropriate challenge for all children by encouraging 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 Quality First Teaching is not having as much impact as we would hope, a small number of children may receive an intervention. 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> <b>Lego®-Based Therapy</b> SALT interventions <b>(informed by NHS/provider of SALT programme)</b>	Paston Pack interventions Write from the start OT interventions <b>(informed by NHS/provider of OT programme)</b> <b>Sensory Circuits</b>	Plus One Power of Two Precision teaching SHINE: Maths	<b>Readers Counts</b> Quick phonics Toe-by-toe Precision teaching SHINE: Grammar, Punctuation and Spelling	Social stories Specific workbooks, <b>Lego®-Based Therapy</b> <b>Drawing and Talking</b>

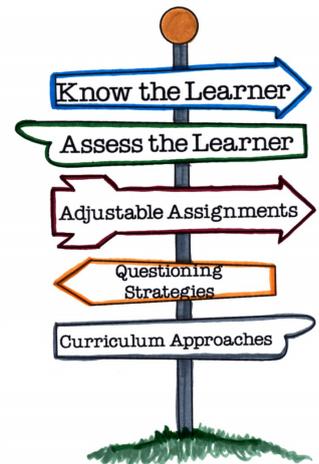
We also provide pre-teaching which responds to the individual needs of all our children. This is most often implemented by class teachers and teaching assistants based on identified areas of difficulty presented. It is communicated with the SENCo through the class provision maps. Children without SEND may also participate in pre-teaching and this is based on 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 specific 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 small groups or 1:1 work or 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 from external professionals or strategies proved to be successful for a specific diagnosis.
- 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. 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 and needs of individual children.

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 also attended the following training:

- 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

All of our staff have completed the relevant training in relation to Child Protection and Safeguarding.

## **Extra-curricular opportunities**

At Heritage Park Primary School we ensure that all of our children are offered the same enriching opportunities by:

- Encouraging all children to take part in sports day, school plays, and school trips.
- Offering a broad range of extra-curricular activities, including clubs\* and special workshops/visitors to school.



\*Our first priority is always the safety of our pupils. If we are not able to ensure safe supervision of your child at an extra-curricular club, e.g. due to staff : pupil ratios, this will be communicated with you openly and honestly.

## **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 class teacher and teaching assistant/s will meet to discuss your child's progress towards meeting their PSP targets. The class teacher will then meet with the SENCo to review the PSP and suggest new targets for your child to focus on.

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 between parents, staff and any relevant external professionals.

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

- Assessment data
- Pupil voice
- 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 agencies, 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> This service aims to improve functional skills (including motor, coordination and sensory) <b>Telephone:</b> 0300 555 5965 <b>Email:</b> <a href="mailto:cpm-tr.childrensOTcpft@nhs.net">cpm-tr.childrensOTcpft@nhs.net</a></p>	<p><b>Support for Learning Ltd</b> A SEND 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>Telephone:</b> 07792623968 <b>Email:</b> <a href="mailto:office@supportforlearning.co.uk">office@supportforlearning.co.uk</a></p>	<p><b>Peterborough City Council Sensory (Hearing/Vision) and Physical Support Service (SAPS)</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 <b>Email:</b> <a href="mailto:sensorysupportservice@peterborough.gov.uk">sensorysupportservice@peterborough.gov.uk</a></p>
<p><b>School Nursing Team</b> School Nurses work across education and health, providing a link between school, home and the community. Their aim is improve the health and wellbeing of children. <b>Telephone:</b> 0300 029 50 50 <b>Text:</b> 07520 649 887</p>	<p><b>Educational Psychology Service</b> An Educational Psychologist advises staff on ways of supporting children in their educational, emotional and social development. The school allocates this provision on an annual basis. <b>Telephone:</b> 01733 863689 <b>Email:</b> <a href="mailto:eps@peterborough.gov.uk">eps@peterborough.gov.uk</a></p>	<p><b>Educational Psychologist Open Access Consultation Services</b> Email to arrange a virtual TEAMS consultation meeting with an Educational Psychologist to discuss any concerns you may have. <b>Telephone:</b> 01733 863689 <b>Email:</b> <a href="mailto:eps@peterborough.gov.uk">eps@peterborough.gov.uk</a></p>
<p><b>Autism Advisory and ADHD Teaching Service</b> School can request support for a child diagnosed with Autism Spectrum Disorder or ADHD. <b>Telephone:</b> 07961240384 <b>Email:</b> <a href="mailto:claire.Nunn@peterborough.gov.uk">claire.Nunn@peterborough.gov.uk</a></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> 0300 555 5965 <b>Email:</b> <a href="mailto:cpm-tr.SLTmailforparents@nhs.net">cpm-tr.SLTmailforparents@nhs.net</a></p>	<p><b>Child and Mental Health Service (CAMHS)</b> We work with children and young people with a range of moderate to severe mental health needs including anxiety, low mood, depression, self-harm, obsessive-compulsive disorders, psychosis and the effects of trauma. <b>Telephone:</b> 0300 555 50 60</p>
<p><b>CAMH Neurodevelopmental Service</b> A multi-disciplinary team who work with children who have been diagnoses with a neuro-developmental condition. <b>Telephone:</b> 0300 555 5810</p>	<p><b>YOUnited</b> Offers help to all young people in partnership with CAMHS and other local services. <b>Telephone:</b> 0300 3000 830 <b>Email:</b> <a href="mailto:younited@cpft.nhs.uk">younited@cpft.nhs.uk</a></p>	<p><b>SENDIASS (formerly SEND Partnership)</b> Offers impartial information, advice and support to parents/carers of and children with SEND. <b>Telephone:</b> 01733 863979 <b>Email:</b> <a href="mailto:SENDIASS@peterborough.gov.uk">SENDIASS@peterborough.gov.uk</a></p>



## **Pastoral support**

We offer pastoral and social support 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 valuing children's thoughts and contributions, school council meetings and through pupil questionnaires or interviews.

For children with SEND, their views are further represented on their 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.

For children who may have difficulties with communicating their thoughts and feelings, adaptations are made to this process through the use of visuals and objects.

## **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 SEND 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 SEND 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 able 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.

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 2023-2024. 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.