



Heygarth Primary School

Learning and Achieving Together for Life

SEND Information Report

(updated October 2017)

At Heygarth Primary School we strive to support all children to enable them to achieve at school. We have high expectations for all and see each child as a 'unique' individual, supporting each pupil to reach their full potential, whatever their ability or specific needs. We ensure equality of opportunity for all within our school, with different steps taken to support children through their learning journey.

We aim to achieve this through the removal of barriers to learning and participation. Our curriculum promotes the development of the whole child as confident, resourceful and independent learners who are able to face the future with resilience and independence.

All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. Classes are supported by teaching assistants and pupils may also be offered additional one to one tuition, small group work or intervention (catch-up) programmes where needed. Through appropriate curricular provision, we respect and acknowledge that children:

- Have different educational, social and emotional needs, behavioural needs and aspirations;
- Require different strategies for learning and participation;
- Acquire, understand and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

We want all children to feel that they are a fully included and valued member of our school community.

Heygarth Primary School is committed to working in partnership with parents/carers, external agencies and Wirral Local Authority (LA) to ensure the best outcomes for our pupils identified with Special Educational Needs and/or Disability (SEND).

The Children and Families Bill 2014 reformed services for vulnerable children in order to give every child, whatever their start in life, an equal chance to achieve their full potential. The reforms ensure that all children and young people can succeed, no matter what their background. The Bill includes systems for:

- Adoption and children in care;
- Aspects of the family justice system;
- Children and young people with special educational needs;
- The Office of the Children's Commissioner for England;
- Statutory rights to leave and pay for parents and adopters;
- Time off work for ante-natal care;
- The right to request flexible working.

The Bill extends the SEND system from birth to twenty five giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. Thus improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together. There is a requirement for local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

Please click on the link to take you to the Local Authority's Local Offer:

<http://localofferwirral.org/>

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to twenty five, across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services, including schools, colleges, health and social care agencies.

SEND Frequently Asked Questions and how do we address them:

How will I know if my son/daughter needs extra help?

- Concerns are raised by parent/carers, teachers or the child;
- Limited progress is being made;
- There is a change in the pupils behaviour or progress.

Children who require support in terms of their acquisition of English are not considered SEND pupils but as they may require additional support their needs are reflected in our local offer of support.

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns.
(Staff will be available to speak to parents at end of the school day; an appointment can be made at the school office).
- If there are further concerns, please contact Mrs Charvill, the school's Special Needs Co-ordinator (SENCo). She can be contacted in person via the school office, by email to schooloffice@heygarth.wirral.sch.uk or by telephoning the school office on 0151 3271570.

How will staff support my child?

At Heygarth Primary School we offer many different forms of additional provision. This can include additional in class support; additional out of class support; 1:1 support; flexible grouping (including small group work); access to specific resources and mentoring; and

access to a range of outside agencies. Additional provision is overseen by the school SENCo and is designed and implemented by teachers, supported by teaching assistants; providing for each child's individual need.

For many children desired outcomes will be connected to learning and will often be specifically to do with English and Mathematics. For other children they may be to do with social interaction and communication, behavioural difficulties, mental health difficulties, overcoming physical issues etc.. The most important point is desired outcomes depend on the needs of the child.

Quality First Teaching - Wave 1

Class teacher input via targeted classroom teaching, for your child this would mean:

- The teacher has the highest possible expectations for your child and all children in their class
- All teaching is based on building on what your child already knows, can do and can understand
- Different ways of teaching so that your child is fully involved in learning in class. This may involve more practical learning or using technology i.e. iPads
- Specific strategies (which may be suggested by the SENCO or specialist agencies) are in place to support your child to learn
- Your child's teacher will have monitored progress, identified gaps in learning and arranged extra support to help them progress

Wave 2

This builds on Wave 1 plus specific programmes delivered within a smaller group of children. This group often called intervention groups by schools, may be:

- Run inside or outside the classroom
- Run by a teacher or, most often, a teaching assistant, led by the class teacher, or who has received specific training

This provision is offered when it is felt a child is not making expected progress and is therefore falling behind their peers, or they may need an additional boost to help them exceed expectations. It may also be used to fill gaps in learning caused by poor attendance, absence due to ill health or when other barriers to learning have been identified. Children who receive this level of support may already have been identified as having SEND, but they may not.

For your child this would mean:

- He/she will engage in small group sessions with specific targets to help him/her make more progress in a specific area.
- A teaching assistant/teacher or outside professional (e.g. a Speech and Language Therapist) will work with a small group of children using the children's specific targets.

Wave 3

This builds on Wave 1 and 2 plus increasingly individualised programmes, targeted at a smaller number of pupils in a small group or on a 1:1 basis.

For your child this would mean:

- Your child may have been identified by the class teacher/SENCO/parent or carer as needing more specialist/targeted input, instead of, or in addition to quality first teaching and intervention groups.
- Your child's name will have been added to the School's SEND Register.
- You will be invited to attend meetings to discuss your child's progress and help plan possible ways forward.
- You may be asked for permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them in school and at home.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class, e.g. some individual support or changing some aspects of teaching to support them better;
 - Support to set targets which include their specific expertise;
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group;
 - A group or individual work planned by and run by the outside professional. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Pupil progress meetings are held each term to discuss the progress of pupils with the Headteacher, Deputy Headteacher and/or Assistant Headteacher. In the light of these discussions further interventions may be put into place.

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

All pupils benefit from a range of teaching and learning styles; a differentiated curriculum, a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to ICT, differentiated intervention/support groups.

We believe that it is important for children to develop relationships with a number of adults across the school and ensure that all relevant staff understand the child's needs. Our curriculum is based on the National Curriculum and includes all the mainstream subject areas, staff adapt the curriculum so that is accessible to all children whatever their needs.

Access to the curriculum is important to ensure that we get it right for children with numeracy and literacy difficulties. The school uses a wide variety of resources to facilitate access to the curriculum, including iPads, coloured overlays, writing slopes, pencil grips, posture support cushions etc..

Our children are encouraged to work independently and collaboratively within their learning. They make progress in many ways not only through academic achievement. We

teach using approaches to develop confidence, resilience and independence and offer opportunities for these skills to be transferred across the school setting.

When a child is identified as having a Special Educational Need they will be given an Individual Intervention Plan (IIP), an Individual Education Plan (IEP) or a Person Centred Plan (PCP). Parents and the child are consulted in the writing of these documents, particularly if your child needs a PCP - your and their input is critical. Targets will be set according to their area of need. These will be monitored by the class teacher and the SENCo at the end of each term. All outcomes will be shared with parents and pupils (where appropriate) and a copy will be provided for them.

The SENCo evaluates the effectiveness of the provision for your child in terms of the progress they have made on a termly basis and the evaluation of effectiveness of provision for all SEN pupils is shared with Senior Leaders and Governors termly.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents Evenings.
- You will receive a copy of your child's reviewed paperwork.
- We have an open-door policy so meetings can be arranged with the class teacher at the end of the school day.
- Appointments can be made with the Headteacher or SENCo by contacting the school office.

How will you help me to support my child's learning?

- The class teacher may suggest ways of how to support your child.
- The class teacher and SENCo may meet with you to discuss how to support your child with strategies.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of work may be provided which can be used at home.

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

Your child's well-being and emotional health is as important as their academic progress. The school offers a wide variety of pastoral support for pupils who encounter social and emotional difficulties, including:

- Teachers and teaching assistants readily available to discuss issues and concerns.
- Person Centred Planning (PCP).
- Clubs, play leaders and extra adult supervision from teaching assistants and senior leaders at lunchtime to support children who find this time in school a challenge.
- If a pupil has a medical need then a Health Care Plan is drawn up with support from the school nurse and the LA in consultation with parents/carers.
- Any pastoral care is provided by appropriately trained TAs.
- When appropriate, school will liaise, sometimes through multi agency meetings, with other agencies to provide equipment to support individual children's needs e.g. hoist
- Staff receive annual epi-pen training.
- All staff are trained in Emergency First Aid and several staff are qualified first aiders (including paediatric).
- Some staff are trained to use a defibrillator and school has one on the premises.

- Staff have been trained in Team Teach and receive refresher training when needed. Positive handling is used as a last resort to support a child's behaviour and only when a child is putting themselves or others at risk.
- Any children requiring specific, focused support for their emotional health and well-being may receive one to one support from a support worker or may be referred to Child and Adolescent Mental Health Services (CAMHS) via the school nurse.
- Prescribed medication is kept and administered by the office staff following the school's Medicine Policy. A signed medicine consent form must be in place to ensure the safety of both the child and staff member.

We are a fully inclusive school and SEN pupils engage in activities alongside all other pupils in the school, with different levels of support to enable them to do this, where necessary.

We pride ourselves on how we promote our children's social and emotional well-being. Our Learning Mentor & training Teaching Assistants are available to listen to views of all of our children and offer support where necessary.

Our clear Anti-Bullying Policy, including our Child-Friendly Anti-Bullying Policy makes it clear that "Everyone at our school is equal and acts with respect and kindness towards each other".

What specialist services and expertise are available at or accessed by the school?

Senior leaders, teachers, and teaching assistants are highly skilled in meeting individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including:

- School Nurse: confidential appointments and support are available from the school nurse. Parents can request an appointment via school
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Educational Psychologist (Ed Psych)
- Educational Welfare Officer
- Vision and Hearing support
- Outreach support from specialist schools, e.g. Gilbrook, Orrets Meadow
- ASC Team (Autism Social Communication Team)
- Social Services
- Family Support Workers
- Paediatricians - accessed via School Nurse and/or GP
- Wired - Parent Partnership
- CAMHS - Child and Adolescent Mental Health Care Services
- MEAS - Minority Ethnic Achievement Service
- SENAAT - Special Education Needs Assessment Advice Team
- Learning Mentor
- Specially trained Teaching Assistants.

An Educational Psychologist is allocated to each school. They normally only work directly with pupils whose learning needs are felt to be quite considerable and have not responded to the interventions previously put in place for them. This involvement is planned and the psychologist will generally meet with parents/carers for an initial consultation. The psychologist may observe the pupil in the classroom and/or assess the pupil using test materials and interviews. The psychologist will offer advice to the school and parents/carers on how best to support the child to take their learning forward. Our current Educational Psychologist is Anita Curran.

What training have the staff supporting my child had?

Heygarth Primary School caters for: (this is not an exhaustive list)

- Autism (ASD);
- Attention Deficit and Hyperactivity Disorder (ADHD);
- Dyscalculia;
- Dyslexia;
- Occupational Therapy Needs;
- ODD (Oppositional Defiance Disorder);
- Social Communication Difficulties and Early Communication Skills;
- Social, Emotional & Behavioural Needs;
- Speech and Language Difficulties;
- Hearing impairments;
- Vision impairments.

Different members of staff have received training related to many areas of SEND including (this is not an exhaustive list):

- Autism (ASD)
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Social Communication Difficulties and Early Communication Skills
- Speech and Language
- Dyslexia & Dyscalculia
- Occupational Therapy and strategies to use within the classroom
- Social Emotional Behavioural Needs
- First Aid
- Team Teach
- Person Centred Planning (PCP)

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

- Activities and school trips are available to all. The school will make reasonable adjustments to meet each child's individual needs. Parents are welcome to discuss any concerns they have regarding their child's needs.
- Risk assessments are carried out and procedures put in place to enable all children to participate. However, if the level of 1:1 support is assessed as being great a parent/carer may be asked to accompany their child on the visit.

How accessible is the school environment?

As a school, we are happy to discuss individual access requirements. Access at present includes:

- Ramps allowing wheelchair access to all parts of the school building
- Disabled toilet facilities
- Wide doors in many parts of the building
- Changing facilities in nursery and in the main part of the school
- The school is on one level with wide corridors.
- Before and after school provision and extra-curricular activities are accessible to all children regardless of their needs.

How will school prepare and support my child when joining Heygarth Primary School or transferring to a new school?

Parents and children are welcome to look around Heygarth Primary School at any time to see what provision we offer and whether you feel we can meet the needs of your child.

Children joining Foundation Stage 1 will receive opportunities to visit school prior to their start date and participate in a special welcoming event. Intake is staggered so that children are not overwhelmed by large numbers of children. Parents are encouraged to stay until their child is happy for them to leave or for as long as it takes for them to feel settled.

Children joining Foundation Stage 2 will participate in a variety of transition activities in the summer term including story/stay and play sessions and induction day. Parents are invited to a special induction meeting where they can meet the staff and visit the classrooms. In September, children stay for only half a day initially, then lunch and then the whole day to ensure that they settle gradually as we are aware that going to full-time immediately can be very tiring.

Discussions between the previous or receiving settings take place prior to a pupil joining/leaving our school. A multi-agency meeting will be held prior to starting school for any child with additional needs already identified.

Transition to secondary school can be a worrying time for both parents and child, at Heygarth Primary School we organise additional transitional visits and discuss at length with Secondary School colleagues the children's special educational needs both educationally and pastorally.

How are your resources allocated and matched to the child's needs?

Most resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENCo to manage and monitor the support.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with the class teacher, SENCo and senior leadership team. Decisions are made based on half-termly tracking of pupil progress and

as a result of assessments by outside agencies. If further concerns are identified due to a pupil's lack of progress or well-being the further interventions will be arranged.

If a child has an Educational Health Care Plan (EHCP) or a Pupil Funding Agreement (PFA), the support will be guided by the Local Authority guidance/funding arrangements.

How will I be involved in discussions about planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with class teacher.
- During parent's evenings.
- During discussions with other professionals.
- Annual reviews.

Who can I contact for further information?

The first point of contact for anything related to your child's education is the class teacher. Parents are encouraged not to wait for the next formal opportunity but to contact school on an on-going basis. Home school books can be used for communication or staff are available to talk outside of teaching hours, an appointment can be made for a mutually convenient time. Please telephone school to make an appointment.

For matters not directly related to your child's progress, parents are invited to contact the school office to arrange to speak to either the SENCo, Assistant Headteacher, Deputy Headteacher or Headteacher to discuss your concerns.

If you are unhappy with the outcome of discussions, you can follow our school's Complaints Policy which is on the school website.

We hope that your questions have been answered, any further queries you may have please do not hesitate to contact school.

Further support services accessed by school:

SENAAT (Special Educational Needs Assessment Advice Team)

Our member of the SENAAAT team is trained to undertake a wide range of diagnostic tests to support our school in the identification of children with special educational needs. SENAAAT carries out 1:1 assessments and provides a comprehensive report with recommendations for support.

Speech Therapy

A speech and language therapist (SALT) works closely with children who have various levels of speech, language and communication difficulties. The therapist assesses a child's needs before developing individual treatment programmes to enable each child to improve as much as possible. Treatment plans often involve other people with whom the child has a close relationship, e.g. family, carers, teachers or teaching assistants. SALT may work as part of a multidisciplinary team, alongside other health professionals such as doctors,

nurses, psychologists, physiotherapists and occupational therapists. They may also liaise with professionals in education and social services.

Vision and Hearing Support

Wirral Council's Sensory Service aims to ensure that deaf and visually impaired children and young people (0-19 years) receive an appropriate inclusive education that enables them to fulfil their potential and develop into independent adults.

The core work of the Sensory Service is to provide training, advice and support for school staff to:

- Enable students to develop specialist skills e.g. braille, to help them access the curriculum independently.
- Monitor progress of pupils to ensure that student's individual needs are met, in accordance with the Disability Discrimination Act.
- Undertake specialist assessments (hearing assessment and functional vision assessments).
- Maintain records and provide reports as necessary.
- Undertake specialist assessments of language and literacy development which monitor progress, inform planning and IEPs, and facilitate successful transition.
- Provide advice on alternative methods of communication.
- Provide advice on the differentiation and adaptation of teaching materials.
- Liaise with paediatric and orthoptic departments to ensure an effective exchange of pupil information.
- Liaise with other agencies across Children's services, including health and voluntary agencies.
- Advise on technology which can improve access to the curriculum or the environment and deliver training.
- Develop visually impaired pupils' mobility and rehabilitation skills to ensure safe access to the school and outside environment.
- Modification of braille or large print materials where needed.
- Provide advice, support and information to parents and carers which promote principles of good practice.
- Promote a positive image of deafness and visual impairment and encourage self-advocacy.

MEAS - MEAS staff:

- Assess pupils learning English as an Additional Language (EAL) from Foundation Stage to Year 11.

- Act as consultants within schools to enable staff to meet the needs of pupils effectively.
- Provide direct teaching support for prioritised pupils.
- Work with parents and the wider community.
- Provide training centrally and school based on: Race Equality, Community Cohesion and EAL.
- Support the admission of new arrivals with English as an additional language.
- Give advice on embedding race equality through the curriculum and advise on materials that promote a greater understanding of ethnic diversity and racial equality

Gilbrook Outreach Team

The Gilbrook Outreach Team work with colleagues in primary schools to support the management of children with challenging behaviour within their own schools and enable pupils with emotional and behavioural difficulties to be supported within their mainstream schools. Gilbrook Outreach is committed to focusing on preventative work to ensure that needs are identified as quickly as possible and that early action is taken to meet those needs. Staff work together to develop approaches that embed co-operative multi-disciplinary working between all agencies.

Typical work activities include:

- Consulting and advising school staff.
- Promoting an understanding of the context and environment which influence a child's well-being.
- Observing children in the contexts in which they play and learn.
- Assessments/interviews with children to gain understanding as to why the problem behaviours are being exhibited.
- Developing and supporting strategies to improve behaviour - providing 'in class' modelling and support when required.
- Writing recommendations on action to be taken and contributing professional advice.
- Attending meetings involving multi-disciplinary teams, and parents/carers, on how to best meet the social, emotional and behavioural needs of the child.

Social Communication Team

- To advise and support schools staff on specific and appropriate targets and strategies for pupils with diagnosis of Autistic Spectrum Disorder (ASD), Asperger Syndrome or Social and Communication Difficulties
- To liaise with professionals/parents/carers.
- To monitor/review progress.
- Provision of recommendations regarding future placements and support.

Occupational Therapy

The role of the Occupational Therapist (OT) is to work with children who have difficulties with the practical and social skills necessary for their everyday life. An Occupational Therapist will aim to enable the child to be as physically, psychologically and socially independent as possible.

Doctors / Paediatricians

Paediatricians are doctors who look at specific health issues, diseases and disorders related to stages of growth and development. This is an area of medicine where the doctor works closely with the patient and their family. They also liaise with the school SENCo when necessary.

Portage/Portex

Wirral Portage Service provides support and guidance to parents primarily in their own homes. It serves the youngest, most disabled children on the Wirral and provides individualised programmes of learning. Portage workers can support children into school/settings with transition plans and offer advice to parents re a variety of issues to support the process. Wirral Portage Service takes place in the child's home in partnership with the parents who are recognised as their children's primary educators and facilitators of their overall development.

Child and Adolescent Mental Health Service (CAMHS)

A team of specially trained workers whose job it is to improve the mental health of children and young people by helping them with the things that make them worried, upset or angry. They can help when a child's behaviour, thoughts and feelings become difficult for them to cope with.