

HESWALL PRIMARY SCHOOL



'Better Never Stops'

SEND Information Report

2021-2022

School Offer

At Heswall Primary School, we embrace the fact that every child is different and, therefore, the educational needs of every child are different. We understand that this is certainly the case for children with Special Educational Needs and at Heswall Primary, we are able to offer a warm, caring and supportive environment, in which children with SEND are well looked after, and their needs are individually catered for. This involves all teaching staff working closely with children, parents, and outside agencies to ensure that children with SEND are included and valued within the school. We endeavour to ensure that these children are able to make progress across all areas of their learning and, most importantly, that they are happy in our school.

We understand that for some parents, having a child with additional needs in school can be an emotional, daunting and often overwhelming experience. In the information below, we have outlined what we can offer your child in school and we have answered some of the questions that our parents frequently ask. If you are unable to find the answer to your question, please feel free to contact the school SENCO, Mrs Heather Morton or Miss Dodwell (Acting SENCO), who will be more than happy to answer your questions.

In September 2019, we were thrilled to welcome Plus Club to the Heswall Primary family. Plus Club has provided excellent Foundation Stage One provision right here at Heswall Primary for many years since it was established in 1984. Plus Club used to be managed as a partnership but have now joined with Heswall Primary School and are managed by the school governors. If you require any further information about special needs in Plus Club, please contact the school SENCO (Miss Dodwell) who will endeavour to assist you.

Frequently Asked Questions

1. What should I do and who should I contact if I think my child may have special educational needs?

The class teacher/teaching and learning staff are always the first point of contact for parents who think their child has an additional need/s. Parents should make an appointment with the class teacher to discuss their concerns. Following this, the class teacher/teaching and learning staff may then liaise with the Special Educational Needs Co-ordinator (SENCO) for further advice and guidance.

The school's acting SENCO is Miss Abigail Dodwell (Year 4 Teacher).

The school also has a Governor for SEND, Miss Charley Alvis, who works closely with the SENCO. The Governors at Heswall Primary School are responsible for the overseeing of all procedures in school and are regularly in school.

2. What happens after this?

If the class teacher and SENCO feel that extra provision or investigation is required, a meeting will often be arranged with the parents. Usually, it will be decided that your child may benefit from having a Personal Centred Plan (PCP) or an Additional Support Plan (ASP) to support their

needs in school. As part of this plan, the class teacher will decide on a range of suitable outcomes for your child, which are tailored to support their area of difficulty. These outcomes may be related to learning, social interaction, communication or physical difficulties. This will always be done with the agreement and support of the parents, and where possible, with the help of the child.

Your child will also be added to the school's learning support register so that their progress can be carefully monitored by the school SENCO.

3. How will Heswall Primary staff support my child?

As part of our Quality First Teaching, the class teacher always plans for all pupils in his/her class, differentiating accordingly to suit the pupil's needs, and the class teacher is responsible for the assessment of every child's progress.

We also offer many different forms of additional provision and support and this will vary according to your child's needs. This may include additional support in class, one-to-one support; flexible groupings (including small group work); access to specific resources and access to a range of outside agencies.

Additional provision is overseen by the school's highly-qualified SENCO and is designed and implemented by an excellent team of teachers, ably supported by a group of highly-skilled Teaching Assistants. Provision maps are used by the SENCO to monitor progress and interventions across the school.

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

All Heswall Primary, 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 booster classes; and a range of lunchtime activities.

We believe it is important for children to develop relationships with a number of adults across the school and ensure all staff understands a child's SEND. Our EPIC curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. Phonics is taught across EYFS and Key Stages 1 and 2 and is embedded across the curriculum.

Our children make progress in many ways not only through academic achievement. We teach using our school motto 'Better Never Stops', using approaches to develop confidence, resilience and independence and we offer opportunities for these skills to be transferred across the school setting.

5. What resources are available to support my child?

The school uses a wide variety of resources to facilitate access to the curriculum, including coloured overlays and iPad apps. It may be that your child needs specialist equipment e.g. writing slopes, pencil grips, posture support cushions and chairs and, if appropriate, these can be provided to help your child make progress.

Following on from another successful year's work, we are delighted to again be able to offer a school Speech and Language service, Talk About Town, who will be in school every week to assess and, where appropriate, offer therapy to children with speech and language difficulties.

6. How are your resources allocated or matched to children's educational needs?

On a daily basis, the class teacher determines the level of support for individual children within the class. When children whose SEND circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this may be. Typically, this support continues to be provided from within the class but may be targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial, this is agreed by senior leaders, as the resources are often provided within the school or delivered from outside agencies.

7. How often is my child's progress reviewed?

Pupil progress meetings for SEND children are held twice a year, usually in October and February, to discuss the progress of pupils with the class teacher and to review the child's PCP. These shared discussions will highlight what further support or intervention may be needed to increase progress and outcomes will be reviewed. Parents will always be given a copy of their child's PCP so that they are aware of the outcomes their child is working towards and their contributions are highly valued. At the end of each year, parents will receive a written report outlining progress made over the year and outcomes for children to aim for the following year.

8. 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. Teachers plan for the development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. Behaviour charts and positive behaviour management plans can be used, should there be the additional need.

The school offers a wide variety of pastoral support for pupils who encounter emotional difficulties, including: Teachers and Teaching Assistants readily available to discuss issues and concerns, Person centred planning and clubs and extra adult supervision from Teaching Assistants and Senior Leaders at lunchtime.

We are very happy to have two qualified ELSAs (Emotional Literacy Support Assistants) in school: The role of the ELSA is to offer social and emotional support for children who may be experiencing difficulties in their lives, or who may benefit from extra support. Subjects such as emotions, bereavement, anger-management, self-esteem and anxiety management are examples of topics that may be discussed. This is usually delivered as a block of 1:1 sessions once a week for a maximum of 8 weeks. This is overseen by the school SENCO. Parents who feel

that their child may benefit from this support should speak to their child's class teacher in the first instance and the class teacher will then liaise with the school SENCO.

This year, one of our existing and very experienced members of staff has also qualified to use the 'Drawing & Talking' program. This involves child-centered sessions focusing on prevention, early intervention and recovery. Each session is a gentle, non-intrusive method of working with a child who needs a little help to support their emotional and learning needs. It supports children who have suffered trauma or who have underlying emotional difficulties. It also supports children that are not realising their full potential, either academically or socially.

We also have many other resources, websites and general information within the 'Mental Health & Wellbeing' section on our website.

If parents and school staff feel that further advice or support is needed, a phone call can be made to CAMHS (Child and Adolescent Mental Health Services), where more resources and advice are provided.

We pride ourselves on how we promote children's well-being and emotional health at Heswall Primary School and we consider ourselves to be a very caring and nurturing school.

9. What do I do if my child has a medical condition?

If a child has a medical need, then usually a detailed Individual Health Care Plan (IHCP) is compiled, often with support from the School Nurse and other professionals, in consultation with parents/carers. This is distributed to all relevant professionals and is kept in the classroom, so that all staff who work with the child are aware of their needs.

Most of our staff are trained in first aid and, in agreement with parents/carers, medicines are administered in school, but only where a signed medical consent form is in place to ensure the safety of both the child and staff member. Most of our staff are also trained in how to use a defibrillator.

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

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, emotional and social needs of our children. The school is able to access a range of specialist services, which this year will include,

- School Nurse
- Talk About Town (Speech and Language Therapists)
- Occupational Therapists -accessed via school nurse
- Educational Psychologists
- Vision Support
- Hearing Support
- Outreach support from specialist schools, such as Gilbrook, Clare Mount and Orrets Meadow School.
- Specialist support from Autism Social Communication Team

- Social services - Wirral Gateway
- Paediatricians - accessed via school nurse
- Local Authority EHCP Team

11. What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND including sessions on:

- Autism
- Social Communication Difficulties
- Prevent
- Dyslexia
- Dyspraxia
- PDA (Pathological Demand Avoidance)
- Drawing & Talking
- ELSA (Emotional Literacy Support Assistants)
- KIND Team: Trauma and Attachment
- Attachment & Trauma
- Reducing Anxiety
- Speech and Language
- Safe Handling (Team Teach)
- CAMHS: self-esteem, low mood, mental health
- Next Steps
- Social Emotional and Mental Health
- British values
- First Aid

Professional Development is ongoing and our staff receive regular training to support our pupils.

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

We endeavour to ensure that all of our extra-curricular activities are adapted for children's specific needs. We are delighted with the number of pupils with Special Educational Needs who participate fully in school trips, residential trips, extra-curricular clubs, sports teams and school committees. As a fully inclusive school, we endeavour to ensure that all children can participate in whole school curriculum on and off-site activities.

13. How accessible is the school environment?

Heswall Primary School is a single-story building and it is fully accessible. Both adults and children can fully access outdoor areas within the grounds using specially design footpaths and ramps.

14. How will the school prepare and support my child when joining Heswall Primary School or transferring to a new school?

Parents and children are welcome to look around Heswall Primary School (where our Covid-19 risk assessment allows) at any time to see the good quality provision we offer and to see whether you feel we can meet the needs of your child. If your child is particularly worried or anxious, they will be offered some transition visits and an opportunity to meet their new class teacher and other class members. Some children can also find transition to a new class within school an anxious experience and for these children we offer internal transition support, suited to the needs of the child.

We know that transition into secondary school can be a worrying time for both parents and children. At Heswall Primary School, we are able to arrange additional transition days so that your child can visit their new school ahead of time. Transfer meetings are also held every year, where the SENCO meets with members of staff from secondary schools, to ensure that they are aware of every child's needs and to ensure that all appropriate paperwork is passed on. This means that secondary staff are fully aware of the needs of each individual pupil, both educationally and pastorally.

15. Who can I contact for further information or if I have any issues or concerns?

The first point of contact for anything related to your child's education is the class teacher/teaching and learning staff. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Home School books can be used for communication or staff are available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please telephone the school office to make an appointment.

For matters not directly related to your child's progress, parents are invited to contact the school office. The SENCO, the Deputy or Head Teacher will be available to talk to you at a mutually convenient time.

If you feel your matter still has not been dealt with, you can follow the procedures outlined in our school complaints policy, which is on our school website - under policies.

16. Where can I find more information?

For more information, please visit our school website where you will find links to Wirral's Local Offer. The Local Offer is an excellent resource, which provides parents with a wealth of information and has links to provide further help and support. It can be accessed here: <http://localofferwirral.org/>

This information report is reviewed annually and is due to be reviewed next in September 2022.