

Heathmere Primary School – SEND Information Report

Heathmere



**Respect Resilience
High expectations**

Written by: Nana Kennedy
Role: Headteacher
Date: October 2018

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Our school is an inclusive school where every child is important. We aim to address children's needs and support their development in the most appropriate way possible and celebrate their successes. Heathmere Primary School has Flagship Status for the Inclusion Quality Mark.

As a school we work within the Wandsworth guidance on Provision for children with SEND in mainstream schools which explains the ways pupils/children/students with different additional needs are provided for within the school. We also follow our Equality Policy and we also have an Accessibility Plan.

At Heathmere School all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

At Heathmere School, our Inclusion Leader is Nana Kennedy

She can be contacted on 0208 788 9057 and her e mail is senco@heathmere.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

Class teacher

- If you have any concerns, we recommend you speak to your child's class teacher initially, and as soon as possible.
- If you tell us you think your child has a special educational need, we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.
- Your class teacher may feel it is necessary to put in place support in class to assist your child with the difficulties they are facing. This may take the form of individual support or small group support. This could be with a teacher or a teaching assistant.
- It may be necessary to seek support from an outside agency to support your child. The special needs coordinator is available to speak to about the types of support that can be offered.

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Inclusion Leader is Nana Kennedy

She can be contacted on 0208 788 9057 and her e mail is senco@heathmere.wandsworth.sch.uk

She is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and/or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are involved in supporting their child's learning, kept informed about the support received, involved in reviewing their progress and in planning.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Ensuring there are excellent records of each child's progress and needs, including a register of each child receiving support.
- Providing training and specialist support for teachers and support staff in the school so they are aware and confident about how to meet the needs of your child and others within our school.

Headteacher – Emma Lewis

Can be contacted by telephoning the school to make an appointment.

She is responsible for:

- The day to day management of all aspects of the school, which includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor - Ms Sarah O'Flynn

Can be contacted in writing to 'SEND Governor' and given in to the School Office.

She is responsible for:

- Making sure that the school has an up-to-date SEND Policy and has published its local offer of provision.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

What should I do if I am concerned about my child's progress or special educational needs?

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How will the school let me know if they have any concerns about my child's learning in school?

The early identification of special educational needs is vital in order to minimise difficulties later on. The process is ongoing but problems may be identified from any of the following sources:

- When concern has been raised about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.
- The teacher will discuss your child's progress with you at the termly parents' evenings and tell you about any additional support being given.
- If your child has been identified as not making progress your child's class teacher will complete an initial concerns record, will meet with them, you and any other adults who work with your child, and will record agreed actions within the notes of initial concerns meeting document
- Support provision and/or groups may take place for a short period or over a longer period of time.
- If your child is still not making expected progress the school will discuss with you
 - Any concerns you may have
 - Discuss with you any further interventions or referrals to outside professionals to support Your child's learning
 - Concerns raised by children may alert teachers to a possible need
 - Regular ongoing teacher assessments throughout the developmental stages

How will I know how my child is doing and how will you help me to support my child's learning?

You will be involved in all decision making about your child's support:

- We report on your child's progress each term at parents' evening, where their learning targets are also shared with you
- We write and review Learning Support Plans termly with class teachers and parents.
- Appointments can be requested via the school office to speak in more detail to the SENCO.
- Tracey Green, the family Link Worker, can also offer support where appropriate.

How will my child be involved and consulted?

- Throughout the year your child's classroom learning targets will be shared with them, and they will take part in pupil-teacher conferences where they will have the opportunity to have in-depth individual talks about their learning with their teacher
- Your child's views will be sought at each step, including when any referrals are made, when Learning Support Plans are reviewed, and for Annual Reviews of children with an Education Health Care Plan.
- Targets set by other services (see below) will also be shared with your child.

How do you assess and review my child's progress?

Class teachers, support staff, parents, carers and the learner themselves will be the first to notice a difficulty with learning. At Heathmere we ensure that assessment of educational needs directly involves the learner and there are a range of assessment tools available to identify barriers to learning.

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- We check how well a child understands and makes progress in each lesson through ongoing assessments and evaluations.
- Every term, pupils are assessed; this is recorded on a data system: Target Tracker.
- Children who make smaller steps of progress also have a Record of Progress based on their learning plan target.
- Pupil progress meetings, led by the Senior Leadership Team, take place half termly each term to monitor the progress of every child and identify those who require additional support.
- Each term the SENCOs meet with the class teacher and parents to discuss the progress of the children with SEN.
- Each term in Parents' Evening the reviewed targets and the new ones are shared with the parents
- Every child who has been identified with SEND will have a termly reviewed SEND support plan in place.
- We use regular staff meetings to moderate writing throughout the school to check our judgements are correct for children at all ability levels.
- For children with Education Health Care Plans, we hold yearly Annual Reviews.
- For some learners we may want to seek advice from specialist teams. At Heathmere we have access to various specialist services which are described on the Wandsworth Local Offer website.

How is teaching and the curriculum adapted to my child's needs?

Special needs in the classroom will be met by excellent targeted classroom teaching. The teacher will have the highest possible expectations for your child. Teaching is built on what your child already knows, can do and can understand. Your child may have specific strategies (which may be suggested by the SENCO) in place to support their learning. Your child's class teacher will:

- Be aware of all information and make every effort to close any gaps in your child's learning
- Write a support plan
- Ensuring that there is a match between what is presented and what is achievable
- Define the key learning and ensure that steps to achieve it are clearly outlined
- Give clear instructions and check that they are understood
- Consider different and additional kinds of presentation, teaching approaches, and resources e.g., computer programme, visual cues, practical resources, paired peer work
- Consider specific vocabulary and language used
- Consider of group work

How we support children with Speech, Language and Communication needs:

- Pupils who display a speech, language and communication need are referred to the speech and language therapy service (SALT).
 - Providing their need meets the SALT criteria, they will be assessed by a speech and language therapist and given specific language targets.
 - A member of staff, who has been trained by the speech and language therapist, will conduct weekly sessions focusing on the targets set.
 - The speech and language therapist will review pupil progress regularly against their personal targets
- How we support children with their handwriting and fine/gross motor skills:
- Pupils work on their fine/gross motor skills on a weekly basis in class and, where necessary, during individual or group sessions.
 - If children have additional fine and gross motor needs, we can seek support from the occupational

therapy service. This service has provided us with support to develop our practise at school. If children need to be referred to the occupational therapy service, the class teachers and SENCo will meet with parents to discuss how to access the service and how to support their child at home

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What support is there for my child's emotional well-being?

- At Heathmere the health and emotional well-being of all children is at the core of all our teaching and learning.
- Personal, social and health education (PSHE) is taught in class through our PATHs curriculum and in assemblies
- Our learning mentor works with children who have been identified by the class teacher as needing additional support.
- When appropriate, outside agencies may be used to support children's behaviour.
- Extra-curricular activities and clubs
- Please also take a look at our Behaviour Policy, Anti-Bullying Policy, Online Safety Policy which can all be found on our school website.

Intervention groups as needed, including:

- Speech & Language vocabulary, auditory memory and concepts
- Precision teaching to support the development of vocabulary, spelling, reading and number facts
- Reading support program including Reading Wise, Rapid Reading, Nessy, Wordshark and additional phonics
- Toe-by-Toe and Spelling Journals to support with reading and spelling
- Dough Gym and Funky Fingers to support handwriting development
- Physical Skills sessions for fine-motor and/or gross-motor development
- Social Skills and Learning Mentor sessions
- 5-Minute box to support numeracy skills
- IT supporting using voice recognition software to support children with fine and gross motor skills difficulties.
- Physical aids to support children's sensory needs including, ear defenders, wobble cushion and therapeutic putty.
- Play Therapy for children with social, emotional and mental health needs.

What training and specialist skills do the staff supporting children with SEND have or are having?

All staff at Heathmere will be assisted in the management of children with special needs through regular school-based training, which may be provided by various agencies, such as the educational psychologist and speech and language therapy service. The Inclusion Leader, has the National Award for SEN Co-

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ordination and regularly updates her knowledge and awareness of related issues by attending relevant courses. Individual members of staff may also be released to attend these courses. The Headteacher sits on the Wandsworth Headteachers' SEND Forum.

What do you do to make the school environment and curriculum accessible for all children?

- Class allocations can be adapted to ensure rooms are accessible for children with disabilities
- Specific and general equipment is supplied as is necessary for individual needs, such as move 'n' sit cushions, pencil grips, writing slopes
- ASD/sensory resources such as emotions fans or key rings, now-and-then mats, fiddlers
- ICT equipment and software, including iPads
- Test access arrangements
- Soundfield systems available for use in classrooms
- Ramp access into school

How will my child be included in activities outside of the classroom?

- We have a number of after school activities, which you will be informed about through letters and our weekly newsletter. Should any child need support to access these activities, school will make the necessary arrangements.
- We have a breakfast club and an after-school club open to all children.
- Each class go on a termly educational trip out, as well as visitors coming into school to support different topic areas.
- We usually have one residential trip each year, for most of our year 6 children.

How will the school prepare my child to join the school or transfer to a new school?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- Children entering our Nursery and Reception classes will have a home visit in September prior to them starting. Information will be gathered regarding any special needs, disabilities, and necessary support to be put in place for their entry into school.
- When children leave to go to secondary school, meetings are arranged between the schools to speak to the children and Sencos from each school will meet to discuss those children with SEND.
- For those children with SEND moving classes in school, they are supported with extra visits to the new class. For children with ASD, passport-style booklets are made with pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

- Place2Be
- Educational Psychology Service
- Victoria Drive PRU: Behaviour & Learning Support Service (BLSS)
- Child & Adolescent Mental Health Service (CAMHS)
- Developmental Paediatrician
- Early Years Centre
- Health Visitors

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- School Nurse
- Specialist Nurses e.g. diabetes and epilepsy
- Garratt Park Advisory Service for children with ASD and social communication difficulties
- GPs and Health Visitors
- Hearing Impairment Service
- Visual Impairment Service
- Speech and Language Therapy Service
- Literacy Support Service
- Occupational Therapy Service
- Family Recovery Project
- Children’s Social Services
- Educational Welfare Service
- EMAG Advisory Team for children with English as an Additional Language
- Parent Partnership Service
- Special Needs Assessment Section
- Out-of-borough schools and agencies

What will you do if my child has medical needs?

- Liaise with the School Nurse to put together a Care Plan to be shared with all relevant staff and First-Aiders

What should I do if I am unhappy with my child’s support or progress?

- Your first point of contact is always the person responsible – this may be the class teacher; the Inclusion leader or the Headteacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Headteacher. You may also write to the SEND Governor
- There is a copy of the complaints policy on the school website
- http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint - maintained schools

Where can I go for further advice and support?

- The Wandsworth Parent Partnership Service (Information Advice Support Service for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> or telephone 020 8871 8061

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback: This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email senco@heathmere.wandsworth.sch.uk