



At Heltwate, We SHINE

*We aim for our students to be
Supported, Happy, Independent, Nurtured, Empowered*

SEND Information Report

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Introduction

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, visit our website and see our SEND policy.

You can contact the school office and they will help you to access the policy.

Note: If there are any terms we have used in this information report that you are re unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Heltwate school provides a curriculum suitable for children and young people within the SLD and MLD cognitive range, their ability to make progress will be limited across all areas of development. They may have a lifelong learning disability which requires a multi-disciplinary service response. Children will have been assessed using standardised testing of cognitive functioning and will be performing below the 1st percentile. All pupils are continuously assessed against the Heltwate Frameworks, in general they will not exceed the YR1 age related expectations.

Children joining Heltwate may have an inconsistent development profile and will be functioning at a level which is below half their chronological age. A child centered personalised curriculum journey will be provided to meet their individual needs. Opportunities to develop independent learning, effective communication, and Preparation for Adulthood outcomes (PFA) are a key requirement within our curriculum. Our school provides for pupils with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Your child will be in a small class and be supported by a teacher and teaching assistant team. Each class teacher acts as the SENDCO for their class and can be contacted via the school office. If you have general enquiries, the Head Teacher or Deputy Head Teacher would be happy to talk to you. They can be contacted via the school office. At Heltwate we endeavour to ensure that all staff feel valued and can contribute positively to the

development of the school. We encourage and support the professional development of all staff, thus promoting continual school development and staff retention.

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core training programme related to their work as a teaching assistant, higher level teaching assistant or teacher. The school has a comprehensive induction programme for all job types, and this is supported by an assigned mentor until induction is completed to the expected standard. We train staff to work with the full range of pupils in the school and provide enhanced medical training as required for staff to support pupils with complex medical conditions.

We ensure that training for medical conditions takes place. The staff team receives an annual training and meetings calendar which links training to the School Development Plan.

Teachers

All our teachers receive in-house SEND training and are supported by specialist school staff and external providers. All staff will have completed specialist training often dependent on the individual needs of their classes.

Teaching assistants (TAs)

We have a large team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision. Many of the teaching assistants are trained to deliver interventions such as physiotherapy, medical intervention, speech and language, communication, management of autism, occupational therapy, personal care, sensory circuits, behavioural support, and safe handling to name a few.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Autism Outreach
- GPs or paediatricians
- Health, School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Admission to Heltwate School takes place after a full multi professional assessment of the child. All pupils/students will have an Education Health and Care Plan (EHCP). The EHCP is for children and young people aged between 0 and 25 years of age who have a special educational need. At the EHCP meeting, outcomes are identified and reviewed to the needs of the individual ensuring that the child/young person and their families are at the core of the planning and reviewing process. Educational Health Care Plans are supported by colleagues from Peterborough Local Authority. All pupil admissions come direct from the Local Authority after the SEND panel recommends a special school placement.

Further information on the admissions process to our school can be found on our website and the Local Authority, Local Offer.

Where is the information on Peterborough Local Authority local offer published?

Heltwate school has a comprehensive website, further information and policies are available from the school office.

<http://www.heltwate.co.uk/>

The Local Offer is hosted by Peterborough City Council.

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=lmLGhC-p2ps&familychannel=8>

4. How will the school measure my child's progress?

All pupils are placed onto an individual learning pathway. We monitor pupil outcomes robustly and this is reported to the parents half termly and to the Governing Board. We measure the impact of provision when we evaluate pupil outcomes against personalised targets. We compare groups of pupils for pupil premium and disadvantaged groups, types of SEN, gender, and ethnicity. We keep parents updated on a regular basis using our school communication system, Class DoJo. Parents can also monitor their child's progress through Earwig our online assessment and recording package.

We provide copies of Individual Learning Plans, progress termly reports and class/individual timetables on a termly basis.

All pupils will have an annual review. At the EHCP meeting, outcomes are reviewed and new ones identified/adapted as required. The child/young person and their families are at the core of the planning and reviewing process. Educational Health Care Plans are supported by colleagues from Peterborough Local Authority.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, targets will be reviewed, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

5. How will I be involved in decisions made about my child's education?

We try to ensure that there is a close partnership between ourselves, parents, and the wider community. Often, we need to support parents and help them to make decisions. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. There is continuous feedback to parents according to individual need.

Parents and carers are encouraged to be fully involved with school.

- Visiting prior to admission
- Attend pre-admissions meetings.
- Home to School agreement
- Review questionnaires and feedback forms.
- Home to school diary, access to Earwig, and use of Class Dojo
- Termly newsletters
- Initial review to discuss provision and timetable.
- Annual review of EHCP.
- Open evenings / Moving on evening.
- Celebration events e.g., assemblies and coffee mornings
- Termly reports home and parent's evenings.
- Parent's group

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

6. How will my child be involved in decisions made about their education?

We have an active School Council with representation from classes across the school who advocate for younger children. They support staff interviews and provide advice to the Head Teacher and panel and participate in other whole school consultations. Our pupil views are listened to and respected. We seek the views and

participation of pupils for Annual Reviews of EHCP and transition arrangements. Student questionnaires are completed on a range of topical issues, e.g., wellbeing, school dinners etc. The level of involvement will depend on your child's age, and ability. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, PECs etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey.

7. How will the school adapt its teaching for my child?

We have developed 6 clear 'Curriculum Pathways' throughout the school, from Reception to Key Stage 5, which map out an adapted curriculum at each level which identify clear accredited outcomes for pupils at the end of Yr. 11 and Yr. 14. A child/young person may move from one pathway to another as they progress or regress throughout their time at Heltwate.

The curriculum offer will be centered around the child/young person. The ethos of the curriculum is to develop each learner from their starting point, then achieve key skills for a future where they can be happy, communicate as well as they can, and be as independent as possible through providing relevant and meaningful outcomes and targets placed onto a pupil's Individual Learning Plan (ILP). Our curriculum and specialist interventions can be viewed on our website.

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

8. How will the school evaluate whether the support in place is helping my child?

We monitor pupil outcomes robustly, and record this on 'Earwig', our achievement and assessment system. Information is reported to the parents half-termly and to the Governing Board, in addition, we provide copies of ILPs and class/individual timetables to parents via our online platform Earwig. Pupils are continuously assessed against the outcomes/targets on their ILPs/EHCP/Academic objectives. We measure the impact of provision, we evaluate pupil outcomes and compare groups of pupils for pupil premium and disadvantaged groups, types of SEN, gender and ethnicity.

Lessons are planned to address personalised areas of development and to ensure that there are reduced barriers to every pupil achieving. We make every effort to make adaptations to the curriculum, teaching and the learning environment to meet the needs of individual pupils.

9. How will the school resources be secured for my child?

Heltwate School is fully accessible for wheelchair users being on one level. Our SEND policy details the wide range of provision for our children including the range of equipment, auxiliary aids, and facilities for children with different needs. This policy and the school accessibility plan can be found on our website and is reviewed annually. A complete 'whole child' approach is used by the school which enables staff to identify the full range of needs of all individuals. Support and guidance from the Local Authority, school's Occupational Therapist, Speech and Language Therapist, Visual Impairment Service, School Nurse or Educational Psychologist is available.

Regular discussion and reviews are held regarding resources and equipment required. Resources are purchased and built into individualised programmes with the support of the appropriate professionals listed above.

Specialised chairs may be provided by external agencies to maintain pupil posture. Class teacher/team to inform Deputy Headteacher and Occupational Therapist. Class teacher/teams need to ensure that the leadership team are aware of any postural issues.

Information around pupil needs in relation to equipment supplied by the Occupational Therapist will be passed onto the next teacher. It is the teacher's responsibility to make sure they have the necessary equipment in place and class teams know how to use it. The Occupational Therapist can be contacted via the Deputy Headteacher for training with equipment. It is the class teacher/teams responsibility to ask for training in any equipment they are not familiar with.

It is the teacher's responsibility to inform the rest of the staff teams that new equipment is to be used. The class teacher will complete a risk assessment for the equipment, if required. Equipment may include wheelchairs/standing frames, hoists, communication aids, teaching and learning resources.

10. How will the school support my child's mental health and emotional and social development?

Emotional and social development is a key part of the curriculum in all pathways. For pupils that require additional support the school has a range of intervention staff that might support your child's development. It is highly likely if you contact school for additional support, you will discuss these with the school Welfare Manager who can work with you to enhance necessary interventions and access additional support.

We have a 'zero tolerance' approach to bullying and the curriculum focuses on how we should try to live together harmoniously.

11. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

As children move from class to class and phase to phase, transitions are carefully planned. Parents/carers can meet the new teacher and class staff. Students are increasingly supported in planning for their transition between classes, key stages and from school to adult life. Transition days and weeks are organised, and some team teaching takes place. The school provides careers education, and we attend post 16 events and work with colleges to identify appropriate post 16 opportunities.

When it is time to leave Heltwate; advice, information and guidance is carefully planned and delivered. We provide access to local colleges and post 16/19 providers and help families make informed decisions.

To help pupils prepare for a new school year we ask both the current teacher and the next year's teacher to attend transition meetings. Usually, the last 2 weeks of the summer term are transition weeks, where pupils can spend time in their new classes with new peers and staff.

When your child is moving on from our school, you will be asked to attend an interim EHCP which will discuss how your child's needs can be best met. If an alternative placement is agreed, further detailed transition meetings will be held, to pass on information and agree the transition arrangements. The school may be able to support with transition visits.

12. What support is in place for looked-after and previously looked-after children with SEN?

Our Deputy Head Teacher will work with the Welfare Manager, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

13. What should I do if I have a complaint about my child's SEN support?

All schools in Peterborough are committed to providing the best education for our young people and want our pupils to be healthy, happy, and safe and to do well.

We recognise the importance of establishing and maintaining good relationships with parents, carers, and the wider community. We are aware that there may be occasions where people have concerns or complaints, and the following steps should be followed to resolve these as quickly and informally as possible. School governors have in place a procedure for dealing with complaints. It is expected that all complaints will be referred to the school in the first instance. In situations where it has not been possible to settle a complaint through this process the Local Authority may be able to advise parents/carers and the school to help resolve difficulties. The complaints procedure is available on the website. Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

14. What support is available for me and my family?

If you have questions about, SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Peterborough Local Offer.

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

15. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages