



Heltwate School SEND Information Report 2021/22

A SEND Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Heltwate School.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation: [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

What are the kind of special educational needs for which provision is made at Heltwate School?

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 (Reception, KS1-4) 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 centred 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.

What are the school's policies for the identification and assessment of pupils attending the school?

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.

Heltwate ensures an appropriate class group and curriculum journey is mapped out and timetabled for the student. We believe high-quality teaching and a personalised journey is our first step in responding to a pupil's individual needs.

Each class teacher acts as the SENDCO for their class and can be contacted via the school office. We check students are appropriately placed at Heltwate as part of the Annual Review. 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 and 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.

We provide copies of Individual Learning Plans, termly reports and class/individual timetables

Vision, Ethos, Values and Aims

Heltwate encourages pupils to do the best they can to achieve their potential in a safe, supportive and calm environment by a team who supports them throughout their time here.

Our desire is to be Outstanding in every area, to maximise every pupil's opportunities and potential. Individual attainment should be the best it can be, **LEARNING** through enjoyment and hard work are essential. We will set high expectations and create a strong feeling of community.

A family ethos will exist throughout the school. All members should **CARE** for each other. Pupil achievement will be **SHARED** and celebrated no matter how small the steps. Pupils will **GROW** and develop socially and life skills will become an important part of that growth.

At Heltwate we aim to:

Develop each pupil's potential to learn and to achieve.

Promote all aspects of each pupil's development preparing them to make a positive contribution to society and to have an understanding of their rights and responsibilities as citizens.

Encourage pupils to become as independent and responsible as possible, accepting and caring people with respect for the beliefs and values of others.

Provide a safe, supportive and calm environment for all pupils

We are committed to:

Ensuring that all our pupils receive the support they need to be physically, socially and emotionally healthy.

Increasing pupils' awareness and ability to keep themselves safe at school, at home and in the community.

Work in ways that enhance pupils' confidence and self-esteem by encouraging them to take pride in themselves and their school. Provide opportunities for our pupils to make responsible choices within clear boundaries, to understand the effect their behaviour has on others, enabling them to become responsible for their own actions and increasingly independent.

Valuing others for who they are.

Providing our pupils with the relevant opportunities and experiences which will prepare them for their adult and working life.

Ensuring our safeguarding procedures protect all of our young people.

What are the arrangements for consulting with parents and involving them in their 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 good 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 feed back 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 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

What are the arrangements for consulting with young people at Heltwate, and involving them in 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., bullying, school dinners etc.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

As children move from class to class and phase to phase, transitions are carefully planned. Parents/carers always have the opportunity to meet the new teacher and class staff. Students are increasingly supported in planning for their transition 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 opportunity.

Our Post 16 operates in a similar fashion; advice, information and guidance is carefully planned and delivered with access to local college providers to provide choice and opportunities for pupils when it is appropriate for pupils to leave Heltwate.

What training do staff have in relation to the needs of pupils at Heltwate?

At Heltwate we endeavour to ensure that all staff feel valued and are able to 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. We have an established "grow our own ethos".

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 includes competency based training bespoke to the individual needs of pupils. The staff team receives an annual training and meetings calendar which links training to the School Development Plan.

How will equipment and facilities be provided to support pupils at Heltwate?

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 and facilities for children with different needs. This policy can be found on our website and is reviewed annually.

What are the arrangements made by the governing board for dealing with complaints from parents/carers of pupils in relation to the provision made at Heltwate?

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 in order 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 in order to help resolve difficulties. The complaints procedure is available on the website.

How does the governing board involve others – including health, social services, local authority services and voluntary organisations in meeting the needs of pupils at Heltwate School and in supporting their families? Including arrangements for supporting children and young people who are looked after by the local authority and have SEND.

We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the school and others by the Local Authority, Health Care Services or privately commissioned. Classroom and administrative staff are employed directly by the school. This includes teachers, Welfare Manager, teaching assistants and lunchtime staff. Other professionals work for a range of agencies and work in school on particular days or as necessary. School Nurses, Speech and Language Therapists, Occupational Therapists and Physiotherapists are employees of Peterborough Community Health Trust. All these professionals work within school training staff, advising staff, working with children and young people. The Sensory Service staff including Visual /Hearing Impairment advisory teachers are employed by the Local Authority. The school employs specific staff to support our specialist visitors and continue the therapy programmes when they cannot be in school. They provide staff training and advice on individual children's needs.

Transport to school is organised by the Local Authority not the school. Transport staff are employed by the transport companies. There are social workers for children/young people with disabilities who are Local Authority employees and are based within the Children Specialist Services. If you have a query relating to these areas it is best to contact the professionals directly; this will ensure that your message/queries/concerns are dealt with in the most efficient way.

The school has a nominated governor for Children in Care and the Deputy Head Teacher takes the lead role in school.

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=ImLGhC-p2ps&familychannel=8>