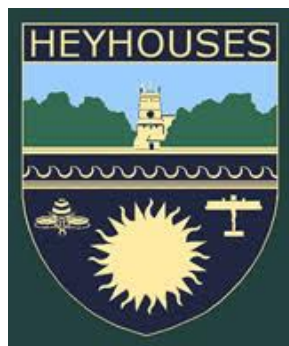


Heyhouses Endowed Church of England Primary School School Offer



"We seek to enable children to reach their full potential educationally, spiritually and socially, so that they may become all that God has created them to be."

This statement confirms our commitment to valuing the individuality of all our children. Heyhouses Church of England Primary School is an inclusive school and we aim to provide the highest standards of education within a caring and stimulating environment for all our pupils.

At Heyhouses Endowed Church of England Primary School we recognise that every child is unique and special.

What is the Local Offer?

The Children and Families Bill was enacted on 1st September 2014. This means that Local Authorities will be required to publish and keep up to date information about services from Education, Health and Social Care in their area which they expect to be available for children and young people with special educational needs (SEN) aged 0 -25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice, flexibility and transparency for families and to help them have more control over services by setting out the local provision for children and young people with Special Educational Needs and/or a Disability (SEND) and their families.

The Local Offer gives information to parents of children with, and to young people with Special Educational Needs and Disabilities between the ages of 0-25, in a single place. It will help them to understand what services they and their families can expect from a range of local agencies. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

The Local Offer clarifies what provision is normally available from early year's settings, schools (including academies), independent and free schools, colleges and other services including health and social care.

We know that the journey through education, health and social care is not always easy to understand, especially if you have a child or young person with SEN and/or a disability. The local offer is a guide to relevant advice and information to help find the right support you need to make the right decisions and to plan for the future.



To access the Lancashire local offer visit:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

For more information about the local offer visit:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>



There is also a news bulletin from the Lancashire SEND Partnership on activity taking place across the region:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/shaping-send-together/lancashire-send-partnership/>

The SEN Reforms place a statutory requirement on schools from 1 September 2014 to make information available to young people and parents about how the school supports children and young people with SEN. This information forms the main basis for our school's Local Offer, which has to be published on our school's website.

Promoting good practice and success

Our Local Offer gives us the opportunity to showcase our good practice, in relation to supporting children with Special Educational Needs and Disabilities and how we help them to achieve their full potential.

Heyhouses Endowed Church of England School Local Offer Document

School Details	
<p>Heyhouses CE Primary School Clarendon Road North Lytham St Annes Lancashire FY83EE Telephone 0125 722014 Website: https://www.heyhouses.lancs.sch.uk/</p> <p>Unique school Number 04047 Age range 4-11 Number on roll: 604</p>	<p>Head Teacher Mrs EA Hodgson head@heyhouses.lancs.sch.uk</p> <p>SENDCO Team EYFS: Mrs Anne Wynne Wynne@heyhouses.lancs.sch.uk</p> <p>KS1: Mrs Nikki Kimber kimber@heyhouses.lancs.sch.uk</p> <p>KS2: Mrs Lorraine Poole Poole@heyhouses.lancs.sch.uk</p>
<p>Heyhouses is not defined as a school which specialises in meeting the needs of children with a particular type of SEN</p>	
Accessibility and Inclusion	
<p>Heyhouses Endowed Church of England Primary School is a mainstream, three form entry, primary school. The school building has full wheelchair access and disabled parking spaces are available. The school has fully equipped adult and child disabled toilets and a shower/medical room including an adjustable changing bed and other medical equipment.</p> <p>All school policies and procedures are accessible to staff at all times on our internal network and are available to the school community, either on the school website or upon request. A weekly newsletter is written by the Headteacher and is available online on our website or a paper copy is provided upon request.</p> <p>The School’s Special Educational Needs and Disabilities Team, and our specialist pastoral child and family Support Worker are available and together they ensure that information is made accessible to parents and families with additional needs.</p> <p>Within each classroom, furniture is appropriately sized for children and adaptations are made where needed. The school provides a wide range of access to relevant resources to make provision for children with additional needs. Visual timetables and picture prompts are used to support children’s access to resources and the curriculum when required.</p>	

Activities and resources may be presented in different ways to suit the needs of individual children. Writing slopes and pencil grips are used by children with motor skills difficulties. When necessary, the school acquires new specialist equipment needed for children with additional needs, especially when these are suggested or recommended by outside agencies.

Our school provides a wide range of ICT support and provision. This includes specialist ICT Programmes, such as Cog-Med for working memory training and IDL for Dyslexia. Children also have access to I-Pads, headphones, computers and each class has an interactive whiteboard.

A Loop system for HI children is installed in the hall and equipment is available to assist HI children in class. We have a BSL trained TA in school who trains other support staff as well as working with out HI children.

Teaching and Learning

At Heyhouses, early identification of SEND is vital and these are identified in a number of ways. Initially our EYFS team hold transition meetings with Nursery Providers who advise us of children for whom there are concerns. On entry into the Early Years Foundation Stage (EYFS), school staff administer a baseline assessment to all children, which helps us to identify areas of learning which are a concern.

Throughout their journey through Heyhouses, all children are assessed at key points in their learning and staff track progress in Reading, Writing, Phonics and Mathematics. This enables us to identify children who need additional support, clearly and quickly.

Each class teacher provides quality first teaching, which enables most children to make appropriate progress. Each class has a Teaching Assistant (TA) to support teaching and learning every morning and most afternoons. We have a number of TAs who are trained to work with children on a 1:1 basis or with groups of children with speech and language, reading, writing or fine and gross motor skills difficulties.

When a class teacher begins to suspect possible learning difficulties through daily observation of the pupils' abilities; they liaise with the SENDCO, who offers advice and guidance on strategies to support the pupil. The school's SENDCO supports all class teachers in identifying pupils with SEND. The SENDCO and class teacher will meet with parents at the earliest opportunity to alert them to any initial concerns.

The SENDCO will support class teachers to consult a variety of assessment tools including the Special Needs Assessment Profiling (SNAP) tool, to identify any underlying difficulties, which may be a barrier to the child's learning. The SNAP assessment tool also suggests appropriate teaching methods and strategies and/or specialist equipment and provision for children. It provides information and advice for parents, which makes provision more consistent between school and home.

In the case of children with medical needs specialist support, equipment and training is provided by through specialist NHS staff (Diabetes Nurse, specialist continence service etc).

Where a specific need is identified, parents work alongside the class teacher, support staff and SENCO to define the next steps for the child.

Termly meetings are held between teachers and senior members of staff, who are responsible for monitoring pupil progress, to ensure that all children's needs are met through an effective programme of intervention. The school's SENDCO Team is involved in this process which ensures that all children are supported effectively.

The school's pastoral team, based across all 3 key stages, also plays a pivotal role in helping to identify children who may need additional support for social, emotional, mental health and/or behavioural difficulties. We have strong links with outside agencies and when necessary the SENDCO and Pastoral specialist will involve outside agencies such as the School Nursing team, Speech and Language Therapists, Educational Psychology, SEND Support Services. CAMHS or Stepping Stones (Pupil Referral Unit).

Children who are identified as having additional needs or Special Educational Needs will be provided with an individual education plan (IEP) with specific measurable targets to improve progress. The IEP outlines the child's strengths and challenges. It identifies what the child can do now, either with or without support and what their next steps need to be. On it, specific, measurable, achievable, realistic and timed (SMART) targets are set. Strategies, interventions and provisions are identified on the plan, which informs staff and parents how we will help children to achieve the targets. IEPs and the targets on them are evaluated on a termly basis. Class teachers will discuss the IEP with parents and involve them continually in this process on a termly basis. Parental views are paramount in ensuring effective provision. Children are also involved in the process. They discuss their aspirations, likes and dislikes and targets with their class teacher or teaching assistant and they are instrumental in forming the targets for their IEP. It is important for the child to be involved so that that they understand and agree to work hard towards their targets.

Our termly provision maps record the type of intervention a pupil is receiving, the duration and progress made.

If a child needs support additional to that provided by school, then assessments from other outside agencies may be required and parental consent will always be sought. The advice provided by these services would then be incorporated into the IEP and implemented. Further than that, school may request a statutory assessment by the Local Education Authority for an Educational Health and Care Plan.

When sitting statutory assessments (SATs) children with identified SEND can be supported 1:1, have timed breaks, be granted additional time or sit assessments in a quiet setting in a small group to aid concentration.

New and current staff at Heyhouses receive training in many aspects of SEND

both internally from our Senior Leadership team and SENCOs and externally from Lancashire LA and specialist SEND training providers. The school also provides training for Teaching Assistants as and when training needs are identified throughout the school year. Teachers and Teaching Assistants have the opportunity to discuss their SEND training needs through their Professional Performance Management discussions.

Reviewing and Evaluating Outcomes

Children with an Education, Health and Care (EHC) Plan will have an annual review of their needs. During this process, all services that are involved with the child are invited to attend a review meeting alongside the school's Head Teacher, SENDCO, the child's class teacher and the child's parents. During the review, objectives set out in the EHC Plan are evaluated and new targets are set. The child is also invited to the review which aims to celebrate success, look forward to the year ahead and address any issues raised by any of the participants.

Children with identified Additional Needs or SEND have their needs reviewed termly, during their IEP Review. This includes the children with an Education, Health and Care (EHC) Plan and is in addition to the Annual Review. At the IEP review, particularly where targets have not been achieved, consideration is given to the effectiveness of the strategies and resources put into place. Where provision is deemed to be ineffective, changes are made to ensure that the child's need is catered for in a dynamic and effectual manner.

Class teachers and Teaching Assistants record progress in class against their IEP targets daily and teachers incorporate IEP targets into their weekly and short-term planning.

Where it has been identified that children's needs are not being met and additional support is needed for the child or the family outside of the school's resources, the school will use the Common Assessment Framework (CAF) to help identify additional services to support the child and/or their family. As part of the CAF process, regular TAF (Team Around the Family) meetings are held with all agencies involved in supporting the family, to monitor the progress of the additional services and support and to ensure cohesion and the best possible outcome for the child and/or family.

Keeping Children Safe

The Headteacher and the Governing Body have a very active Health and Safety Committee. School staff or appropriate outside agencies carry out risk assessments as and when necessary. Risk assessments for SEND pupils are carried out as necessary by the Senior Leadership Team. SENCOs and class teachers to ensure pupils are safe in school.

Risk assessments for school trips are carried out by class teachers and reviewed by the Educational Visits Co-ordinator. The risk assessments will be conducted two weeks before a visit for an A visit (general visits) and six weeks for a B visit (residential). All venues are pre-visited and the risk assessments are then

reviewed. All the staff are briefed before any visit takes place. First aid kits and medicines are taken along on the visits. All children must have appropriate clothing and the correct ratio for adults to children is ensured.

School starts at 8:55 am. Children are welcomed into the school building by a member of staff on duty to supervise their safety. Parents can speak directly with this member of staff to pass on important relevant information for the class teacher that day.

Children arriving after 8:55 are required to enter through the front of either school building where our office staff will ensure they are registered and take them directly to class.

When children are required to leave school early, this can be arranged through the school office, prior to the day. These children will be signed out by the parent or guardian.

Children can only be collected by someone who is a known contact for that child or who has been named by the person with parental responsibility, prior to collection.

Children are supervised at playtimes by at least two members of staff in the playground. At lunchtimes, children are supervised by a team of welfare assistants throughout the lunch hour for each key stage. Some children have identified support at lunchtimes as and when appropriate.

All staff working with children have responsibility for keeping children safe outside of the classroom. School ensures that an appropriate adult to child ratio is in place for such things as school trips and swimming lessons that take place off the school premises.

Heyhouses uses CPOMS, a software solution for monitoring safeguarding, wellbeing and all pastoral issues. Working alongside our existing safeguarding processes, CPOMS is an intuitive system which helps to ensure that children, young people and adults are safe and fully supported

Our Anti Bullying Policy, Safeguarding Policy and Child Protection Policy and Procedures are available upon request or on our school website.

Health (including Mental Health and Wellbeing)

The school keeps up to date medical records for children where appropriate. Copies of these medical records are kept by the class teachers in their SEND file.

Wherever possible it is our policy that medication should be administered at home by parents or guardians. Where this is not possible, all medication for children is administered by office staff. Medication is kept safely away from children, refrigerated if necessary and members of staff keep up to date records of when it has been administered. It is our policy that all medication is labelled with the children's name and the dosage required. Parents are required to fill out a form giving details of the medication and to give their consent. The only medication that we will administer is medication that has been prescribed by a doctor.

Children who are asthmatic have a class-based inhaler to which they have easy access. They also have an Asthma book, outlining administration information.

Children and staff with serious allergies are clearly identified and photos are displayed discreetly in recognised places around school as well as directions to relevant emergency medicines such as epi pens. First aid boxes are readily available in every classroom as well as centrally at recognised first aid stations.

When parents have indicated that their child requires a Health Care Plan, either because of a temporary condition or longstanding, the headteacher, class teacher and key stage SENCO, alongside the School Nurse (when required) will meet with parents to write and/or review the Health Care Plan. This plan will set out what care requirements need to be in place for the child including any important contact details and plans in cases of emergency. A copy of the Health Care Plan will be sent home and one given to the teacher as well as office staff in the relevant building. Where pertinent, a copy of the plan along with a photograph of the child will also be available for lunchtime welfare staff, and in some cases, in the staff room for all staff to be aware of serious medical conditions.

In the case of a medical emergency school staff would dial 999. All reasonable steps would be taken to ensure that the rest of the school are removed from the situation. The person who calls 999 is required to stay with the medical emergency so that all questions from the emergency services can be answered thoroughly.

A large number of staff are First Aid trained. Where a child has a particular medical need, the headteacher together with the key stage SENCO is responsible for ensuring that staff supporting the child receive relevant training, so that provision can be made for that child.

The school follows a well-established, progressive Relationships and Sex Education curriculum delivered in class in every year group. The school nurse provides input for certain units around sex education and information about puberty to Years 5 and 6. Parents are kept informed of the curriculum through letters, an in-house presentation with opportunities for open discussion and MyEd messages. Where relevant parents are given the choice to withdraw their child from certain elements of the RSE curriculum. If they choose to remove their child, they need to do so following a meeting with the headteacher and RSE coordinator.

The school has a Pastoral Team led by a specialist who is trained in supporting the social, emotional, mental health and behavioural needs of children. Pastoral staff are available in all key stages and staff work with identified children on a regular basis. The school has links with the NHS Child and Adolescent Mental Health Service (CAMHS) and will refer children to them where appropriate. Other counselling and therapy services are available. The mental health and wellbeing of all children and staff is a priority and the headteacher works alongside the Governing body to ensure the health and safety of the complete school community.

Communication with Parents

Heyhouses has its own website that provides parents with a wealth of information including term dates, class information, home learning, our Governing body and a selection of our policies. The website also has details of how to find us and how parents can contact the Headteacher and Deputy Headteacher with any queries or comments.

Information is communicated to parents on a weekly basis through our School Newsletter, which is written by the headteacher and is published weekly on our website. A copy of this is also always available from either School Office.

Our school communicates almost daily to parents via the MyEd app and parents can receive timely emails or text messages containing information relevant to their child.

Our school has two parent's evenings every year, where the children's progress and general wellbeing can be discussed in detail. However, we also operate an 'open door' policy where parents can arrange an appointment to see their child's class teacher at any time. If, during these challenging times of the Covid pandemic it is not possible to meet face-t-face, parents can have virtual meetings or a telephone appointment.

Every year, school has an open evening for the parents of children new to the school in Reception. Children that are due to start with us in Reception are offered a series of 'Stay and Play' sessions during the summer term, so parents can get to know their child's class teacher and other key staff. This also enables children to begin to socialise with their new peers and for parents to get to know each other before the start of their school journey at Heyhouses.

All teaching staff are available to contact via the class email address. In the summer term, we hold a celebratory open evening following our annual Music, Arts and Drama festival evening after school. This is an opportunity for all parents to view their child's work on display, chat informally to the current teacher and also visit the next classroom and meet the new teachers.

Our school has a blog on the website which gives parents and children the opportunity to interact with posts written by school staff. This may include videos and information about such things theme weeks/days. The school also has a twitter account and a YouTube page where events and successes are posted regularly.

Working Together

At Heyhouses we have a thriving, dedicated PTA who organise and host a number of key fundraising events throughout the year. These events are always extremely well attended and go a long way to maintaining and strengthening relationships between our school, parents and the wider community.

Each year we hold a fair trade 'Big Breakfast' and parents are invited into school to enjoy a delicious breakfast prepared by our teaching and support staff.

There are a number of opportunities for children to contribute to school developments. We have a School Council and Eco Representatives and this collaboration allows children from to voice their opinions. Each Junior class has representatives who attend regular meetings and act as the 'voice' of their class. In KS1 and EYFS, the themes, messages and activities are shared with the children via the class teacher and children are encouraged to give their opinions which are fed back to the School Council.

Children are provided with opportunities to make choices about their curriculum within school. Every year the school celebrates a 2 week Music Arts and Drama Festival and all children are involved with choosing the theme for the festival and also feeding back on visits, visitors and activities.

Parents are able to voice their opinions through Parent's Evenings, IEP reports and Annual Reviews (where appropriate). The headteacher also holds 'focus group' meetings around a topical theme and welcomes input from parents at these meetings.

Heyhouses has an open-door policy, with members of school staff on hand to listen to and communicate with parents at all times.

The school's SENCO team is required to provide feedback to Governors through a termly report about the school's SEND and Child Protection Policies and Procedures. Governors provide advice as appropriate.

Help and Support for the Family

Our school can offer help and guidance with completing school forms. This can be provided by the teacher, the pastoral team the key stage SENCOs or the class teachers. The Senior Leadership team also offer help and support whenever necessary. If parents need help with any forms, they should speak with their child's class teacher or the school office in the first instance.

The school provides E-safety workshops for parents to attend and every year holds a safer internet day across all three key stages. School regularly sends out relevant, important information regarding the latest Internet Safety issues via the school newsletter and MyEd.

Our SENCO team together with our pastoral team are able to signpost parents to a wide range of support, information and guidance. We have a food bank in school which is wonderfully supported by our local Marks and Spencer food store and we regularly reach out to families who are in need. A team of staff regularly deliver food parcels personally to those who are unable to collect from school.

The school also has close links with the School Nursing team, should information and support be required, of a medical nature.

If a pupil requires a travel plan to get their child to and from school, parents would be supported by the SLT, the Key Stage SENCO or Pastoral Manager, who would

seek further guidance for the process.

At Heyhouses our PTA organise events throughout the year inviting all families to take part and meet together informally. We provide opportunities for parents to get to know each other and the children in an informal, friendly environment.

Heyhouses offers support to all our families throughout the year, including school holidays. If required, the school can support places at our holiday clubs and sports camps for those children who would otherwise be unable to attend.

Heyhouses has also established a Family Hub serving the local community in Lytham St Annes. It is based in The Eco-Pod on the grounds of Heyhouses School, though it is available to support anybody from the community. The services provided include, but are not limited to; support, guidance, information, signposting to outside agencies, Infant Massage (I.A.I.M.), parenting advice, food for families, uniform exchange, school & nursery transitions, and 'Cooking on a Budget'. Various groups are also run throughout the week which again include, but are not limited to; parent and toddler, stay and play, baby, new to the area, retired, gardening, and coffee and conversation drop ins.

Our aim is to promote a safe place that people can access without any judgement or stigma attached, a place where people can make new friends, promote positive relationships, and receive any help they may need.

- Facebook - [FamilyHubFY8](#)
- Twitter link – [@FamilyHubFY8](#)

Transition to Secondary School

The Key Stage 2 SENCO will facilitate transition meetings for children with SEND between Heyhouses and the relevant secondary schools in order that information about children's needs is shared in an appropriate and timely manner. Parents will be included in transition meetings and their aspirations, concerns and choices will form a major part of any transition plan. Secondary school staff involved are invited to annual reviews and transition is carefully planned to ensure the move is as smooth as possible.

Information about open day events at all our local secondary schools is provided to families via the weekly school newsletter and MyEd application. All our Year Six children have opportunities to visit their new Secondary School in the Summer Term and some children may require extra visits. The KS2 SENCO will facilitate these extra visits, to help prepare the child for the move.

When required and particularly when the child's Special Educational Needs are complex and severe, the Senior Leadership Team or KS2 SENCO may accompany parents to visit prospective secondary schools, by way of support to the parent.

Heyhouses works hard to establish effective links with High Schools. Children

from our school, regularly attend events such as Science workshops, Design and Technology days, sporting events and open days both at our local state schools and also the local Grammar school. Our positive links with local High Schools also allow us to pass information on and ensure a smooth transition to the next key stage for all our children.

Extra-Curricular Activities

Heyhouses offers a daily Breakfast Club and After School club facility, which is available to all school aged pupils. Heyhouses also offers a Holiday Club sports camp, providing excellent opportunities for children during the school holidays. Where parents require some support for their child to attend, they can speak with the headteacher.

The school has successful Netball and Football teams who train before and after school and compete in local league competitions. Children also have the opportunity to learn to play a musical instrument through the Lancashire Music Service. Heyhouses hosts many clubs after school, including dance classes, gymnastics and martial arts clubs. Our PE specialist also runs Multi-Skills sports clubs throughout the year. Heyhouses has a wonderful school choir who perform regularly at prestigious venues around Lancashire. During the day, children may also access Lego club, ICT club, homework clubs and arts and crafts clubs.

The Pastoral Team are on hand to provide support for children who find it hard to make and maintain appropriate friendships. Children may be invited to join a 'nurture group' to help them with friendship and social skills.

At Heyhouses we have 'Gold Caps'. They are our Year 6 volunteers who support children in EYFS and KS1 during lunch times to encourage innovative play, introduce new games and provide excellent role models for our younger children. As a school we adopt a nurturing ethos and all staff supporting children actively encourage positive friendships for all.