

The Federation of Heathfield and St Francis Schools



Oldbury Way, Fareham, Hampshire PO14 3BN

Executive Headteacher
Rachel Weldon NPQH BA (Hons) PGCE



Heathfield School

'Learn and Grow'

Our Local Offer for Special Educational Needs and Disability (SEND)

Heathfield is a day special school for primary aged children who experience learning difficulties. Our range of pupils include children with physical disabilities and additional needs of varying complexity such as; language delay/disorder, visual impairment, hearing impairment, autism and medical conditions. Many children have additional sensory, physical, emotional, behavioural and communication needs.

- How does my child get a place at Heathfield School?

Pupils are referred to the school following a multi-professional assessment through Hampshire Local Authority via a Statement of Special Educational Need or an Education, Health and Care Plan, which identify the special needs of the pupil. If the school is able to meet the pupil's needs, the pupil's placement is discussed at the school admissions panel meeting held regularly throughout the year.

- How will Heathfield School address my child's learning needs?

Each child is an individual and we strive to overcome all barriers to their learning. We are aspirational and aim for all the children at Heathfield to learn, achieve and succeed in different ways to reach their full potential. We are committed to excellence in education for our pupils. Our shared vision is 'Learn and Grow'. Our core values are embedded in the curriculum.

The Heathfield Curriculum is in line with the National Curriculum statutory entitlement for all children. The National Curriculum underpins our learning, yet it is adapted to meet the individual learning needs of our young people. A personalised, differentiated and purposeful broad and balanced curriculum is at the heart of the teaching and learning. Heathfield School offers all pupils a modified curriculum that is highly structured, and is delivered at a pace and level matched to the pupil's individual needs. This modified curriculum is practical and delivered through first-hand experience, with frequent opportunities to generalise skills into other contexts. We always start with the child and their specific learning priorities, the curriculum delivery is modified to take account of pupils' preferred way of learning.

- What resources can Heathfield School offer?

The school is a fully accessible single storey building, with specialist accessible facilities. The school offers; a shallow water swimming pool, a sensory/soft play room, a designated ELSA area, a Nurture room staff by trained nurture leaders, specialised art provision, extensive outdoor grounds with plenty of opportunities for quality learning and play, state of the art computing equipment. We have a purpose built, fully accessible outdoor classroom within our grounds.

- How will the school support communication?

We work in close partnership with the Speech and language Therapists to determine the most appropriate approach to support the children's communication needs. We have both NHS and Hampshire County Council funded speech therapists working with our pupils. Alternative Augmentative Communication systems are used to support communication, such as PECS (Picture Exchange Communication System), Objects of Reference, Makaton and communication books. Classrooms are visually rich environments, with opportunities for choice and planning for play and learning. The school runs lunchtime clubs and activities.

- How will the school support with behaviour and emotional needs?

All children are supported with their behaviour for learning. They are given the emotional support the need to be safe and comfortable in school. We have a clear set of core self-values and learning values that underpin all we do at Heathfield. There is a clear set of school rules along with a high expectation that all children will adhere to and follow them. The school has a consistent approach to rewards and sanctions, using stars, a traffic light system. Some children who require additional support with their behaviour management, will have a Pastoral Support Plan in place. Those children requiring additional support with their emotional needs can be referred to one of our ELSAs (Emotional Literacy Support Assistant) for a tailored programme of support and intervention. Support plans and programmes are developed in partnership with the parents. The pastoral team can offer useful advice to support families with a whole range of issues, if required.

- Will my child have access to specialists?

The school is committed to working in close partnership with health and social care professionals. We adopt a multi-disciplinary approach; working with NHS colleagues (Physiotherapists, Occupational Therapy, Speech and Language Therapy, Podiatry, Orthotics, Audiology, Paediatricians and Nursing). The school privately fund a Sensory Integration Occupational Therapist. These professionals devise therapy programmes which our experienced class staff deliver. Children with a visual or hearing impairment, or physical disability will be visited by the appropriate Special Teacher Advisor to ensure that the school has in place what the child needs. We have staff trained in Bereavement Counselling, 'Draw and Talk', 'Write Dance' and ELSA. We work with Educational Psychologists, Specialist teacher Advisors, Child & Adolescent Mental Health (CAMHS), Social Care colleagues and other agencies to ensure the children's needs are met. . Heathfield School uses the TEACCH (Treatment and Education of Autistic and related Communication handicapped Children) approach to Autism, routine, schedules, symbols and work bays.

- How does Heathfield School assess and report on my child's learning?

All pupils have a Statement of Special Educational Need or Education Health Care Plan. Annual Reviews of these documents are held. From these documents each child has a set of Individual Education Plans (IEPS) which are regularly updated and shared with parents. In addition to the Annual Review, termly Parent Open Days and Parents Evenings are held and the end of year report is compiled in July. Every child has work books, in which their learning journey is regularly captured. Observations of learning, photographs and examples of work contribute to the work books. Parents are welcome to look at these at any time with their child. Parents of children in the Early Years classes will receive a weekly assessment sheet, which details the learning for that week along

with photos. These weekly assessment sheets form part of the Learning Journey. Children are assessed against B Squared Connecting Steps assessment tool. This data is collected termly and is shared with parents and carers as part of the Annual Review. Progress data for all pupils is analysed by the Data Manager, subject coordinators and the class teachers. The data is used to set targets. The school Governors monitor progress made.

- How will I know what my child does at school?

Every child has a home/school book which come to and from school every day. Achievements, concerns and details of the day are shared by staff and parents. This helps us all keep in touch and enables school and parents/carers to work effectively together. We try to ensure there is effective communication between home and school and we shall phone or text families to keep in touch. Our website provides information about the school, including newsletters and celebrations. Annual reports, parent's evenings and open afternoons, enable us to share with parents the progress their child is making.

- How will the school support my child's health and well-being needs?

At Heathfield every child is valued and respected. The school has a non-class based pastoral team, including a pastoral coordinator and family support worker. The pastoral team oversee any medical needs in conjunction with NHS professionals and families. Medicines and medical intervention is given by trained members of staff. They can offer useful advice to support families with a whole range of issues, if required. Healthy snacks are offered to the children daily as part of the daily routine.

- Who will work with my child, are they trained?

Whilst at Heathfield, the children benefit from a team of dedicated and devoted staff with a wealth of experience of working with young people with Special Educational Needs. The children are organised into classes. The classes vary in size according to the needs and ages of the children, but are generally small classes. There is a high staff ratio. Each class has a teacher and (LSAs) Learning Support Assistants. All of our school staff are highly skilled in meeting the individual learning, social and behavioural needs of the pupils. All staff have Safeguarding training. Staff at Heathfield are trained in a variety of specialist techniques and approaches and are kept up to date with certificated training, such as; Shallow Water, Paediatric First Aid, Moving and Handling, Manual Handling and Team Teach (positive behaviour management). The children have opportunities to work within the whole group, in small groups and 1:1. The children become very used to working with a range of people and therefore not become reliant on one specific member of staff. We promote maximum independence at Heathfield School and will seize maximum opportunities for the children to develop this. Class staff deliver the personalised curriculum, based on the children's interests. Staff are trained

to deliver Speech Therapy programmes within the class, but in liaison with the Speech and Language Therapists. Specific programmes from OT and Physio are delivered within class and in specific motor groups or 1:1 sessions.

- Who can I go to for further information?

There are many people you may wish to contact. The class teacher or member of the class team is a good first point of call for any queries, however you would be very welcome to also contact;

Heathfield School – 01329 845150 email: adminoffice@heathfield.hants.sch.uk

Rachel Weldon – Executive Headteacher

Jo Rivers – Head of School/Assistant Headteacher

Hazel Soffe – Head of School/Assistant Headteacher

Sue King – Family Support Worker

Debbie Norman – Pastoral Coordinator