

Highgate Community Primary School

SEND Information Report 2023-2024



What is the local authority's 'local offer' and where is it published?

The 'local offer' is a website that provides information about hundreds of service providers for children and young people with SEND in Leicestershire. It can be found at:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

SEND Policy

Highgate Primary School's SEND Policy can be found on the school website:

<https://www.highgate.bepschools.org/key-information/policies/>

How do we identify children with SEND and assess their needs?

We are a mainstream school with a commitment to inclusive practice and supporting children's mental wellbeing. We recognise that children learn at different rates and that there are many factors affecting achievement. At Highgate Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. We regularly track and monitor pupils' progress. If there was evidence that a pupil was not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are struggling.

We use a range of school assessments in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils at school. Children with special educational needs are identified when, despite receiving additional support, they:

- Make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness.
- Shows signs of difficulty in developing skills which result in poor attainment in some curriculum areas.
- Present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school.
- Have sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment.
- Have a communication and/or interaction difficulty, and continues to make little or no progress despite the provision of an adaptive curriculum.

The class teacher and SENDCo will communicate closely in order to provide a targeted approach to support your child with any difficulties. Children on the SEND register will have an 'MOT' (My Own Targets). This is a pupil centred plan that has

specific targets for your child and these are reviewed termly by the class teacher and SENDCo, in collaboration with parents and, where possible, pupils.

How do we consult parents/carers of children with SEND and involve them in the education of their child?

Highgate Primary School uses the staged process of identification of SEND in line with the SEND Code of Practice. This enables class teachers to assess, plan, do and review to monitor progress, adapt teaching to meet needs, consider the impact of provision and gather information to identify needs more specifically. Children on the SEND register will have an 'MOT' with specific targets to support their areas of need. Parents are included throughout this process and, where possible, the views of the child are also sought. Class teachers make termly phone calls to parents of children with SEND to review these targets and to set new ones. The SENDCo makes termly phone calls to parents of children with SEND to ensure regular communication and to discuss any concerns.

Parents are encouraged to share any concerns they may have with their child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENDCo or Head Teacher.

The SENDCo at Highgate Primary School is Sasha Allen.

The Head teacher at Highgate Primary School is Hannah Sale.

How do we assess and review the progress of pupils with SEND?

How do we evaluate the effectiveness of our provision for pupils with SEND?

Children who are identified as having SEND will be placed on the SEND register held in school. They will receive an 'MOT' (My Own Targets). This is a pupil centred plan that has specific targets for your child and these are reviewed regularly by the class teacher and SENDCo, in collaboration with parents and, where possible, pupils.

The class teacher will monitor progress towards targets set using a range of strategies, including:

- Teacher assessment and observations of the pupil
- Information about previous attainment, progress and behaviour
- Progress compared to national and age-related expectations.
- Information from discussions with parents
- Pupil voice input
- Advice and input from external agencies, if involved.

The SENDCo will monitor the impact of the support put in place and will meet regularly with the class teacher and parents to ensure the most appropriate support has been put in place.

How do we support pupils with SEND transferring between phases of education or in preparing for adulthood and independent living?

At Highgate Primary School we have 'meet the teacher' sessions during the Summer term as an opportunity for children to meet their new teacher. We also hold 'meet the teacher' sessions after school to which parents are invited, enabling them to meet the new teacher, hear about the following year's curriculum and discuss any

concerns. We liaise with pre-school settings and High Schools to ensure smooth and effective transition between settings. There are comprehensive transition arrangements in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEND staff who will be supporting the children at their new setting.

How do we teach pupils with SEND?

How do we provide additional support to aid the learning of pupils with SEND?

Class teachers are responsible and accountable for the progress of all children in their class. Quality first teaching is the first step to addressing any additional needs within the class. Adaptive teaching methods and reasonable adjustments will be made to remove any barriers to learning for individual children.

To address the needs of the children with SEND we also provide interventions aimed at supporting their areas of need. These include:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> • Language for Thinking • Colourful Semantics • Social Stories • Word Aware • Social Communication groups • 	<ul style="list-style-type: none"> • Nessy Reading and Spelling • Precision Teaching • ReadWriteInc • Fresh Start 	<ul style="list-style-type: none"> • Zones of Regulation • ELSA • Nurture Lunch and Nurture Play • Beyond the Boxall strategies 	<ul style="list-style-type: none"> • Sensory Circuits • Forest School

How do we adapt our curriculum and learning environment?

Highate Primary School's Accessibility and Equality Plan is regularly reviewed and can be found on the school website. We make suitable adjustments to the school building where possible and provide a range of additional resources for pupils with SEND.

We aim to create inclusive classroom environments to suit the needs of all learners. This includes:

- Visual timetables
- Emotion check-in displays
- Worry monsters
- Calm, uncluttered classroom spaces
- Adaptable seating plans
- Working walls
- Communication friendly environments

To ensure that all children have their needs met within school we make the following adaptations and reasonable adjustments to allow all children to access our curriculum:

- Adaptive teaching methods, including scaffolding and explicit teaching.
- Pre-teaching, working in small groups or 1:1, simplification of language, adapting teaching to meet the child's interests.
- Adaptation of resources to reduce cognitive overload e.g. use of dual-coding, chunking, or enlarging work.
- Adaptation of staffing to meet needs
- Alternative methods of recording, including use of ICT.

What expertise and training do our staff have in relation to support and teaching pupils with SEND?

It is a high priority for us to ensure that all staff are highly trained and confident in teaching and supporting pupils with SEND. Training to support the needs of our children is ongoing throughout the year, and we pride ourselves on using interventions, strategies and research that makes an impact for our children. Part of the role of the SENDCo is to identify what training is needed and to ensure that any specific requirements will be met.

Within the last year, the staff have received the following training:

- Dyslexia Awareness (Teachers and support staff)
- Zones of Regulation (Teachers and support staff)
- Colourful Semantics (Teachers and support staff)
- Attachment and Trauma Training (Teachers and support staff)
- RWI Phonics Training (Teachers and support staff)
- Understanding Autism Level 1 and Level 2 (Support Staff)
- Mental Health Lead (Mrs Jarram)
- Team Teach Training (Mrs Allen, Mrs Jarram, Mrs Garfoot-White, Miss Pavey)
- Key Adult Training (Miss Pavey)

The SENDCo also regularly attends the Bradgate Education Partnership SEND Network meetings to keep up to date with local and national developments and to share best practise.

Additionally, we work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language Therapists
- Educational Psychologists
- Specialist Teaching Service
- Community Paediatricians
- Occupational Therapists
- Health Visitors/School Nurse
- Autism Outreach Service
- Child & Adolescent Mental Health Service
- Family Support Workers
- Hearing Impairment Teachers
- Diabetic Nursing Team

Please note that this list is not exhaustive, and the agencies we work with are reflective of the needs of the children who attend Highgate Primary School.

How will equipment and facilities, to support pupils with SEND be secured?

Pupils with SEND are closely monitored and when a need is identified, the class teacher and SENDCo work together to identify resources and/or equipment available to meet their needs.

The SENDCo and Head Teacher monitor the allocation of resources across the school, identifying areas of need and support provided in each year group.

How do we enable pupils with SEND to engage in activities available to their peers without SEND?

We provide a range of extra-curricular activities (clubs, trips and residential visits) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example, if your child has ASD, it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional support required. We would always strive for open communication with parents/carers if they have any concerns about their child being able to access any activity. This is regardless of whether your child has an identified SEND need or not.

What support is available for improving the emotional and social development of pupils with SEND?

We believe that emotional and social development is crucial for the overall education of pupils. Being happy at school is of paramount importance and the school leadership team monitors children's well-being very closely and responds accordingly. All classrooms have a Zones of Regulations daily emotions check-in and adults monitor this closely to provide additional support where needed. Where pupils are found to have needs around emotional and social development, provision is put in place to support (e.g. daily check-ins, social communication groups, ELSA support, Forest Schools, Nurture lunch and play, etc.) and progress is monitored. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school. Your child's safety is of paramount importance to all staff in school. We have a safeguarding and anti-bullying policy and all staff are regularly trained in looking for signs which indicate any concerns.

What should I do if I have a complaint?

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCo, Head Teacher or other member of the Senior Leadership Team. The Chair of the Local Advisory Board is also available to listen to complaints and mediate with school to resolve any issues. There is a complaints policy in school, in which such procedures are outlined. Please contact the school office for details.

How does the Local Advisory Board involved other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

The Local Advisory Board are aware that in addition to teachers and teaching assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to Health and Social Care Professionals, Voluntary organisations and Local Authority Support Services.

How do I contact other support services that are there who might help me and provide me with information and advice?

If you need support in finding an organisation or support services for your child, please contact Sasha Allen (SENDCo) who will be happy to help you navigate through the local offer. You may also find the SENDIASS website useful- please see relevant local offer link above.