

Stronger Together



BRADGATE
Education Partnership

Highgate Primary School

SEN Information Report

Approved by: Trust Board [11.09.2024]

Report produced by: Sasha Allen

Review Date: 01.09.2025

Ambitious
Collaborative
Ethical



This Information Report has been prepared by Sasha Allen at Highgate Primary School and approved by the Board of Trustees on 11.09.2024 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on our website. In particular, it should be read alongside the school's SEND policy.

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| The school makes provision for the following kinds of SEND | Highgate Primary School is committed to working with all children that have additional needs. |
| The school identifies and assesses SEND by: | <p>At Highgate Primary School we aim to identify difficulties 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.</p> <p>We use a range of school assessments in order to achieve a clear picture of a pupil's strengths and areas of difficulty. Assessment is on-going as it is for all pupils at school. The class teacher and SENDCo will communicate closely in order to provide a targeted approach to support your child with any difficulties.</p> <p>When it is identified by teachers, parents/carers or the SENDCo that a child may have additional needs, the class teacher and SENDCo will communicate closely to ensure that high quality teaching is in place in the classroom and that appropriate classroom strategies and adapted learning are in place. Children will be added onto the SEN Monitoring List and 2 cycles of additional support will be put in place, with progress reviewed after every 6-8 weeks.</p> <p>If a child continues to make little or no progress, despite additional support being put in place, teachers will complete an Initial Concerns Form which will be shared with parents and the SENDCo and they will be added to the SEN Register. Parents/carers, teachers and the SENDCo will agree a plan of action and the class teacher will create a Learning Profile in collaboration with parents/careres, outlining the adaptive teaching strategies and additional interventions in place for the child. Learning Profiles are reviewed termly.</p> |



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| | <p>In order to give us a full understanding of a child's additional needs, we may consult with external agencies e.g. Educational Psychologist or Speech and Language Therapist. Class teachers and the SENDCo will work alongside parents/carers as part of this process.</p> <p>For children with more significant needs, the school can apply for SEND Intervention Funding (SENIF). This funding is often agreed for shorter-term interventions, but the graduated approach must have been carefully followed first and evidence will need to be submitted with the request. Specific criteria need to be met for this additional funding to be agreed upon.</p> <p>For children with ongoing, long-term significant needs, the school may apply for an Educational Health Care plan and a Statutory Assessment of their needs. Strict criteria would need to be met and evidence over time would need to be submitted. Parents/carers can also request that a Statutory Assessment is undertaken by contacting SENA directly to request this.</p> |
| <p>The school supports SEND in accordance with its policy framework which is set out at:</p> | <p>This SEND Information Report complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years and has been written in accordance with the following guidance and documents:</p> <ul style="list-style-type: none">• Equality Act 2010: advice for schools DfE (updated 2015)• SEND Code of Practice 0-25 (updated May 2015)• Statutory Guidance on supporting pupils at school with medical conditions (September 2017). <p>The following school policies can be found at: https://www.highgate.bepschools.org/our-school/policies/</p> <ul style="list-style-type: none">• Highgate Safeguarding and Child Protection Policy• Highgate SEND Policy• Highgate Behaviour Policy• Equal Opportunity Duty Plan and Objectives• <p>These policies set out Highgate's approach to</p> <ul style="list-style-type: none">• How we identify, assess and review the need of pupils with SEND.• How we assess and review the progress of pupils with SEND. |



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| | <ul style="list-style-type: none">• How we adapt teaching to meet the needs of pupils with SEND.• How the learning environment and curriculum is adapted to meet the needs of pupils with SEND.• The additional support available in our school for pupils with SEND.• How we ensure pupils with SEND are included within all aspects of school life.• How we support the social, emotional and mental health development of pupils with SEND.• How we evaluate the effectiveness of our provision for our pupils with SEND. |
| The school's SENCO's details are: | Name of SENDCo: Sasha Allen Email address: aallen@highgate.bepschools.org Phone number: 01509 813968 |
| The school's staff have been trained and have expertise in the following areas: | <ul style="list-style-type: none">• Dyslexia Awareness• Zones of Regulation• Colourful Semantics• Attachment and Trauma training• RWI Phonics Training• Understanding Autism Level 1 and Level 2• Mental Health Lead (Mrs Jarram)• Team Teach Training (8 members of staff)• Key Adult Training (Mrs Halfpenny)• ELSA training and supervision (Mrs Jarram and Mrs Pearson)• Biofeedback (Mrs Garfoot-White & Mrs Jarram)• Switched-on Reading <p>We aspire to be inclusive and meet the needs of all of our pupils with SEND. Where there are gaps in our expertise, we will arrange additional training or consult external specialist services.</p> |
| The school will secure equipment and facilities for pupils with SEND by: | <p>Where a pupil with SEND requires access to further equipment or facilities, we work closely with external agencies to source these. Where additional funding is required to support this, we will apply for either:</p> <p>SEND Intervention Funding (SENIF): This funding is often agreed for shorter-term interventions.</p> |



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| | <p>Educational Health Care Plan (EHCP): This funding is for children with ongoing, long-term significant additional needs.</p> |
| <p>The school aims to involve the parents/carers and pupils with SEND and will do so by:</p> | <p>We work closely with parents throughout the process of identification of additional needs and when reviewing the progress and needs of pupils on the SEND register.</p> <p>During the identification process, parents will be contacted either by the SENDCo or the Class Teacher to discuss our concerns. Parents are invited to share any concerns that they have about their child's needs and support that they feel would benefit their child.</p> <p>Teachers work in collaboration with parents when creating and reviewing Learning Profiles. Parents are invited in for a meeting to discuss their child's Learning Profile and contribute to the support in place for their child. Learning Profiles are reviewed termly and these meetings are additional to the parents' evenings already in place.</p> <p>Each term, parents are invited to arrange a phone-call with the SENDCo to discuss any questions or concerns they have about their child's needs or support currently in place.</p> |
| <p>Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:</p> | <p>We encourage parents in the first instance to discuss their concerns with their child's class teacher. However if the matter is not satisfactorily resolves, they should then make an appointment (phone call or meeting) with the SENDCo, Headteacher or Deputy Headteacher. The chair of the Local Advisory Board is also available to listen to complaints and mediate with the school to resolve any issues.</p> <p>The Bradgate Education Partnership's complaints policy can be found at:</p> <p>https://bepschools.org/statutory-information/trust-policies/</p> |
| <p>The school works with other agencies to support school with SEND and their families by:</p> | <p>Highgate School are committed to supporting pupils with SEND to the best of our ability. When we require additional expertise we work closely with the following external agencies:</p> <ul style="list-style-type: none">• Leicestershire Educational Psychology Service• EPIC Speech & Language |



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| | <ul style="list-style-type: none">• Leicestershire Specialist Teaching Services• Autism Outreach• Leicestershire Early Years Inclusion Service• Oakfield Outreach Support• ADHD Solutions• Community Paediatrician• Occupational Therapists• School Nurse/Health Visitors• Child & Adolescent Mental Health Service• Family Support Workers <p>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.</p> |
| <p>The school acknowledges that parents/carers of pupils with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p> | <p>The following services are available to support parents with additional support for their child with SEND:</p> <ul style="list-style-type: none">• SENDIASS Leicestershire https://sendiassleicestershire.org.uk/• Leicestershire Local Offer https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability |
| <p>The school works on transition arrangements for pupils joining or leaving the school by:</p> | <p>At Highgate 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. Teachers will also hold handover meetings with the next teacher to share information and Learning Profiles.</p> <p>We liaise closely with pre-school settings and the 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 Highgate or the next school and meetings between parents and the staff who will be supporting the children at their new setting.</p> |



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| | When pupils with SEND transfer to a new school within the same phase, the SENDCo or Class Teacher will liaise with the new school to share information about any additional needs. |
| The Local Offer produced by Leicestershire Local Authority is available at: | https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability |