

Highfield Primary School Local Offer for Children with Special Educational Needs Disability (SEND)

Highfield Primary School is an inclusive school who aims to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realize their full potential. It may not list every skill, resource and technique we employ because in order to achieve our aim we are continually developing and modifying our provision to meet the changing requirements of our pupils.

Children are identified as having a SEN (Special Educational Need), when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement. Once this occurs, we have specific needs-based plans and pupil profiles which help support their development and accelerate progress.

Other useful documents such as our SEN Policy and our Equality Plan are available on the school website. If you would like any further information about what we offer here at Highfield Primary School, please do not hesitate to contact us directly. Our school Inclusion Leader is Mrs Julie Matton.

Provisions
Core Provision • High quality, differentiated teaching for all students. • Regular tracking and monitoring of pupil progress.
Social Skills programmes/support including strategies to enhance self-esteem • Practical skills programme for an individual child or small group. • Playground buddies. • Social stories used to discuss events. • Lunch time clubs, jobs and responsibilities offered to alleviate unstructured time. • Social Skills group.
Access to a supportive environment – IT facilities/equipment/resources • Prompt and reminder cards for organisational purposes. • Pre teaching of strategies and vocabulary. • Scribe for two-layer writing. • Specialist equipment/resources to access the curriculum.
Strategies/programmes to support speech and language • Interventions from a Speech and Language Therapist. • Delivery of a speech and language programme by a TA. • Talk partners. • Pre-learning of vocabulary. • Use of visual strategies to support language.
Mentoring activities • Use of peer mentoring. • Mentoring support from SEN advisor, SENCO or TA.
Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs • Assessment, guidance and planned interventions from an Occupational Therapist/Physiotherapist. • Delivery of planned programmes by a TA. • Provision of equipment advised by specialist.

Strategies to reduce anxiety/promote emotional wellbeing

- Planned programme of support from TA or Teacher.
- Regular parental contact.
- Referral to Child and Adolescent Mental Health Service.
- Work with Family Support Worker.
- Bereavement Counsellor.
- Rainbows group.
- Cool Connections Programme.

Strategies to support/develop literacy including reading

- Small group support in class through guided teaching.
- Small group work with a Teacher or TA.
- 1:1 planned intervention programme with Teacher or TA.
- Two layer reading/writing.
- Computer based spelling programme.
- Precision teaching.
- Speaking and listening programmes.

Strategies to support/develop numeracy

- Small group support in class through guided teaching.
- Small group work with Teacher or TA.
- 1:1 planned intervention programme with Teacher or TA.
- Computer based maths programme.
- Precision teaching.

Provision to support/facilitate access to the curriculum

- Small group support from TA.
- 1:1 support in the classroom from a TA.
- Use of specialist equipment e.g. seating, writing slope.
- Advice and training available from Language Support Services.
- Strategies to enable pupils with EAL to access the curriculum.
- Use of personalised curriculum.
- Risk assessments increase the safety and inclusion of all pupils in all activities.

Strategies to support/develop independent learning

- Use of visual timetables and checklists.
- Pre-teaching of vocabulary and content.
- Use of ICT.
- Chunking of activities.
- Use of individualised success criteria.
- Individual targets.

Strategies to support behaviour

- School Behaviour Policy, based on encouraging pupils to make positive decisions about behaviour choices, is available on the school website.
- Social skills groups.
- Visual timetable.
- Advice from the Behaviour Support Advisor.

Support/supervision at unstructured times of the day including personal care

- Play leaders at playtime and lunchtimes.
- Lunchtime clubs, jobs, responsibilities.
- Individual TA support at playtimes and lunchtimes.

Planning and assessment

- Individual Support Plans are reviewed termly by the Class Teacher in collaboration with the child, SENCO and parents/carers.
- Provision Mapping.
- Individual targets.
- Regular review of targets with child and parents/carers.

Liaison/Communication with professionals/parents/carers

- Liaison with a wide range of professional e.g. Educational Psychologist, Speech and Language Therapist, Behaviour Support Team, Autism specialists, CAMHs, Family Support Worker, transition schools.
- Regular progress meetings with parents.

Access to medical interventions

- School Welfare Officer.
- Trained First Aiders.
- Strategies for the use of personal medication.
- Individual plans/arrangements for children with significant medical needs or allergies.
- Provision of aids and resources to support learning.
- Access to the School Nurse.
- Individual support plans for children with short term medical needs.

Additional arrangements

- The school ethos values all pupils, acknowledges diversity and celebrates achievements equally.
- School policies are reviewed annually to ensure inclusion and progress for SEND pupils.
- Staff and Governors undertake continued professional development in relation to SEND to enable them to offer support and guidance to ensure school improvement.
- The school uses an effective assessment process to ensure barriers to learning and success are identified quickly.
- All staff undertake ongoing CPD in relation to meeting pupils' need in the classroom including those with SEND.
- All support staff are effectively deployed to promote pupil progress, independence and value for money.
- All school related activities are evaluated in terms of their positive impact upon learning, success and inclusion of SEND pupils.
- Support is offered and signposted to families in order to reduce the impact of any disadvantage.
- Pupil voice mechanisms lead to changes in school practices and encourage a greater level of involvement.
- Social, Moral, Spiritual and Cultural development is central to all teaching and learning within school.
- The school uses systems to try their best to ensure that peer friendships are maintained and that no pupil feels isolated.
- The school is also committed to working with outside agencies as individual pupil needs require.

Frequently Asked Questions

How are pupils identified as having SEN?	Liaison with previous educational providers. Child performing below expected outcomes. Concern raised by parents/carers. Concern raised by Class Teacher. Liaison with external agencies.
How will I raise concerns if I need to?	In the first instance speak with your child's Class Teacher. They will refer to the school SENCO as necessary.
How will my child be supported during times of transition?	When transferring between Foundation Stage to KS1 and KS1 to KS2, information will be passed from the existing teachers to the new teachers. When transferring to a secondary school, we will liaise with the new school. Children in Year 6 spend time preparing for transition and complete some specific transition work.

How will the school support my child?	The SENCO in collaboration with the School Senior Leadership Team oversees support that is additional to that provided through high quality teaching. Support that is additional to this will vary from child to child. If such support is provided the SENCO/Class Teacher will inform parents/carers of the nature of the support.
How are the school's resources allocated to support individual pupil needs?	The school ensures that the needs of all children who have SEN are met to the best of the school's ability with the funds available. Teaching Assistants and HLTAs support in class and deliver specific interventions to individual children or small groups. The school will also access external providers as required and these are funded from the school budget. Children with an EHCP may receive funding that will be used to provide additional support; this will be dependent on the child's specific needs.
How will the school communicate with me about my child's SEN?	Parents/Carers of children with an IEP will be invited to review their child's progress and discuss their child's targets with the Class Teacher and Inclusion Leader each term. Children who do not have an IEP are welcome to discuss their child's progress on an informal basis at a mutually convenient time with the Class Teacher.
How accessible is Highfield primary School?	Our buildings are fully accessible; there is use of a lift to the first floor of our KS2 building. There is disabled toilet access.

Glossary

CAMHS	Child and Adolescent Mental Health Services
CPD	Continued Professional Development
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
HLTA	Higher Level Teaching Assistant
IEP	Individual Education Plan
IT	Information Technology
KS1	Key Stage 1
KS2	Key Stage 2
SEND	Special Educational Needs and Disabilities
SEN	Special Educational Need
TA	Teaching Assistant