



Highfield Community Primary School

SEND Information Report 2024



Highfield Community Primary School is an inclusive primary academy which is part of Aspirational Futures Multi-Academy Trust. It has an additional SEN Unit for children from 5-11 years who have ASD/Speech, Language and Communication Needs.

Identifying Special Educational Needs

In the SEND Code of Practice 2014, it describes the 4 broad categories of need as:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

The purpose of identification is not to place a child in a specific category, but to help school to work out the actions that school needs to take.

At Highfield it is the responsibility of the class teacher along with the SENDCO to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

First and foremost we will provide quality first teaching to all pupils in our setting.

It is the role and responsibility of the class teacher to provide appropriate access for all pupils in their class. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Other factors may impact a child's progress and attainment which do not necessarily mean they have SEND. These can include:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Coming from a disadvantaged background
- Child protection issues
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour
- ACES

The Headteacher, Mr. Proctor is the Designated Safeguarding lead. Miss Jolly (Senior Learning Mentor), Mr Taylor (Deputy Headteacher) and Mrs Hackett (SENCO) are Deputy Safeguarding Leads.

The Headteacher will keep the governing body informed about the special educational needs provision made by the school and is responsible for matters relating to funding.

The Special Educational Needs Co-ordinator (SENDCO) is Mrs Lindsey Hackett and the SEND Governor is Kristian Garner

The SENDCO and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENDCO and Head will identify areas for development in special educational needs and contribute to the school's development plan.

All teaching and non-teaching staff will be involved in the education of our children, including those with additional needs. Teachers are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers have responsibility for reviewing and monitoring the progress made by pupils and the effectiveness of resources and other curriculum material. All staff will work closely with the SENDCO.

At Highfield we work closely with a psychologist from edPsychology Solutions (Zoe Owen) on a monthly basis. In addition an Assistant Educational Psychologist from edPsychology Solutions also provides termly support for children with existing EHCP's.

Additional support is also available on a referral basis through CISS (Chorley Inclusion Support Service) where the focus is on early identification and intervention for children aged 5-7 with SEMH issues.

This allows early intervention when identifying and assessing pupils' needs as well as planning and reviewing strategies and ways to remove barriers.

We also buy in services from a Sensory Integrated Practitioner, Vicky Dempsey, from Petit Education who provides sensory support for children both in the mainstream classes and within the SEN Unit.

In addition to NHS Speech and Language therapy we employ a private Speech and Language Therapist (Sophie Crilly - Bridge Speech Therapy) who works closely with the SENDCO and members of staff to assess Speech Language and Communication Needs (SLCN) and plans targeted interventions to support the pupil in including baseline screening of all reception children early in the Autumn Term.

We also work closely with the Children and family Wellbeing Service along with Child Action North West to provide intensive support and counselling services. This academic year we will also have support from Compass Bloom.

Provision for Pupils with SEND

Highfield's Special Educational Needs and Disability (SEND) Policy can be found on our school website.

At Highfield we regularly and carefully monitor and evaluate the quality of provision we offer all pupils. We do this by regular auditing of what we do in school, listening to the views of pupils, parents and staff, and having a consistent, working action plan. We regularly update the governors on changes and new initiatives for SEND.

Monitoring and evaluating our SEND provision and arrangements regularly means that we have an active process of continual review and improvement of provision for all pupils.

Review Meetings are held annually. The School operates an open door policy and all parents are welcome to come and talk to the class teacher, SENDCO or member of the SLT should they have any additional concerns.

Children on the SEND register are assessed using PIVATS for their areas of need. Personalised targets are set following this initial assessment and are discussed with the child/parents and copies are sent home at parents evening. Personalised Targets are treated as a working document. All staff use and refer to the child's personalised targets and annotate to evaluate and inform future planning. Support staff are trained to assess and deliver support through Probes, supported by our Educational Psychologist to develop further targeted steps in learning. Staff are also trained in PECS, colourful semantics and the Hickey Method.

Children's progress is tracked using Insight tracking system and pupil progress meetings take place termly. It is at these meetings that any need for extra provision is discussed. Like all children in our care, children with additional needs are expected to make progress against their baseline.

Children with SEND may still take part in whole school exams e.g. SATs. This will depend on the individual and their needs, any decision will be made in consultation with the class teacher, SENDCO and parents. Extra time or support may be given to children or they may be deemed exempt from statutory examination.

Children with SEND at Highfield will be part of our whole school cycle. Early identification and provision is endorsed at Highfield. When we decide that a child should be on the SEND register, they will be assessed, and these results will be used to support the drawing up of a child's individual targets. This will then be reviewed on an ongoing basis.

At Highfield we employ an Educational Psychologist and Assistant EP from an outside agency along with a Speech and Language Therapist and Sensory Integrated Practitioner, to assess our children and work with the SENDCO and staff to decide how to best support each child. This is paid for from the schools budget, set at the beginning of each financial year.

The ultimate responsibility for a child's progress lies with the class teacher who will work with the SENDCO to produce personalised planning to best meet the needs of each child. Personalised targets will set the children SMART (specific, measurable, attainable, realistic and timely) targets to work on both in and out of school. These will set out children's specific needs and strategies to remove these barriers for effective learning.

When the school makes a request for statutory assessment to the LA, the child will have demonstrated significant cause for concern. The LA will seek evidence from the school, that any strategy or programme implemented, has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred.

For children with an EHCP (Education, Health and Care Plan), long term targets are laid down in this document and children's SMART targets are drawn from these. Targets are set which are met through specialist teaching and TA support. The amount of support is built into the EHCP. Class Teachers and TAs are also involved in the Annual Review process, contributing to the advice and attending the meeting.

All children, regardless of their needs, are given full access to all areas of the curriculum. We ensure they can take part in extra curricular activities and trips.

SEND Unit

Highfield Community Primary SEND unit is for children from 5-11 years who have Autistic Spectrum Disorder/Speech, Language and Communication Needs. Mrs Hackett, the SENCO is the SEN Unit lead.

All pupils who attend Highfield SEND Unit will have been previously assessed by professionals and the Local Authority and have been issued with an Education, Health and Care Plan. The nature of teaching at Highfield SEND Unit is inclusive and fully promotes and enables all pupils to achieve their full potential; to learn to be healthy, sociable and tolerant of differences and disabilities, and promotes equality of opportunity whatever the child's special educational needs. At Highfield children are able to learn in a positive, nurturing and secure environment; enjoy coming to school and make excellent progress.

Curriculum

The Curriculum is designed to address the individual development, sensory, physical, personal, social emotional and communication needs of the pupil. We offer a bespoke and contextualised curriculum to each pupil as part of our whole school approach to curriculum entitlement. Effective planning ensures that teaching meets the learning needs of all pupils, giving due consideration to National Curriculum requirements where appropriate, and the pupils' individual personal, social, emotional, communication, medical, sensory and physical development needs. Staff take account of the children's Personalised Learning Goals to interpret the curriculum and differentiate activities to suit individual pupil need. Teachers and Teaching Assistants are confident in employing a range of differentiation strategies to ensure that children with a wide variety of needs can

access the curriculum. The curriculum is enriched with a variety of offsite educational visits which enable the practical application of skills taught in school.

Environment

The school provides an environment that promotes communication by using photographs, symbols, objects of reference, communication profiles, pictorial timetables and a range of communication aids. The unit has small class sizes and high staff to pupil ratios which enables teaching to effectively meet the wide range of special educational needs of our pupils.

Communication

The school employs a specialist Speech and Language Therapist to develop communication skills and communication programmes approach tailored to individual needs. Pupils receive bespoke 1:1 daily SALT sessions, where appropriate, to meet their communication needs.

Sensory Needs

The SEND unit has a sensory room which has resources for pupils with sensory processing needs. The school's SENCO and Learning Mentor supports staff on intervention programmes to support pupils experiencing social emotional and mental health needs. Their personalised curriculum can also be centred on the social and emotional aspects of learning and is individualised to suit the needs of each child.

Working in Partnership

The school works in partnership with a range of professionals who support parents, carers, families and school staff to meet the needs of all pupils and help them achieve and make progress. These professionals include: The School Nursing Service,

Paediatricians, Counselling Service, Speech and Language Therapy Service, Educational Psychology Service, LCC's SEND Team, Parents/Carers, Social Services.

Transition and working with Families

Prior to starting their place at Highfield Special Unit our SENCO will endeavour to visit each child in their current setting and attend any annual review meetings they are invited to. We will provide the opportunity for parents to visit the unit once a place has been accepted in order to provide them with an opportunity to meet with key staff and meet the class team and the other pupils.

Annual Review meetings and termly Parents' Evenings will ensure parents and staff to work together in partnership and provide parents with the opportunity to discuss with key staff the work that their child is doing in school, the progress that is being made and also ensure they have the opportunity to contribute to the outcomes and targets set for their child.

Wellbeing Support

The school is an inclusive school where the pastoral, medical and social support of all children is paramount. Each child is treated as an individual and each child's individual needs are met through a combination of school support and outside agencies where appropriate for example Children and Family wellbeing service or counselling. The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

When a pupil has a medical need, school works with the school nurses and parents in ensuring that the personalised care plan is known and followed. Regular training is given. All school staff are trained in First Aid, including training in how to use an epi-pen and a defibrillator (which is on site).

At Highfield we follow a restorative approach to behaviour, supported by our relationship policy. All staff are trained in restorative practices and at Highfield good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline and expect that children behave consistently whilst in school.

Learning Mentor Sessions are also in place to help children with Social, Emotional and Mental Health Needs (SEMH). These runs every day during the afternoon sessions and children spend a minimum of a term within the learning mentor using Lego Therapy and Commando Joes to help support children's SEMH needs. Teaching staff make referrals for children who they feel would benefit from Pastoral Support. A panel meeting each term decides the children who will receive support from the learning mentor.

Training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The SENDCO, who is also a member of the SLT, has had extensive training from Lancashire services and has also had ELKLAN training in communication needs and support for children with ASD. Staff training needs are identified by the school's SLT and are addressed by either in school training by the SENDCO or by outside agencies via Microsoft Teams. All Early Years staff have been PECS trained by our Speech and Language Therapist and she has also trained all staff in colourful semantics and Gestalt Language Processing. The school's SENDCO regularly attends SENDCO network meetings in order to keep up to date with local and national updates in SEND.

When a child with SEND begins school, the class teacher and/or SENDCO would visit them in their nursery setting or via Google Meet. They would then feed information back to school. Transition days would be arranged for the child. Proper provision would be made before the child begins school and EHC Plans would be adhered to.

Equipment and facilities to support children and young people with SEND

The school is approached from a residential street where there is some street parking and a limited number of spaces outside the adjoining Children's Centre. There is no disabled parking bay. It is possible to access some parts of the school without negotiating any steps. However, there are several short flights of steps (approximately 2 in each) throughout the school along corridors within departments. Ramps for these steps are available to enable wheelchair access. The main entrance lobby is accessed via a ramp.

In addition to normal toilet facilities, there is a disabled toilet available along with changing facilities in a first aid room.

When appropriate, the school applies to the Local Authority for funding to purchase specialist access equipment for individual use by specific children e.g. A hoist or Braille machine. Similar applications could be made for other access needs e.g. hearing impairments.

Parental and Child Involvement

At Highfield we foster strong working relationships with parents and believe that children make the best progress when all parties work together. Parents are updated re their child's progress via parents' evenings (two a year), electronically via class

dojo and reports. In addition, parents of children with Personalised Targets receive a termly update during parents evenings and receive evaluated copies of the targets achieved. Parents and children with an EHC plan will be invited to Annual Reviews.

School has a School Council, made up of 2 representatives from each year group from Year 3 up. Reception and KS1 have a year 6 representative within the school council.

Parents are welcomed into school and we operate an open door policy. All families receive an electronic weekly newsletter via Class Dojo.

Children with SEND are encouraged to add their thoughts and feelings to their All About Me document and also in Annual Reviews.

We have a PTFA to which all parents are warmly welcomed. Events are always advertised on the School Newsletter (which is also available on the school website). The PTFA organises both a Christmas and a Summer Fair each year.

The Governing Body is fully supportive of the School including its work for pupils with additional needs.

Complaints from parents of pupils with special educational needs concerning the provision made at the school.

If parents feel that they need to speak to someone, the class teacher is their first point of contact. They may also speak to the SENDCO or any member of the SLT about their concerns.

Involvement of 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

School has a designated SENDCO Mrs Hackett who is also a class teacher. SENDCO is an additional responsibility to classroom duties. Through tracking and teacher awareness of the pupils in their care, there is early identification of children with additional needs. Once identified, a child's needs are discussed with parents and both parents and school work together to

ensure that there is provision made to meet needs. With no specialisms in school, there is much reliance on outside agencies. All staff receive regular SEND and disability and awareness training. Staff are encouraged to attend relevant LA courses and visit other schools with experience in the area of training need.

Contact details of support services for the parents of pupils with special educational needs,

Where school knows there is a problem, help is given. School can signpost parents to a number of agencies. The SENDCO and members of SLT can signpost parents. As always at Highfield, the Class Teacher is the first point of contact. They may also want to meet with TA's who work closely with the child. Parents can also contact the SENDCO, Mrs Hackett with any concerns.

Transition Support

Transition for pupils with SEND will follow our whole school programme. Before moving into a new class they will have numerous opportunities to meet their new teacher and support staff. They will also have opportunities to take part in taster sessions in the new class. Additionally, for pupils with additional needs, we would work with the class teachers and TAs to ensure a transition plan is put into place that suits the child's needs.

Transition to secondary school follows the normal pattern of transition but puts in place additional visits, dependent on need.

Local Offer

To find more information about the school's local offer, go to our website.

Updated September 2024

Mrs L Hackett