



HIGHWOOD PRIMARY SCHOOL

'Always Aiming Higher'

SEND Information Report December 2024



Our Ethos:

'Every child is gifted- they just unwrap their packages in different ways.' (Anonymous)

Highwood Primary School is an inclusive school which embraces the fact that every child is unique and therefore, the educational needs of every child are different. We accept, recognise and celebrate each child as an individual, equally valuing the abilities and achievements of all children, regardless of gender, race, culture and background. We provide a safe, secure and happy learning environment in which we ensure 'Learning and Achievement for All' and that every learner receives the very best individual provision possible to meet their needs.

My child has Special Educational Needs- How can Highwood Primary School help?

At the heart of our provision is our belief that every child is unique and sometimes may require additional provision at some/all points in their education.

At Highwood Primary School, we offer children with Special Educational Needs and/or Disabilities a tailored curriculum to meet their individual needs.

Staff work alongside the child, the child's family and, where necessary, outside agencies to ensure the provision is appropriate. Your child is central to the planning, review and evaluation of the resources put in place to support their progress. We are committed to hearing their voice and to ensuring their individual needs are identified and met.

Our SEN provision is overseen and implemented by our Special Educational Needs Co-ordinator (SENCo) and monitored closely by the leadership team, including the Governing Body. The relevant contact details can be found below should you wish to contact the school regarding Special Education Needs provision.

SENCO Details:

Highwood Primary School, works in partnership with Moulsham Junior School. SEN provision is overseen by Mr Dyson (SENCo), in conjunction with Mrs Lipski (Head of School).

Highwood Primary School- Tel: 01245 248200 Email: admin@highwood.essex.sch.uk

The SEND School Governor is: Mrs Clare Atkins.

Please feel free to visit our school website: www.highwood.essex.sch.uk or contact the School Office to view further policies.

Our graduated response to supporting your child's learning

STAGE 1: High Quality Teaching (all children)

For most of our children, high Quality First Teaching, will meet their needs and ensure that they make good progress towards their goals. At Highwood all children will receive the following provision as part of their teaching every day (in conjunction with Essex Local Offer's Ordinarily Available Inclusive Teaching Framework):

- High quality teaching with differentiated curriculum, within mixed year group class. A range of teaching and learning strategies are implemented to ensure that teaching is responsive to, and reflective of, the needs of children.
- Builds on the child's prior learning and appropriately responds to the 'pupil voice'.
- Encourages high levels of interaction for all children and promotes involvements and engagement in their learning; including developing resilience, confidence and confidence.
- Enrichment through multi-sensory learning opportunities.
- Integrated use of ICT to enhance and support learning.
- Curriculum that is methodically constructed and renewed to deliver efficient steps of progression.
- Members of staff hold high expectations of all pupils and understand that they are all teachers of children with special educational needs.

STAGE 2: Concern raised

The Special Educational Needs Code of Practice 2015 defines a young person as having a learning difficulty or disability if they:

- 'have a significantly greater difficulty than the majority of others of the same age' *or*
- 'have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'

Highwood Primary School recognises that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. The school recognises that early identification is key. The method of identification and provision follows a graduated approach. Concerns are first raised and addressed through High Quality Teaching, through an adapted curriculum and where appropriate, short, specific classroom interventions. If a child is not progressing, regardless of High Quality Teaching, they will be monitored closely to consider whether they require support that is different from and additional to the learning provided to all pupils.

Additional indicators can include:

- Parental observations and/or concerns.
- Daily assessment.
- Staff observations.
- Data.
- Information from outside agencies.
- Termly learning conferences.

All of these factors can contribute to forming provision for any child. Should a child begin to be monitored in order to support their learning, class teachers inform the Head of School. During this monitoring process, initial identification and early intervention, further assessments may be made to ascertain a child's area of need. We aim to use a range of assessment tools to identify what support is needed, what the barriers to learning are and to understand why a child may not be making progress.

This concern may be identified through termly learning conferences or as part of daily assessment and observations by the class teachers.

A child may also be monitored following a parental concern which results in a meeting with the class teacher and SENCo. Class teachers inform the Head of School if they are monitoring any child at this stage.

STAGE 3: SEN Support

When a child has been identified by the school, parent or in partnership with another agency, as having needs which are impacting his/her development, the child will be placed on the SEN profile within the school and will be based upon an action plan developed in collaboration with your child, you, staff and other professionals (as needed). This is provision identified beyond the standard, adapted classroom approaches and interventions. Progress is reviewed termly and adaptations to targets and the support provided are made as needed. The quality, appropriateness and impact of the overall provision are kept under regular review.

As a result of this:

- The class teacher and/or Teaching Assistant will work with the child to discuss how he/she feels they could be supported and what outcomes they feel could work towards.
- A meeting will be held with the child's parent/carer to discuss and collect their views and aspirations for the future.
- The class teacher will then set outcomes, taking into account the views of all involved - these along with the provision put in place will form the child's One-Plan (Person Centered Plan) and One-Page Profile.
- These are monitored by the SENCo and reviewed regularly so that new outcomes can be set at least termly following review meetings with parents / carers.
- Specific interventions will be put in place to help children on SEN Support achieve their outcomes as detailed above.
- These are planned by class teachers and the SENCo and the impact of interventions is monitored by the leadership team (SLT).
- A range of specific assessments will be carried out. *For example:*
 - *In Maths: Sandwell maths*
 - *English: Reading assessments, spelling ages, phonological awareness assessments, phonic assessments*
 - *For social, emotional and mental health difficulties: 6 Core Strengths assessment, Boxall profile/ Strengths & Difficulties questionnaire/ Child's self-esteem assessment.*

STAGE 4 : SEN support, outside agency involvement

If a child's progress remains a concern despite carefully planned provision, the school can access (with consent of parents/carers) various services for advice or further assessment.

These are: The school's Inclusion Partner, the School Nurse, Specialist teachers, Family Solutions, EWMH (Emotional Well-being and Mental Health team), additional counselling services, advice from Educational Psychologists, Family Solutions.

STAGE 5 : Education Health Care Plan (EHCP)

Following regular reviews of provision, if there is a sustained period of slow or no progress or a child has long term specific needs which require more extensive support, it may be appropriate to request a statutory assessment of their level of need. This would be undertaken by the local authority and if agreed, an EHC plan will be developed. This should take no more than 20 weeks. You, your child and the school will be fully involved in the process.

Children with an EHCP will have clear end of key stage outcomes set and broken down into manageable steps to outcomes. Parents/carers alongside their child will meet termly to review progress and provision.

An overview of additional provision that can be provided at Highwood Primary School

| For Cognition and Learning Needs | For Communication and Interaction Needs | For Social , Emotional and Mental Health Needs | For Sensory and/or Physical Needs |
|---|--|---|---|
| Accessibility to personalised learning aids eg Clicker 6 | Speech and language therapist support the implementation/ development of programmes for specific children. | Bespoke social skills groups planned according the specific needs of the pupil | Disabled access to classrooms and a disabled toilet |
| Precision Teaching | Visual aids and timetables used in every class | Physical, relaxation breaks built into the school day, if appropriate | Access to using iPads within lessons to support their recording |
| Use of a range of visuals and programs for maths eg Numicon | Social stories bespoke to specific needs | Access to counselling/ play therapy | Modified/adapted resources, e.g: writing slopes/ pencil grips |
| Bespoke intervention programs, planned by class teachers, to address gaps in learning | Zones of regulation for specific pupils | Individualised behaviour and reward programmes for those who need them | Reasonable adjustments made for all pupils to access our Forest School. |
| Learning apps for reading & spelling | Individualised workstations provided for identified children. | Access to the 6 Core Strengths curriculum | Physical / sensory breaks built into a child's day as appropriate |
| Clear transition procedures between classes, between schools e.g. nursery and | Clear transition procedures between classes, between schools e.g. nursery and | Access to a named mentor in the school, if appropriate | Clear transition procedures between classes, between schools eg nursery and secondary |
| | | Clear transition procedures between classes, between schools e.g. nursery and secondary | |
| Other Professionals we can access, when appropriate: | | | |
| School Nurse | Speech and Language Therapists | Specialist Teacher Team | Educational Psychology Services Occupational Therapy Services |

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The Local Authority's Local Offer can be found on the website : <https://send.essex.gov.uk/> or from the school's SENCAN office – Causeway House, Braintree. Tel. No. 0300 003 0366.

At Highwood Primary School, we always strive to ensure your child receives appropriate provision. However, if any of our stakeholders do not feel that this is the case, please follow our complaints procedure available on our website.