

SEND Information Report- Highweek Community Primary School 2019-2020

What sort of school is Highweek?

Highweek is a happy and caring school where the children are at the centre of all we do. Our school motto (Laying the foundations of lifelong learning) is evident in staff and pupils every day and accurately sums up what it's like to be at Highweek School. Through the adoption of the Growth Mindset ethos we encourage all to embrace a love of learning to become the best possible learners they can be. All staff passionately work with children to help them reach their potential in all aspects of their lives. Our inclusive approach to all ensures that children, no matter what their ability or needs are, are able to make the best progress they can.

Highweek is a larger than average-sized maintained mainstream primary school for pupils from Nursery to year 6 aged 3-11 with 347 pupils on role. There are currently 111 pupils registered on the Special Educational Needs (SEN) register as requiring SEND support or have an EHC plan. Our most recent OFSTED report in July 2017 noted that 'leaders actions ensure that pupils with special educational needs make rapid progress' and that for pupils with SEND, 'the school has precise actions with measurable outcomes which are linked to children's attainment.'

In respect of the Code of Practice (2014) for SEND, the local authority has a duty to publish arrangements for SEN support in schools. This is called the Local Offer and includes information about the provision that can be expected for children and young people 0-25 with SEN across education, health and social care. Use the link below to find out about the Devon local Offer.
<https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

What type of special educational needs do pupils currently at Highweek experience?

We support a wide spectrum of special educational needs and disabilities which include high numbers of pupils with Speech, Language and Communication needs (SLCN) and Social, Mental and Emotional Health needs (SEMH) and fewer numbers of pupils experiencing cognition and learning difficulties and physical and sensory needs.

The progress of all pupils with SEND support is closely monitored termly by Victoria Benfield, Special Educational Needs Coordinator (SENDCO). This is achieved through meetings with all teachers individually and reviewing the SEN support to ensure it meets individual pupils' needs. Also through careful monitoring and supporting staff to ensure the provision matches the needs of the children. The use of the graduated response tool is enabling teachers to investigate further the barriers individual children are experiencing with their learning. This means that the support is specifically targeted to ensure the maximum impact for the individual.

Parents can talk to the SENDCO about their concerns for their child. The SENDCO consults with parents, children and teachers to establish the main needs of a pupil and assesses whether these needs can be met through Quality First teaching within the class and differentiation of lessons or the pupil requires SEND support. Regular provision mapping by teachers will ensure that intervention and access to learning is enabling SEND pupils to make progress that is consistent and coordinated for SEND pupils.

How does the school know if children/young people need extra help?

The SEND team (class teachers, school SENDCO, safeguarding officer and Early Years Support Worker) are responsible for identifying pupils who need SEN support. Information is gathered through processes in place to raise concerns in a number of ways which include:

- Lack of progress in curriculum areas through termly teacher assessments and analysis of data
- Listening to and following up on parental concerns
- Following up on concerns raised by teacher and learning support assistants regarding individual pupils
- Information gathering through observations, assessments, transition meetings and nursery plus reports
- Reports from outside agencies including medical letters, occupational therapy reports and speech and language reports.

Assessments used to identify learning difficulties include:

- Half termly teacher assessments
- Phonics screening assessments in year 1 and year 2
- Reading age assessment
- Reading Comprehension assessment – Accelerated Reader
- Read Write Inc termly assessments
- Phonology assessment
- Testbase arithmetic assessments
- Assessment by Educational Psychologist
- Speech and Language assessment
- Language Link assessment
- iCan Speech, Language and Communication Progress Tool
- Occupational therapy assessment
- Assessment of social and emotional needs through the Boxall profile
- Graduated Response Document

We also work closely with the local School Nurse Hub who support with arranging hearing checks when parents or teachers are concerned about this. If it has been noted that a child may need some support from the health service in addition to the School Nurse there is the SPA (Single Point of Access) available through Children and Family Health Devon

<https://childrenandfamilyhealthdevon.nhs.uk/specialist-school-nurses/> this is a service that both the school and families are able to refer into.

We use a number of outside agencies to advise us on meeting pupils' needs including:

- Educational Psychology Service
- Behaviour (SEMH) Support Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Neuro-Developmental Support
- Community Nursing Team
- Communication & Interaction Team
- Dyslexia Outreach Support
- Child and Adolescent Mental Health Services (CAMHS)

- Devon Integrated Support Service (DISS)
- Early Help
- EH4MH
- SEND ICT team
- Inclusion Team

What should I do if I think my child may need extra help at school?

If you believe your child needs extra help and would like to discuss this with school you can speak to your child's class teacher in the first instance. Teachers are happy to speak to parents at the beginning or the end of the day but you may want to arrange a longer meeting after school. You may wish to discuss your concerns with the school SENDCO who can be contacted on 01626 216300 or by email admin@highweekprimary.co.uk and would be happy to discuss your child's needs and suggest next steps.

How will the school and I know how my child is doing?

If your child has SEN support, his/her progress will be reviewed with the SENDCO at school during a SEND Data Surgery every term. The academic progress in core subjects as well as individual targets set on Provision Maps will be reviewed on a regular basis during staff meeting times. Any concerns that are raised due to children not making expected progress will result in conversations with staff about barriers to learning. If further investigation is required, then the graduated response document will be used. If required, an individual provision map will be created by the class teacher with support from SENDCO.

Parents can also contact the SENDCO if they are concerned about their child's progress and arrange a meeting if appropriate.

If your child's needs are more complex and a multiagency approach is needed, the school may start a Right for Children process for your child with your full involvement from the beginning. Desired outcomes are agreed and recorded on a Right for Children assessment form and progress towards agreed outcomes will then be reviewed through Team Around the Family (TAF) meetings.

Those children with Education, Health Care Plans (EHCP) will also have their child's progress reviewed through a statutory annual review meeting every year. During the meeting, plans are made and targets are reviewed and amended if necessary. The targets that are set when an EHCP is issued will take the children to the end of their current key stage. This will also include discussions about transition to secondary schools during the year 5 annual reviews.

What sort of extra support might my child have?

At Highweek, we believe the best support is delivered as inclusively as possible where the individual's needs are able to be met within the mainstream classroom. This will be achieved through accessing high quality teaching as well as precision teaching to meet need. The universal provision for all children with the addition of a personalised curriculum to meet an individual's needs. This may include access to social and emotional support from staff in our Pastoral hub. Highweek works closely with the educational psychology service, and all other agencies involved, to meet the individual needs of children through reasonable adjustments to the curriculum and the daily routines of the school. This is planned individually and may include providing extra adult support at key times, small group interventions outside the classroom and/or alternative arrangements including language and emotional development groups in EYFS; Developing Language groups in Key Stage 1; Precision Teaching of spelling, key vocabulary, number bonds; online maths programmes; See and Learn; Preview provision with a focus on developing good mental health and

strategies to support children within the classroom; working with a sports coach.

Individual emotional and social difficulties are supported through a whole school nurture approach. We can also offer children additional support from staff in our pastoral hub, as well as from the school's Family Support Worker with signposting discussions with children and parents.

How will my child be included in school activities?

All children with SEND are part of their mainstream classrooms and have access to assemblies, school performances, school visits, extra-curricular activities and residential trips. In order to ensure all children's health and safety, risk assessments have to be completed for all off-site visits and any individual requirements will be discussed with parents. School staff will discuss and agree with parents how their child can be included whilst taking account of their individual needs. Children with SEND are fully involved and valued at Highweek and take on a range of responsibilities which in key stage 2 include Play Leaders at lunchtimes, Pupil Advocates in Year 6 and Peer Mediators in Key Stage 2.

What support will there be for my child's overall well-being?

Children with SEND can access a range of provision which supports their overall well-being. We offer an alternative lunch provision for those who require it. The school provision map (linked to class provision maps) includes a number of interventions to support social and communication skills. Children with SEND are fully involved and valued at Highweek and take on a range of responsibilities which in key stage 2 include helping Key stage 1 children at lunchtimes, being a Key stage 2 Play Leader; Pupil Advocate and/or a Peer Mediator.

Children with medical needs have their medical needs met through individual health care plans and staff will follow the procedures which are detailed in our Policy for supporting pupils with medical conditions and for the administration of medicine. Some children with SEND are recommended regular physiotherapy exercises at school and 1:1 exercise sessions 2/3 times per week are arranged on an individual basis as required.

Children with sensory needs may have planned sensory breaks as recommended by occupational therapists and this is included in their daily provision.

Children with SEND who need additional personal care have their needs met through a personal intimate care plan which is devised with full parental involvement.

Behaviour care plans are completed in order to support children with behavioural difficulties so that they have a positive time at school and to avoid exclusions. When a child is at risk of exclusion due to challenging and dangerous behaviour, the SENDCO will arrange a meeting to complete an individual behaviour care plan with parents, class teacher and other key adults of the child. The plan is shared with all key adults and reviewed and updated regularly to support the individual child.

Who supports children with SEN and disabilities at Highweek?

All staff at Highweek support children with SEND but the following may be particularly involved in supporting your child:

Special Educational Needs Co-ordinator (SENDCO): Victoria Benfield

EYFS Nursery Supervisor: Jacky Dawes

Family Support worker: Lynn McLean

Governor with responsibility for SEN:

Educational psychologist: Caroline Smith

Advisory Teacher Behaviour Support Team: Pam Bragagnolo
Advisory Teacher for the Hearing Impaired: Rachel Hartridge
Advisory Teacher for children with physical difficulties: Jenny Woolf
Speech and Language therapist : Carly Dore
Communication and Interaction Team: Rob Good, Seamo Teare, Lucy Pittard
Send ICT team : Zoe Thompson
Inclusion Officer: Jaye McDonald

Victoria Benfield is a qualified teacher who completed the National SENDCO Award in 2010; she has experience working with children across the Early Years and Primary age range, while catering for children with SEND. Staff at Highweek are skilled at meeting the needs of a wide range of SEN and receive regular training to extend and update their knowledge (see attached list of training and expertise).

How is the school equipped to meet the needs of children with SEN and disabilities?

Highweek is situated on a large and green site. Security and safety is ensured through locked gates and a secure key access through the main entrance doors. The school is fully wheelchair accessible with disabled toilets and changing facilities on the lower level. Access to the upper level can be achieved through the lift or directly via outside classroom doors.

Small specialist items of SEN equipment are purchased routinely on a needs basis through the allocated budget.

Other items such as tablets are a shared resource and accessed when needed.

How are parents involved in the school?

At Highweek, we recognise the importance of listening to parental concerns and aim to understand and listen to your concerns about your child and to act on any concerns regarding progress and development effectively. We also listen to the children and act on their concerns or suggestions. Children with SEND have the opportunity to express their views through regular conferencing times with their class teacher. These reports will be used at meetings with parents and professionals.

Parents also receive termly reports from school regarding their child's progress and have termly meetings with their child's class teacher regarding Provision targets. Other arrangements are also made for parents to meet class teachers to discuss school reports and at transition times to meet new teachers.

Highweek has an active parent group who organise a wide variety of events in school.

Throughout the year parents are warmly invited to their child's class sharing assemblies, events and other performances.

How can I get more information about SEN in Devon?

Devon Information Advice and Support (DIAS) www.parentpartnershipdevon.org.uk provide general advice and support on many aspects of education of children with SEN and disabilities and can be of particular help at times of transition from primary to secondary school.

The support provided by Devon Local Authority for children with SEN and disabilities can be found in <https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Teachers and the SENDCO can direct parents to other organisations and services that can provide additional support for SEN.

What should I do if I am worried or unhappy about the support my child is receiving in school?

At Highweek, we are committed to working with parents to meet each child's SEND needs fully. There are however times when we don't get it right and we need to know about it. You are encouraged to contact the class teacher or the SENDCO in the first instance to discuss any worries or concerns. You can also contact the Headteacher Judy Martyn to arrange a time to discuss your concern. If you still feel concerned you can contact the Governor responsible for SEND, by letter.

Devon Information Advice and Support (DIAS) www.devonias.org.uk tel: [01392 383080](tel:01392383080) can advise parents on how to proceed if they feel their concerns are not being adequately addressed by the school or the Local Authority

N.B. In the above document, the term "parents" is taken as covering those adults with parental responsibility for the child including guardians and carers.