



HIGHFIELDS PRIMARY SCHOOL

SEND Information Report

2019

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013;
- SEND Code of Practice 0-25 (July 2014);
- School SEND Information Report Regulations (2014);
- Statutory Guidance on supporting pupils at school with medical conditions April 2014;
- Safeguarding Policy;
- Accessibility Plan;
- Teachers' Standards 2012.

Highfields Primary School is a fully inclusive school. Provision is made for children with all needs and the school has successfully supported students with the following special educational needs:

- Specific Learning Difficulties
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Autistic Spectrum Disorder
- Speech, Language and Communication Needs
- Social, Emotional and Mental Health Needs
- Visual Impairments
- Hearing Impairments

Broad areas of need

These are the four areas as outlined in the SEND Code of Practice 2014. They give an overview of the range of needs that the school plans to support. In practice, individual children or young people usually have needs that cut across some or all these areas and their needs may change over time:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical.

In our school, the needs of the whole child will always be considered in this process, as well as the specific issues that have been raised. Other factors that may impact on progress and attainment that are not considered SEND:

- Attendance and punctuality
- Health and welfare
- Speaking English as an additional language
- Being in receipt of a pupil premium grant
- Being a looked after child
- Having previous low attainment

Identification

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessment of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.
- it can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.
- if a child is working more than two years behind their chronological age.

Process

- If a pupil is not making expected, or better than expected, progress in spite of receiving good or better whole class teaching, specific interventions will be put in place in order to secure increased rates of progress.
- If a pupil takes part in interventions and does not 'close the gap' with their peers, the SENCo will meet with the class teacher to determine whether the child meets criteria to be placed on the SEND register.
- If they do meet criteria, parents will be contacted to discuss this
- When this step is taken, an Individual Provision Plan (IPP) will be written which details the additional support a child will have over the next term.
- If this additional intervention does not 'close the gap', outside agency support can be sought in order to assess the pupil's needs, set action plans and to work with/train staff.
- If on review, there are still concerns about progress, a Community Assessment Meeting (CAM) can be called with all parties involved with the pupil. This meeting will take place in the event of SEN provision from within school being insufficient to ensure that the child makes progress; the pupil's

needs are complex or becoming more complex, there are continuing concerns over the pupil's progress or the parents request an Education, Health and Care plan (EHC). All parties will have the opportunity to discuss strengths, areas for development and next steps in the pupil's journey. A key decision from this meeting will be to assess whether applying for an Education, Health and Care plan is appropriate.

- If all parties feel that the school can meet the pupil's needs through its Local Offer, an Individual Provision Plan (IPP) will continue and be regularly assessed. If all parties agree that an EHC plan is appropriate, the school will gather evidence and submit a request for assessment within 6 weeks. This request will then be assessed by the local authority and will give a response within 20 weeks.
- When a pupil has an EHC plan, there will be an annual review to decide whether the plan is still relevant to the child's needs.

Assessment

- The SENCo will track all pupils on the SEN register on a termly basis and will work with class teachers on target setting.
- Teachers will track pupil progress by the way of formative assessment (KPI sheets).
- The SENCo will also track the impact of all interventions using support staff data sheets and some standardised tests. The frequency of this will be determined by the length of individual interventions.
- If the gap doesn't close, the SENCo will contact outside agencies to assess the pupil's needs.
- If regularly involved, outside agencies will provide a written progress report on at least an annual basis.
- Parents can discuss pupil progress at any time with the class teacher or SENCo.
- Parents will also be invited to discuss their child's progress and provision in a termly IPP review.
- If at any point a child needs to join the SEN register, be reviewed or there is a change in circumstances, the SENCo will inform parents immediately.

Removing pupils from the SEND register]

In consultation with parents, a child will be considered for removal from the SEND register where he/she has made sustained, good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age; or
- where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained;
- SEN support is no longer required to ensure this progress is sustained.

Support for pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum and enrichment activities, 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 pupils with medical conditions may also have SEND and may have an EHCP, which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice 2014 is followed.

School policies for making provision for pupils with special educational needs

The school evaluates its effectiveness of its provision for pupils by rigorously assessing the following areas:

- Standards of whole class teaching (Senior Leaders/governors)
- Standards of written/verbal feedback (Senior Leaders/governors)
- Impact of whole class teaching (Senior Leaders/governors)
- Impact of interventions (SENCo/Inclusion support)
- Whole school effectiveness in supporting pupils with SEN (Inclusion support/School Improvement Partner/Ofsted/Parent questionnaires)

The school assesses and reviews progress in the following ways:

- Ongoing, formative assessments from the class teacher on a daily basis
- Termly Pupil Provision meetings with class teachers and senior leaders.
- Reviews at the end of each intervention conducted by the SENCo and relevant support staff.
- Termly review of IPPs
- Annual reviews from outside agencies (if the child is involved with outside agencies)
- An annual Community Assessment meeting with all parties involved with a child who has an EHC Plan.

The school's approach to teaching children with special needs is a fully inclusive one. All children, regardless of need, take part in whole class teaching sessions with work differentiated to their level. Some children on the SEND register take part in small group and/or one to one interventions which may take place outside of the classroom. It is the school's intention to utilise its resources in order to close the gap between pupils with SEND and their non-SEND peers.

The school constantly adapts the learning environment and curriculum to suit the needs of all pupils. The school consistently uses a highly personalised approach to the curriculum which centres upon skills acquisition informed by regular formative assessments. The school endeavours to provide a learning environment which is conducive to learning

The school provides a wide range of additional support for pupils with SEN. The school invests heavily in providing additional adult support. The amount of support given is variable, dependant on need. The school support staff are highly trained in providing in class support, verbal and written feedback and high quality interventions. Their effective support has been a major factor in children with SEN making good progress. The school also regularly purchases a range of resources which support personalised needs.

To support the emotional and social development needs of pupils with special educational needs, the school employs a number of strategies. The school arranges sessions with the learning mentor for children with specific emotional and social needs. The SEMH lead runs a number of group sessions with different social foci that are regularly reviewed to meet pupil need. In addition, assemblies have a PSHE focus and all pupils take part in whole class PSHE sessions. If in spite of intervention in this area, the pupil still has issues, the school will support parents with liaison with outside agencies.

Examples of specialist agencies used by and that are available to be used by the school

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Inclusion Support specialist teachers for learning and SEMH
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists
- Health and Safety teams
- CCAT-Complex Communication and Autism Team

In some cases there is a charge for accessing specialist agency support, funding for which will come from the school's SEND budget. The use of such will be monitored by the SENCo and Head Teacher. Where pupils are made subject to an Educational Health Care Plan (EHCP), the school will work in close partnership with any specialist agencies as named on the plan to provide support and specialist advice.

SENCo Contact Details

- Mrs Sian Evans (SENCo / Assistant Headteacher)
- Tel: 0121 559 1037
- Email: leadershipteam@highfields.sandwell.sch.uk.

Expertise and training of staff working with children with SEN

- All staff, both teaching and support staff, are trained in using formative assessment techniques to accurately pitch lessons in order to secure rapid rates of progress.
- The school employs 23 members of support staff. 15 members of support staff have LSP3 qualifications or above. All staff are trained in the delivery of quality interventions. They work regularly alongside outside agencies and school staff to implement IPPs for children identified with SEND.
- The SENCo regularly attends training on current practice and liaises with all outside agencies.
- The SENCo also monitors appraisal meetings to set personal/curriculum targets with all members of support staff on an annual basis. These targets and performance are regularly reviewed.

How equipment and facilities to support children with SEN is secured

- The school provides all relevant equipment and facilities to meet the needs of all children with SEN.
- The school provides facilities such as disabled toilets, ramps, visual adaptation equipment, changing beds and a range of other resources to meet personalised provision.
- On occasions where specialist equipment is required, the school liaises with both families and outside agencies to ascertain what equipment is needed. The equipment is then purchased or borrowed from outside agencies.
- All specialist equipment and facilities are funded through school budget.

Arrangements for consulting parents of children with SEN and involving them in their education

- A termly report will be provided for each child and parents will be invited to meet with the SENCo or class teacher to discuss progress on a termly basis.
- Copies of children's IPPs (Individual Provision Plans) will be provided for parents.
- If at any point a parent has a concern, the school will arrange a meeting with either the SENCo or class teacher and will endeavour to do so within 2 days.

Arrangements for consulting young people with SEN and involving them in their education

- Every child will have academic targets that are shared with them on a termly basis. Children will be offered the opportunity to contribute to target setting and to share their views on their progress at an appropriate level depending on their age and development.
- Personalised targets will be discussed with children.
- All children will regularly use peer and self-assessment in order to highlight both strengths and areas for improvement.

How the governing body involves other bodies in meeting the needs of pupils with SEN and in supporting the families of such pupils

- The SENCo regularly liaises with the SEN Governor, Mrs Joanne Turner, to discuss the involvement of other bodies and how families are supported. This information is then discussed at full governing body meetings.
- The governing body ensure that the SENCo takes responsibility for informing, and discussing with, parents when they feel that either health and social care bodies, local authority support services or voluntary organisations should be involved with their child.
- The SENCo will provide copies of all reports written by outside agencies to parents and will be available to discuss the contents of the report.
- The SENCo will be responsible for contacting necessary outside agencies upon request from parents.

The school's arrangements for supporting pupils with SEN in transferring between phases

- The SENCo will meet with SENCos from Secondary schools prior to transition.
- All necessary paperwork will be exchanged between SENCos prior to transition, including Transition Plus Pathway.
- If appropriate, a personalised, potentially extended, transition process will be put in place to include visits to the child's new school prior to transition. This will take place with familiar staff and will give the child the opportunity to meet new staff.
- Any new equipment or adaptations to facilities will be made before the child starts school.
- Parents will have the opportunity to meet the SENCo/class teacher prior to their child starting at the school.
- Any staffing appointments needing to be made to meet the needs of children will be conducted before transition. Parents will be notified of appointments made and will be given the opportunity to meet with their child's new key worker.

Contact details of parent support services

- Sandwell Inclusion Support: 0845 352 7552
- SENDIASS: 0121 6126 52131
- Young Minds Parents Information Service (for any concerns with children's mental health or emotional well-being): 0800 018 2138
- Sandwell Family Information Service: 0121 569 491
- Sandwell local offer information can be found at http://www.sandwell.gov.uk/info/200295/schools_and_learning/3697/what_is_the_local_offer

Complaints procedure

Sometimes misunderstandings can arise and parents may feel that they wish to register a complaint about the way that their child's Special Educational Needs are being met. The school has a clear complaints procedure which is outlined below:

- The parent/guardian asks to meet with the SENCO to discuss their concerns
- If they are still not satisfied with the response they have received contact should be made with the Head Teacher. The Head Teacher will either meet with the complainants or arrange a meeting with another member of the Leadership Team.
- If there is still dissatisfaction the complainant should utilise the school complaints policy at an appropriate level.

Arrangements made by the governing body relating to the treatment of complaints from parents with SEN

- If a parent feels that the provision made for their children at the school is inadequate, they should firstly lodge a complaint with the Headteacher.
- If parents feel that the Headteacher has been unable to resolve the issue, they are encouraged to lodge a complaint with the governing body through the chair of the governing body, Mrs Joanne Turner.
- If the parents feel that the governing body have been unable to resolve the issue, they are encouraged to contact Sandwell SEN Department on 0121 569 8493 to discuss the situation.

USEFUL CODES

SEND- Special Educational Needs and Disability

IPP-Individual Provision Plan

CAM-Community Assessment Meeting

EHCP-Education and Health Care plan

SENCo-Special Educational Needs Coordinator

Other relevant policies:

Accessibility Plan

Behaviour Policy

Pupils with Medical Needs policy