

Name of School: Highfields Primary Academy **Date of Report:** September 2019

SEN INFORMATION REPORT (Version:6)

<p>The kinds of special educational needs that are provided for in school</p>
<p>At Highfields we support SEN in a mainstream setting. We provide differentiated learning, resources and support, to meet the needs of individuals. Working with parents, children and fellow professions, the school develops children's potential both academically, personally and socially.</p> <p>There are a variety of different SEN supported in school. These include:</p> <ul style="list-style-type: none">• Physical disabilities such as Spina Bifida and Cerebral Palsy• Specific disabilities such as Attention Deficit Hyperactivity Disorder and Autistic Spectrum Condition (ASC/ASD)• Hearing impairment• Visual impairment• Moderate learning difficulties such as a difficulty with reading, writing or maths• General developmental delay• Speech, language and communication difficulties• Sensory difficulties• Behavioural difficulties. <p>The above list is not exhaustive and in terms of admissions we would not discriminate due to a special educational need.</p> <p>To help us support children with SEN we are able to access a range of support from the local authority, as well as from our academy chain, DELTA.</p>
<p>The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns</p>
<p>Special Educational Needs Coordinator (SENCO) – Mrs Jo Sercombe</p> <p>Responsible for:</p> <ul style="list-style-type: none">• Overseeing the day-to-day operation of the school's SEND policy.• Co-ordinating provision for children with SEND.• Advising on providing SEND support.• Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.• Liaising with teachers and parents of pupils with SEND.• Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.• Being a key point of contact with external agencies, especially the local authority and its support services.• Liaising with the Delta Academies Trust Alternative Provision.• Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

- Working with the Head of Academy and the Academy's governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Class Teachers

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (for example, targeted work, additional support) and informing the SENCO as necessary.
- Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head of Academy – Mrs Jo Sercombe

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Academy Advisory Body is kept up to date about any issues in the school relating to SEND.

SEN AAB Representative – Mrs Helen Wriglesworth

- Making sure that the necessary support is made for any child who attends the academy who has SEND.

Policies for identifying children and young people with SEN and assessing their needs
(list all relevant policies)

Highfields SEND Policy – September 2019

Highfields Accessibility Policy – September 2018-2021

We also work within the requirements of our school Access policy and the DELTA Equality and Diversity policy.

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

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

Parents will be fully involved at every stage and the views of both parents and pupils will be used to help shape support for children. We understand the importance of the whole child, and we value parent's input in terms of the experiences they have at home with their children as this can be vital in understanding and supporting children. Parents are involved in bi-annual parent's evenings and this provides an opportunity to discuss children's progress and needs. Parents are also involved in any review or specific process, either by attending or having their views collected.

Teachers and/or the SENCO meet with parents on a termly basis, or more frequently if necessary. This gives all parties a chance to give their point of view and identify needs and wishes.

Children are also engaged in this process where they are able to make a contribution – this can be completed in a variety of ways (attending the meeting, providing comments or drawing to express their opinions and needs). All SEN children have a one page profile where they list things that are important to them and ways in which they like to be supported.

Parent and children's views are used to help write the support plan.

Parents and children also have the opportunity to contribute to surveys, such as the SEN parent survey and pupil voice surveys.

Specifically we:

- Ensure that all parents with children on the SEN register are aware that their children are on the register and what this means
- Ensure that parents are aware of the support that is available for their children
- Give parents opportunities to identify their experiences with their child at home
- Provide information on SEN procedures and processes
- Provide opportunities for parents to contribute to pupil profile and target setting
- Ensure that the review process seeks and takes account of the parent/carer's and pupils views
- The children are also actively engaged in assessing their own development through self-assessment of their work. They are also involved in identifying when they feel that they have met a goal.
- We will seek parental consent for external provision (as required) from outside agencies

Ensure that parents are clear on whether progress is being made.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

All teachers have to assess pupil progress on a half termly basis. For SEN pupils, this will contribute to reviewing progress and setting personal targets in the 'Assess, Plan, Do, Review' model (support plans). Teachers will identify children who may be having difficulties and that may need additional support to ensure that they are making progress. These children will receive additional support which could include interventions or additional resources or adult support. The teacher will also seek to consider their differentiation for those pupils in typical lessons. In the review stage, the teacher and SENCO/leadership will assess the success of the interventions for those pupils, in terms of progress.

The school actively engages with outside agencies to ensure that we are able to provide the appropriate assessments, support and guidance for individual's specific needs.

Outside agencies are engaged when a specific need is identified in the 'Assess, Plan, Do, Review' process.

We are able to access support via organisation such as:

- Doncaster Council and the Local Education Authority
- The National Health Service
- DELTA Alternative Provision
- Charities and support groups

If, despite intervention and support, children are still struggling to make progress, outside agencies may be engaged for additional support. If it is agreed that a child has a high level of need, they may also be assessed for an Educational Health Care Plan (EHCP).

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

To support the transition from home to F1 (Nursery) we provide the following: home visits, information packs, nursery meeting, stay and play sessions, pre-emptive meetings for children with additional needs as necessary- involving parents, class teacher, SENCO, and relevant outside agencies

To support the transition from home to S2 we provide the following- information packs, reception meeting, transition sessions, transition day pre-emptive meetings as necessary- involving parents, class teacher, SENCO, and relevant outside agencies.

Between year groups, we will target children who will benefit from a pupil passport, which will log their wishes and hopes, as well as giving people important information about them. In addition, teachers update pen portraits, so that the new staff are in a position to support children effectively.

All children moving from Year 6 to secondary school take part in transition visits to their new schools. For children on the SEN register, the school advocates enhanced transition. This can include additional transitional visits, preparation meetings with the new school SENCOs and social support for transition (e.g. ASD team support for the changes into high school).

We pass on personal pupil profiles for each child, usually on a face-to-face basis in transition meetings with secondary SENCOs.

In addition to this Year 6 receive a range of social and emotional development support as part of their transition through SEAL and nurture and initiatives such as Crucial Crew and support from South Yorkshire Transport.

Approach to teaching children and young people with SEN

Highfields Primary Academy is committed to providing a high quality education to all the children. We believe that all children, including those identified as having special educational need, are entitled to access the curriculum and be fully included in all aspects of school life.

We believe that all children should be included in an engaging and creative curriculum. Classroom based Quality First teaching is used to ensure that children are able to access learning in all lessons. Lessons are differentiated to suit the different learning and sensory needs of individual pupils. Resources and support are used to ensure that everyone is able to access the curriculum and thrive and develop. We used a waded approach to teaching, so that all children receive direct contact with teachers and support staff. Teaching Assistants are also used to support individuals and groups where a need is identified.

All of our children participate in classroom based learning, with small interventions groups receiving additional support where a need is identified (which may be outside of the classroom). Sometimes for specific activities children may receive 1-2-1 support.

We provide additional social education opportunities for those with specific needs. This can be done on a 1-2-1 basis (e.g. mentoring) or in group scenarios (e.g. nurture sessions).

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

At Highfields we have a creative curriculum (Cornerstones), which seeks to engage children in creative and active learning through a range of learning styles and opportunities.

Our lessons are differentiated appropriately for individuals in the class, based on the 'Assess, Plan, Do and Review' targets and quality first teaching model.

Children may receive additional specific and targeted support, to enhance quality first teaching. This may be 1-2-1 support in certain areas or group based work. The children will also be provided with resources to assist their access to learning, for example Numicon.

In addition to this, we will seek expert support (e.g. ASCETS, outreach, Occupational Therapy) to ensure that we are removing any barriers to learning.

We plan differentiated provision based on individual children's needs. Using our SEN knowledge and that of fellow professional, we identify provision that can support children in their learning and personal development. We can also supply resources to provide children with opportunities to manage their own experience in school, for example star time or sensory room session.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The school is committed to developing staff and the support we are able to offer our families through Continuing Professional Development.

We have a range of opportunities to identify and deliver training, including:

- Blue Sky training system which staff can access to identify and book training opportunities
- Annual Performance management and review meetings allow staff and leaders to identify training needs and opportunities. Ongoing, the SENCO and Leadership team will identify training opportunities with individual staff to ensure we are developing out staff, as well as providing skills staff to support our pupils
- Additional training on staff training days takes place 5 times a year, examples include briefing on Attachment Theory and signs of Dyslexia
- Staff have been able to benefit from training from local school in areas of specialism that they have, for example SEAL and restorative practise
- Staff have been able to visit schools with specialisms and receive outreach support and training (e.g. LEA referral unit)
- Staff may need to have specific awareness of issues related to specific conditions. As an example our staff who are new to working with children with ASD, have all completed an introductory course to ASD

- The SENCO attends regular SENCO network meetings and this is an opportunity to find out about training that is available in the region
- The SENCO has achieved the National SENCo award
- Through the DELTA AP school training and advice will be available for specialist in specific areas

Staff are also able to draw on expertise and advice from professions who work with children for example the ASD team, speech and language specialists Educational Psychologists and Occupational therapists. We also commission bespoke training on areas the school have a specific need for e.g. in 2015-2016 we had Dyslexia Awareness training from Dyslexia Action.

In terms of agencies that we can access, please find a list of the main groups we work with (not exhaustive):

- Doncaster SEN team
- ASD team (ASCETS)
- Visual Impairment and Hearing Impairment team
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Speech and Language therapy
- Health teams – School Nurse and Health Visitor
- Special school outreach support (e.g. ASD - Stonehill, MDL – Pennine View).
- Behavioural support – Bentley PLC, Thrive
- CAMHS.

Evaluating the effectiveness of the provision made for children and young people with SEN

Provision for pupils with SEN is monitored in a range of ways by a range of different people.

The class teacher is primarily responsible for their classes' progress and therefore they monitor progress made in small detail.

In addition to this data is monitored on a half termly basis by the SENCo and the rest of the Senior Leadership Team (SLT). We also feed this information to the school AAB (Academy Advisor Board), which includes a dedicated SEN member (Helen Wriglesworth).

In addition to this the SLT and subject leaders monitor progress and provision in a number of ways including:

- Observations of class provision
- Monitoring of planning, learning and marking
- Progress meetings and discussions with member of staff

The process of monitoring and evaluating progress also involves a range of people including people who work with the children from outside agencies, as well as the parents and the child themselves. This is done in the form of half-termly support planning meetings where SMART targets are evaluated and developed.

For pupils with statement of SEN or EHCP there is an annual review, where provision is discussed in terms of how well children are progressing and identifying areas where support can be changed or improved.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

All children within our setting are able to access national curriculum and school activities. We strive to provide accessibility for all pupils, making adaptations where necessary so that children can access all activities. If there is a reason why this is not possible, we would seek to make a responsible and reasonable adjustment to enable access to happen. We would work with professionals, parents and pupils to work together to enable this to happen.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

At Highfields we consider emotional and social development to be part of our core curriculum. All classes use SEAL as a learning tool to provide opportunities to develop children's emotion, personal and social development.

In terms of additional resources, we have a Learning Mentor, who is responsible for providing pastoral support. Specifically they also run our nurture provision, which provides additional support for those who are identified as having additional needs (via Boxall assessments).

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

We review all SEN support on a half termly basis (Assess, Plan, Do, Review - APDR cycle) with the people who are involved with children with SEN. The agencies involved are listed above.

Other agencies may be involved if a child is Looked After. In these instances, social care and care agencies will be involved in planning. We aim to plan PEP, LAC and Annual Review to take place at the same time.

We hold two joint planning meetings per year with the Educational Psychology Service and ASCETS team to help identify children needing support.

If additional agencies need to be involved, referrals will be made to the appropriate bodies and then they will become involved in the APDR cycle as appropriate.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If parents have concerns or questions regarding their child, we would advocate discussing this with the class teacher initially. If parents have on-going concerns they should then contact the school SENCO (Miss Bridge). The SENCO will be able to provide support to resolve any concerns.

For any complaints parents are able to contact the SENCO and Principal who will log any complaints so that it can be investigated. Serious complaints may then be referred on to the school academy trust or the LEA.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

Highfields provides support for children with SEN and therefore we contribute the Local Authority's Local Offer. Information on our provision is contained within the offer for the whole area. The local offer is a complete guide to all the provision for SEND in Doncaster.

You can access more information on the Doncaster local offer via the following website:

Doncaster Local Offer <http://www.doncaster.gov.uk/services/schools/local-offer-send>