

# SEN INFORMATION REPORT 2023



**ARTICLE 2** (non-discrimination)

*The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.*

**ARTICLE 4** (implementation of the Convention)

*Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.*

**ARTICLE 23** (children with a disability)

*A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.*

# Local SEND Offer for Highlands Primary School

Name of school	<b>Highlands Primary School</b>
Name of person completing the form	<b>Mrs Denise Taylor</b>
Role of person completing the form	<b>SEN Learning Leader (SENCO)</b>
Date completed	<b>20/2/2023</b>

## 1 An overview of the school:

At Highlands Primary School we aim to provide:

- A safe, welcoming and stimulating learning environment in which every child can enjoy their learning.
- Purposeful activities that maximise learners' confidence, progress and attainment, both in and out of school.
- Rich, varied, creative and enjoyable activities, and experiences within and beyond the National Curriculum, that enable our children to develop skills for lifelong learning.
- Positive and developmental feedback that promotes or enables enjoyable learning.
- An ethos that develops trust, social skills, independence, self-esteem, and caring supportive citizens.

We encourage:

- Each individual's learning journey, by identifying the next steps; being willing to "have a go" and take risks outside the comfort zone; celebrating achievements; high expectations.
- Positive attitudes and self-discipline including skills and values which prepare our pupils for adult life.
- Respect for ourselves and others regardless of race, religion, age, disability, gender or ability.
- Inclusion for all and the celebration of our diversity.
- Self-esteem, honesty and confidence.
- An active and healthy lifestyle.
- Friendship, sharing, working and learning together.
- A listening consultative community, that values and is responsive to the views of its children and adults.

Although the school was built in 1905, the building houses a vibrant modern learning environment. Our site includes single and two storey buildings, and a central administration block.

The school has a current roll of 628 pupils, plus 42 part time nursery pupils and 18 fulltime and is led by our Headteacher, Dr Atwal, who is supported by an Associate Head, Sandeep Kaur and an extended team of learning leaders.

Specific support and intervention is also provided for English, Maths, Special Educational Needs, Emotional wellbeing and English as an additional language. A team of teaching and learning assistants, known as learning Coaches, many multi-lingual, work across the school, providing further support for children's learning.

We provide a wide range of out of hours clubs to support and enrich children's learning, enjoyment and wellbeing.

We are committed to the early identification of additional learning needs and timely and early intervention to remove barriers to learning and to support children to make good progress in their learning and development.

## 2 Identifying pupil's additional needs:

If your child is identified as not making sufficient progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may receive
- Share strategies
- Discuss with you any referrals to outside professionals in order to support your child's learning

If you have concerns about your child's progress you should speak to your child's class teacher initially.

- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Learning Leader responsible for Inclusion or SEN Learning Leader or Headteacher
- If you are still unhappy you can speak to the school SEND Governor.

We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes. Special educational needs can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work with their individual needs and decide together what action the school needs to take.

## 3 Dedicated contacts at the school

**The Learning Leader with responsibility for Inclusion is Mrs Lorraine Matsell who is responsible for:**

- Coordinating all the support for children with additional learning needs and developing the school's Inclusion Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are progressing

### **The SEN Learning Leader (SENCO) is Mrs Denise Taylor who is responsible for:**

- Coordinating all the support for children with Special Educational Needs and developing the school's Special Needs Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Evaluating the effectiveness of the provision made for pupils with SEND.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are progressing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, School Health Team, SEATSS outreach team etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### **Class teacher who is responsible for:**

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support).
- Writing Individual Inclusion Support plans, 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.

### **Executive Headteacher (Dr K Atwal) Associate Headteacher ( Mrs Sandeep Kaur)**

#### Responsible for:

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

### **SEN Governor (Mr C. Runeckles)**

#### Responsible for:

- Supporting the school to ensure that the necessary support is provided for any child who attends the school who has SEND.

## **4 Involving pupils and parents/carers in planning support**

√	Planning and review meetings	√	Individual pupil/teacher conversations
√	Advice on how to support learning at home	√	Mentor, e.g. adult or peer mentoring.

√	Regular contact between home and school, e.g. home learning book, reading record or home/school book.	√	Inclusion Lead (Mrs Lorraine Matsell) SENCO (Mrs Denise Taylor)
√	Inclusion support plans (personalised learning plans)		
Additional notes		Pupils are also encouraged to attend progress review meetings. All children have an opportunity to talk about their learning and work with their parent/carer before the review meeting.	
<b>5 Range of support available to pupils with SEND</b>			
√	Curriculum adaptations/differentiation	√	Small group teaching and additional guided group work.
√	Specific teaching interventions	√	Specific individual support
√	Support for behaviour	√	Specialist teaching groups
√	Support for health needs	√	Support for communication needs/assistive technologies
√	Peer support	√	Wider opportunities and clubs
Additional notes		We have specialist support in place for supporting children with their emotional and social development through the ELSA programme	
<b>6 Measuring pupils' progress</b>			
<ul style="list-style-type: none"> <li>Your child's progress is continually monitored by his/her class teacher.</li> <li>His/her progress is reviewed formally every term and you will receive a full annual report in February. This report will contain a guide to your child's progress towards nationally expected standards.</li> <li>If your child has identified special educational needs, a more sensitive assessment tool may be used which shows their level in more detail and will also show smaller but significant steps of progress. These are measured using the 'Engagement model' or 'Pre key stage assessment'.</li> <li>At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.</li> <li>Children with an EHC plan will have an Inclusion Support Plan which will be reviewed with your involvement, every term and the plan for the next term made.</li> <li>The progress of children with an EHC plan is also formally reviewed at an Annual Review with all adults involved with the child's education.</li> </ul>			
<b>7 Support and training for school staff</b>			
<ul style="list-style-type: none"> <li>The SENCO's job is to support the class teacher in planning for children with SEND.</li> <li>The school has a training plan for all staff to improve the teaching and learning of children including those with SEND.</li> <li>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.</li> <li>Individual teachers and support staff have ongoing advice, training and support from the outreach teachers and therapists that visit the school.</li> </ul>			

## 8 Accessibility of the school

How is the school accessible to pupils with SEND, e.g. fully/partly accessible, facilities for personal care, specialist teaching areas?

Being housed in an old style Victorian building space and accessibility is limited. Our Early Years and Foundation stage area is fully accessible. The Key stage one classrooms are also accessible although to access the full curriculum the children move to different parts of the school for Art, Library and Media, PE, Music and Drama and Assemblies and the access to these areas is limited by stairs. In Key Stage 2 our classrooms are accessed by stairs. We have two disabled toilet facilities and an individual toilet in the medical room.

## 9 Inclusion

**At Highlands Primary School we aim to include all children so that they reach their full potential. We expect that they will be included in all activities and across the school day.**

**This means that:**

All children in school should be getting **excellent targeted classroom teaching**. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

**Children with SEND are planned for individually and named on risk assessments when planning school trips and visits.**

**Support is spread across the school day where it is needed.**

**Wider opportunities are considered an essential part of children's provision and class teachers plan this provision as part of the Inclusion support plan.**

**The school and parents/carers work in close partnership to support progress.**

## 10 Transitions - starting or changing schools

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.

- When moving classes in school:
  - Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher.
  - If your child would be helped by visual information such as pictures or a book to support them to understand moving on then it will be made for them.
  
- In Year 6:
  - During the first half of the summer term your child's class teacher will complete a transition profile to share with the Secondary school.
  - The Learning Leader with responsibility for Inclusion and the Learning Leader in year 6 will liaise with the secondary schools and have an overview of the transition arrangements to ensure that all children are included.
  - The SENCO will arrange a transition review to discuss the specific needs of your child with the SENCO of their secondary school
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. SEATSS will also support the transition of pupils with SEN.
  - Where possible your child will have additional visits to their new school and in some cases staff from the new school will visit your child in this school.
  - Records are transferred to the new school.

## 11 Support and training for parents/carers includes:

√	Parent learning/support groups	√	Educational Psychology service
√	Parent workshops	√	Consultation with the Speech and Language therapist who visits the school.
√	Parent support Advisor (Beryl Afful)	√	SEATSS (Specialist Education and Training Support Service)

Additional notes **As an Achievement for All School, families of children with additional learning needs are offered extended meetings to discuss concerns, explore issues, decide priorities and share strategies.**

## 12 Further information for parents/carers, pupils and practitioners

Further information about the school can be found on our website [www.highlandsprimary.net](http://www.highlandsprimary.net)  
 To view the Local SEND Offer from Redbridge Council please go to [find.redbridge.gov.uk/localoffer](http://find.redbridge.gov.uk/localoffer)