

High Hesket Church of England Primary School

SEND (Special Educational Needs and Disability) Information Report

At High Hesket CE School we prepare our children for the exciting world around them by ensuring that they are ready for “life in all its fullness” (John 10:10). Our community places outdoor learning at the centre and enables children to feel confident, happy, safe and supported whilst encouraging respect for all others. Through our curriculum we foster creativity, kindness and friendship in order to allow all children to flourish and grow.

Extra support for learners

At some point in their education some children may need extra support in order to make expected progress. High quality provision for these children is essential. Ofsted (2014) said:

Outstanding teaching stimulates and supports pupils. Teachers and teaching assistants ensure that pupils are enthused and excited by wide-ranging activities.

Ofsted September 2014

Our information report describes the range of provision available to support identified children as and when appropriate.

How does the school know if children need extra support and what should I do if I think my child has Special Educational Needs/Disability (SEND)?

At High Hesket C of E school children are identified early as having SEND through a variety of ways including:

- Liaison with previous nursery/school
- Child performing below age-related expectations
- Concerns raised by a parent
- Concerns raised by a teacher
- Liaison with outside agencies that provide specialist assessments and/or advice
- Health diagnosis through a Speech & Language Therapist, GP, Paediatrician, Health Visitor

How will school staff support my child?

- The head teacher, the Special Educational Needs Co-ordinator and school staff oversee all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and direct the learning with each child with SEND in their class to ensure that progress in every area is made.

- There may be a Teaching Assistant (TA or STA) or Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher/Special Educational Needs Co-ordinator. The purpose and timescale of these sessions will be explained to parents when the support starts.
- The class teacher will meet with parents at least twice a year at Parents Evenings to discuss your child's strengths and needs, support and progress. In addition, parents can request a meeting with the class teacher each half-term.
- The head teacher reports to Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors (Mrs Gillian Dixon) is responsible for SEND, meets with the SENCo., at least once a year reporting back to the Governors to keep everyone informed. Additional meetings may also occur to discuss matters arising from SEND.
- The Governing Body agree priorities for spending within the school budget with the overall aim that all children with SEND receive the support they need in order to make progress.

How will the curriculum be matched to my child's needs?

- Our purpose built Foundation Unit offers a stimulating environment giving all children the very best start to their learning life; exciting learning experiences are based on the needs and interests of individuals. Ofsted (2014) said:

Links with parents are very strong. They are very appreciative of the highly personalised attention their children receive.

Ofsted (September 2014)

- All learning within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically, this might mean that in a lesson there would be several different levels of learning set for the class. However, on occasions learning can be individually set. Ofsted (2014) said:

Most disabled pupils and those with special educational needs make similar progress to their peers because their needs are quickly identified.

Ofsted (September 2014)

- We plan the curriculum carefully so that all needs are considered and learning takes place in different ways. Ofsted (2014) said:

Classrooms are extremely well organised and the content and timing of activities ensures high levels of motivation. Learning outdoors, trips and visitors to school make learning relevant and pupils can draw on these experiences in their work.

Ofsted (September 2014)

- The benefit of this approach is that all children with SEND can access a lesson and make progress.

How will I know how my child is doing and how will you help me to support my child's learning?

- We are committed to building strong links between home and school throughout your child's education with us. There are many opportunities for regular contact about things that have happened in school, both in person and via phone/video call/email. We also use a range of Home/School communication tools such as tapestry and Google Classroom. More formal opportunities include Parents Evenings and Review Meetings.
- We encourage you to make an appointment with your child's class teacher at any time after school to discuss how your child is getting on or if you have any concerns.
- The class teacher will meet with parents at least twice a year at Parents Evenings to discuss your child's strengths and needs, support and progress.
- We can offer advice and practical ways that you can help your child at home.
- If appropriate, we will operate a home-school communication system such as a book or an online platform e.g. tapestry. Comments between parents and school staff can be shared and responded to when needed.
- Children on the SEND register will have a SEN Support Plan in the Early Years or an Individual Education Plan (IEP) in Key Stages 1/2 which will have individual targets, written by the class teacher and shared with the SENCo. The class teacher will discuss the IEP with parents and they will have a copy of it. The targets set are SMART (Specific, Measurable, Achievable, Relevant and Time-Related) with the expectation that your child will have achieved the target(s) or

will have made the progress we know they are capable of by the time it is reviewed. Children on the SEND register will also have access to a Positive Support Plan and/or Fatigue Management Plan if they need one.

- The class teacher continually assesses the progress of each child and notes areas where each child is improving and where further support, if necessary, is needed. As a school we track children's progress from entry at Nursery/Reception through to Year 6 using a variety of methods including the National Curriculum.
- We measure children's progress in learning against national expectations and age-related expectations. Children who are not making expected progress are discussed at a Pupil Progress meeting between the class teacher and head teacher or assistant head teacher at appropriate intervals. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to help their learning progress.
- When the child's SEN Support Plan/IEP is reviewed comments and outcomes are made against each target to show the progress made by the child. If a target has not been fully met, the reasons for this will be discussed with the SENCo., then the target may be adapted into smaller steps or a different approach may be tried to ensure that the child makes the progress we know they are capable of.
- Our school website gives details of our curriculum, activities and events, including family learning. This will help you to understand what your child is learning and how you can support them outside of school.
- Parents are involved in discussing their child's SEND through Education Health Care Plan (EHCP) meetings, Team around the Family (TAF) and Early Help Assessment meetings, IEP review meetings and Positive Support Plan meetings. These meetings can involve advice and support from professionals from Education, Health and/or Social care Services such as a Specialist Advisory Teacher.

What support will there be for my child's overall wellbeing?

- We are an inclusive school. We wish everyone, children and adults, to have a sense of belonging to a community and to take pride in, and be proud of our school. We encourage individuals to value each other and to treat others as they would wish to be treated themselves. Ofsted (2014) said:

High Heskett inspires pupils to thrive in their personal development and academic

achievement.

Ofsted (September 2014)

- In 2021 the school was nominated for a Golden Apple Award for Best Inclusion Initiative. This award recognises an organisation which supports children who face challenges to a mainstream curriculum. Our nomination demonstrates that we provide accessible opportunities for children and that this has had a positive impact on the children and wider community.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo and Mental Health Lead in the first instance. Following discussion, it may be appropriate to seek further support through an Early Help Assessment Referral. Parents are involved in a decision to refer and their thoughts and comments are included. This may involve working alongside outside agencies such as an Educational Psychologist, Specialist Advisory Teachers, Social Care, Health Services and Family Support organisations.
- We have an intervention (sensory/chill out) room that is available for supporting any child with a special educational need during their time with us.
- We have before and after school care; Wigglebugs Breakfast Club and the After-School Club serves a healthy breakfast and offers a range of activities for all children to join in with.
- The school has a Health/Wellbeing register which is updated regularly and a policy regarding the administration and managing of medicines is on the school website/in school.
- The school has a Designated Mental Health Lead (Miss Jenny Blenkarn) and a number of staff are trained in Mental Health First Aid.
- Parents need to contact the school administrator/class teacher if medication is recommended by health professionals to be taken during the school day.
- On a day to day basis first aiders generally oversee the administration of any first aid and/or medicines.
- As a staff we have training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.
- High standards of behaviour are promoted in the day-to-day running of the school which are understood by all members of the school community. For further details please see the behaviour policy on the school website/in school.

- Attendance of every child is monitored on a daily basis by the school administrator. Lateness and absence are recorded and reported upon to the Headteacher. Ofsted (2014) said:

Pupils' behaviour is exemplary. From an early age, they enjoy coming to school and are very keen to learn. This is reflected in above average attendance.

Ofsted (September 2014)

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the many citizenship opportunities that we offer.
- We value children's social and emotional well-being through the provision of regular whole class teaching and learning. In addition, we offer a weekly nurture group for any children who would benefit from further support. Children are identified on a termly basis. It is managed by the SENCo. and lead by a Higher-Level Teaching Assistant who is also a Mini Me Yoga Instructor and Emotional Literacy Support Assistant (ELSA). The group consists of weekly small group activities linked to personal, social and emotional well-being.
- If your child has a SEN Support Plan, an IEP or EHCP their views will be sought before any discussions at review meetings.

What specialist services and expertise are available at or accessed by the school?

- Our fully qualified SENCo. (Miss Jenny Blenkarn) is a fully qualified teacher with experience in working with children with SEND.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

Local Authority Specialist Advisory Teachers
 Educational and Clinical Psychologists
 Behaviour & Emotional Well-being Officer
 Health including GP, Consultant Paediatrician
 Health Visitor, Occupational Therapist, Physiotherapist,
 Child Mental Health/Counselling Services,
 Speech & Language Therapist
 Social Care including Child and Family Support Workers
 Children with Disabilities Team

There are highly effective links with external agencies to support pupils' learning.

Ofsted September 2014

What training have staff completed to support children with SEND?

- At any time within school we may have staff working who are trained in the following areas:

Reading Intervention

Autism (including PDA-Pathological Demand Avoidance)

Deafness & inclusion

Sign Language

Team Teach

Paediatric First Aid

Mental Health and Mental Health First Aid

Sensory integration

Emotion Coaching

Smart moves

Emotional development

- All children are included in all parts of the curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. An additional risk assessment may be written if appropriate. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site is wheelchair accessible for all areas with a disabled toilet and shower facilities. All areas of the school are accessible, with ramps at specified fire exits and the main school gate.
- The Hall and one classroom have been adapted with a hearing loop, and the Hall ceiling is reinforced with sound proof panelling.
- We continue to make adaptations for individual children when there is a need.

How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist them with their new surroundings and staff. We would also visit them in their current nursery school or home, as appropriate.
- When children are preparing to leave us for a new school, typically to go to secondary education, the SENCo., will liaise with key staff at the secondary school and outside agencies to arrange additional visits and a transition meeting, if appropriate. When receiving and transferring children to different schools, the SENCo., in discussion with the Y6 class teachers, will ensure that all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an EHCP a review will be used as a transition meeting during which we will invite staff from both schools to attend.

How the school's resources are allocated and matched to children's special education needs

- We ensure that all children who have SEND will have their needs met to the best of the school's ability with the funds available.
- We have a team of LSAs/TAs (Learning/Teaching Support Assistants) who are funded from the school budget and deliver programmes designed to meet groups of children's needs and individual needs.
- The budget is allocated on a needs basis.

How is the decision made about what type and how much support my child will receive?

- The class teacher alongside the SENCo. will discuss the child's needs and what support would be appropriate.
- Different children will require different types of support in order to bridge the gap to achieve national age expected levels or further develop their self-confidence as learners, maturing socially and emotionally.
- This could involve discussions with parents, as appropriate.
- We can judge if the support has had an impact by reviewing targets on SEN Support Plans/IEPs and ensuring they are being met, by monitoring progress in Pupil Progress meetings and observing that the gap is narrowing, through verbal feedback from the parent and pupil and the fact that children may move off the SEND register when they have made sufficient progress in an identified area.

September 2022