



Highfields Primary Academy

Special Educational Needs and Disabilities (SEND) offer

2026-27

What should I do if I think my child may have special educational needs?	Any concerns about your child should be raised with your child's class teacher in the first instance. You can arrange to meet with them either before or after school by speaking to them directly, sending them a class dojo message or by contacting the school office on 01543 227160 to arrange an appointment. They may suggest that you also meet with the Special Educational Needs and Disabilities Co-Ordinator (SENDCo) who will be able to advise on possible next steps and further support services available to you and your child. You are able to contact the SENDCo to arrange a meeting by either telephoning the school office on 01543 227160 or by emailing Mrs M Davis, the SENDCo at sen@highfields.staffs.sch.uk
What are special educational needs?	The Special Educational Needs and Disability Code of Practice states that: <i>'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.'</i> (DfE, 2015)
What kind of special educational needs do we provide for at Highfields?	At our school, we support pupils with a range of needs, including those outlined in The Special Educational Needs and Disability Code of Practice (DfE, 2015): • Communication and interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because

they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and learning:** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties:** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Physical and/or sensory needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI)

	<i>or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</i>
How does school know if my child needs extra help?	Children's attainment and progress is tracked in detail each half term. We recognise that a child needs additional support when they are making less than expected progress given their age and individual circumstances. This may mean that: • The child's progress is slower than that of their peers • The child's rate of progress has slowed down • There is a gap between the child's attainment and that of their peers • The gap in attainment widens over time • Additional adult support and/or resources are required to access the curriculum If your child is not meeting age-related expectations and/or progress is a concern then your child's class teacher, with support from the SENDCo, will identify any potential barriers to learning and plan strategies and intervention programs that will aim to accelerate progress and close gaps in attainment. Identification is a collaborative process involving school staff, families and, where appropriate, external agencies.
How will I know how the staff have supported my child?	If your child is on the Special Educational Needs and Disability (SEND) register they will receive an Individual Progress Plan (IPP) each term which will include specific targets linked to their identified area(s) of need. Their plan will be written in consultation with the child and parents and will detail the SEN support that school are putting in place to help the child achieve their personalised targets. This might include: • Intervention groups • Precision teaching • Specialist, personalised intervention

	- It will also include any reasonable adjustments that support your child within the setting and provide equitable access to learning. These targets will follow the graduated approach outlined in the SEND Code of Practice: - Assess – information is gathered regarding strengths, needs and barriers to learning - Plan – specific support, interventions and outcomes are agreed with staff, parents and pupils - Do – support is implemented by teachers and support staff - Review – progress is regularly reviewed and provision is adjusted where necessary.
How will the curriculum be matched to my child's needs?	Teachers plan learning taking children's next steps into account. They differentiate their teaching to meet the needs of all learners in their class. If a child has identified SEND then the teacher will differentiate teaching and learning and possibly the learning environment to remove barriers to learning and enable them to access the curriculum more easily. Children may also be provided with specialist support from external agencies, specialised equipment and/or resources as well as additional support from the teacher and teaching assistant.
How will you and I know how your child is doing?	Pupils' attainment and progress is tracked regularly and intervention is put in place to address any gaps in learning and/or to accelerate progress. We hold termly Parents' Evenings where we will discuss your child's attainment and progress with you. You will receive a detailed report at the end of each school year. If your child is on our SEND register, you will also be invited into school each term to discuss your child's progress towards their individual learning targets (including the impact of the interventions that they have been part of) and to be part of the target setting for the following term.
How will you help me to support my child's learning?	We will meet with parents of children on our SEND register each term and suggest ways to support your child at home. We hold various parents' workshops throughout the year, including phonics, reading and maths workshops. The SENDCo will also be able to advise on ways to support your child and may also signpost you to further support from external services. There is a link at the end of this Information Report to the Staffordshire Marketplace where you can find additional advice and support.
How is the decision made about the type of support and how much support my child will receive?	The type of support that your child will receive will be dependent upon their individual needs. If external agencies are involved then we will follow recommendations made. For children receiving SEN support in school then the level of support will be determined by the nature of the interventions and/or precision teaching that they will receive and we will decide upon the necessary level of support to enable pupils to successfully meet their learning targets.

	For children who have an Education, Health and Care Plan (EHCP) the support will be determined in the Plan and will be reviewed annually.
How is my child involved in decisions?	Pupils with SEND are encouraged to take an active role in reviewing their progress towards meeting their individual learning targets and to be part of deciding upon their next steps in consultation with their teacher, teaching assistant and SENDCo. If they have an EHCP they will be part of the annual review process.
What specialist services and expertise are available at or accessed by the school?	As a school we have access to a wide range of specialist services including: • Special Educational Needs and Inclusion Service (SENIS) • Burntwood and Lichfield SEND and Inclusion Hub • Staffordshire Enhanced District Inclusion Support (SEDIS) • Autism Inclusion Team (AIT) • Hearing Impairment (HI) and Visual Impairment (VI) Team • Minority Ethnic Achievement Service (MEAS Team) • Educational Psychologist (EP) Service • Speech and Language Therapy (SaLT) Service • Child and Adolescent Mental Health Service (CAMHS) • Midlands Psychology (MP) service • Malachi (Social and Emotional Well-being support) service • Occupational Therapy (OT) • School Nurse
How are parents involved in the school?	We strive to work in successful partnership with all of our parents. We hold a range of events throughout the year whereby parents are invited into school to be part of their children's learning. Parents, as well as children, are encouraged to be an active participant in the Assess, Plan, Do, Review cycle and are invited into school each term to review previous learning targets and to facilitate in the setting of the next term's targets.
How will the school prepare and support my child to join the school, transfer to a new setting	On Entry: • If your child joins us in Nursery or Reception then they will be part of a comprehensive induction programme This includes:

or to the next stage of education and life?

- An induction evening for parents to gain all the necessary information to facilitate a smooth transition before they start at our setting.
- A series of induction visits during the summer term before they start Nursery or Reception in September.
- Reception Staff visit to see new children and their Key Person in their current settings if they attend one prior to them starting with us.
- Communication between staff from Highfields and their previous setting so that we know their next steps.
- A face-to-face meeting with each parent to share any concerns and for Highfields staff to know more historical and current information about your child.
- A meeting with any new parents of children already known to have SEND.
- Communication between Highfields staff and any current outside agency involvement

If your child joins us from another setting in Years 1 to 6 then they too will be offered an induction. This includes:

- We encourage parents to come and walk around our setting with the Year group lead so you get to know our school – this can be with/ without the children (parental choice)
- Highfields staff will communicate with the previous setting to find out further information about your child
- A face-to-face meeting with your child's new class teacher/ teaching team or the pastoral team (as an in year transfer)
- If your child starts ready for a new academic year, an induction meeting in September to welcome you to the year group

Transfer to a New Setting

If your child transfers to another school, we will liaise closely with the new school to ensure all information and any relevant records and/or documentation is passed on. The SENDCo will also contact the new school's SENDCo to discuss support currently in place.

Moving up to the Next Class

	Teachers will hold a handover meeting in advance of the child moving up where information regarding children's individual needs and the nature of SEN support they have received will be discussed. We also hold transition sessions and informal sessions for your child/ children to get to know their new teacher. The children will bring home a leaflet about their new class. Information on the website is up to date and has all relevant information needed for you to be able to see what happens in that year group. <u>Transition to Secondary Education</u> During Year 6 there are various opportunities for the children and parents to visit high school and meet the staff. Children attend some transition visits and for pupils with SEND we often arrange further additional visits if we feel that this would be beneficial to the child. For schools in the local area, the SENDCo's from both schools will hold a meeting in the summer term to discuss the children who have SEND and all necessary information, reports and documentation will be passed on to the new school.
How will you support my child's medical needs?	All children who have a medical condition will have an individual Health care plan, which will have been written by staff, parents and the relevant healthcare professionals where applicable. Staff who are required to administer medicines are trained by the necessary health care professionals and are certified as competent. Risk assessments will also be in place for some, more serious medical conditions such as epilepsy. At all times we adhere to the government guidelines in '<i>Supporting pupils with medical conditions in school</i>' (DfE, 2014).
How are the school's resources allocated and matched to children's special educational needs?	At Highfields Primary Academy, allocation of resources is dependent upon need within the school. We use our budget to help raise attainment and achievement of all of our pupils, including those with SEND through: • Highly qualified Teaching Assistants (TA) supporting the learning. • Securing more TA hours to run intervention programmes and support in class. • Running personalised one-to-one intervention programmes. • Providing training on intervention programmes for TAs (and associated costs). • Ensuring that pupils have equal access to the curriculum. • Purchasing sensory items to support sensory circuits and individual needs. • Creating accessible sensory spaces within school.

What training have the staff supporting SEND had or what training are they having?	All staff have received training regarding ADHD and ASD in 2024. They had training for supporting dyslexia in 2025. In 2026, school staff received training on support sensory processing needs which included identifying needs and supporting children through the use of sensory circuits. Staff have received training on restrictive interventions. TAs have received training in carrying out the Staffordshire LA Educational Psychology Programs (EPATT Reading, Math's and Spelling). We have TAs trained in delivering ELSA and nurture support. TAs have received up-to-date speech and language training including using colourful semantics. The SENDCo has a certificate in ADHD coaching.
How accessible is the school both indoors and outdoors?	The school is all on one level with no steps which makes it accessible to all. We have one disabled parking space at the front of the school and one toilet within school is accessible for staff/pupils/visitors who may have a physical disability.
How will my child be included in activities outside the school?	We will always endeavour to make any necessary reasonable adjustments to ensure that all children are fully included in extracurricular activities and school visits. A comprehensive risk assessment will be carried out prior to a school visit and if necessary additional staff or will support the activity/visit.
What support will there be for my child's overall well-being?	We promote well-being through: • Positive relationships and inclusive values • Pastoral support systems • Anti-bullying systems • Emotional literacy support • Support for developing independence and resilience We deliver a comprehensive PHSE curriculum which provides pupils with the necessary knowledge, skills and understanding to develop their social and emotional well-being. This is available to view on the school website. We also work with relevant support services to address issues that might affect young people such as low self-esteem, anxiety and depression. We are also guided by advice in the Department for Education document 'Promoting and supporting mental health and wellbeing in schools and colleges'(July2025). We offer a variety of interventions from staff trained in nurture and well-being including ELSA.
Who can I contact for further information or if I have any concerns?	You can contact: • Your child's teacher by speaking to them at the end of the day, or by contacting the office and arranging a meeting.

	• Mrs M Davis, the SENDCo, either by phoning the school office or by emailing on sen@highfields.staffs.sch.uk • Mr M Wilkes, the Headteacher, by contacting the school office • The Chair of Governors, Mrs J Waterman, by contacting the school office • Support services for parents of pupils with SEND include; Staffordshire SEND Family Partnership: Contact name: SEND IASS – Staffordshire Family Partnership Telephone number: 01785 356921 Email: sfps@staffordshire.gov.uk Website: Home Staffs IASS Staffordshire Connects Services Directory: This website contains Staffordshire’s Local Offer, which describes the provision that is available for children and young people with SEND and their families. The Local Offer website helps families by gathering in one place, the information that they need to know in order to make informed choices about the support they receive.
Who should I contact if I have a complaint regarding the provision made at school?	In the unlikely event that you wish to make a formal complaint then you should contact the Headteacher Mr M Wilkes by telephoning the school office. Our Complaints Procedure Policy is also available to view on the school website.
When will the SEN information report be reviewed?	This report will be reviewed annually. The next review will be in September 2027.