

Highfields Primary Academy



SEND Policy and Information Report 2024-25

“The important thing is not so much that every child should be taught, as that every child should be given the wish to learn”

Sir John Lubbock

Approved by: Mr M Wilkes (Headteacher)
Mrs A Stacey (SEND Governor)

Date: January 2024

Last reviewed on: January 2024

Next review due: January 2025

Contents

Legislation and Guidance.....	3
Values and Vision.....	3
Aims.....	3
The Areas of SEND Supported at Highfields.....	4
Staff Roles and Responsibilities.....	4
Identifying Pupils with SEND and Assessing their Needs.....	5
Consulting and Supporting the Parents of Pupils with SEND.....	6
Involving Pupils with SEND in Their Education.....	7
Assessing and Reviewing Pupils' Progress Towards Outcomes.....	7
Supporting Pupils in Moving Between Phases of Education	8
The Approach, and Adaptations, To Teaching and Supporting Pupils with SEN Within The Curriculum and Environment.....	8
The Expertise and Training of Staff to Support Pupils with SEN.....	9
Evaluating the Effectiveness of the Provision Made for Pupils with SEN	10
How Pupils with SEN Are Enabled to Engage in Activities Available with Pupils in The School Who Do Not Have SEN.....	10
Accessibility.....	10
Support For Improving Emotional and Social Development.....	11
Additional Funding.....	11
Working With Outside Agencies To Support Pupils With SEND.....	11
Arrangements for Supporting Pupils Who Are Looked After by The Local Authority and Have SEN.....	11
Supporting Pupils With Medical Needs.....	12
When Parents Are Not Satisfied With A Decision Or SEND Provision.....	12
The Local Authority Local Offer.....	12
Policy Monitoring Arrangements.....	12
Other Relevant Policies.....	12

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Equality Act 2010](#), which sets out schools' responsibility to not discriminate disabled pupils and to make reasonable adjustments (considered changes) to ensure disabled pupils are not at a substantial disadvantage compared with their peers
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCo) and the SEND information report

This SEND policy and information report aims to:

- Set out how Highfields will support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Values and Vision

"Inspiring the Learner"

At Highfields we want our children to develop a love of learning. To develop a curiosity for the world in which we live, to ask questions, to explore, to experience, to take risks. To be flexible thinkers, problem solvers that have the skills and attitudes to face the changing 21st century with a positive mind set and the ability to thrive. We want them to believe in themselves as individuals, to exceed their own expectations, to feel proud of who they are, to feel valued, to understand the importance of their own voice, to be independent – to feel empowered. We want them to develop a love of reading and the arts and an appreciation of the wide range of cultures that this world has to offer. We want to instil in them a set of values that demonstrate tolerance, kindness, respect, determination and persistence. We want our children to experience excellence and to achieve their best.

Aims

At Highfields, we aim to provide a fully inclusive education for all of our pupils. In providing for pupils with SEND our aims and objectives are to:

- Develop pupils to their full potential and to value them equally: with due regard to their abilities, any disabilities, race, gender and background; and to give every pupil access to a broad and balanced curriculum.
- Embrace inclusion for all pupils and guarantee a policy of integration into all school activities, promoting a happy, safe and secure environment to ensure the most effective learning for all pupils.
- Involve the child and their parents when identifying SEND needs, planning, assessing and reviewing SEND provision and progress.
- Work collaboratively with outside agencies, when necessary, to provide specialist support for pupils with SEND.

Support for pupils with SEND is provided through:

- Quality first teaching (including reasonable adjustments)
- Small group targeted intervention
- Individual targeted intervention
- Specialist outside agency support and intervention

The Areas of SEND Supported at Highfields

In line with the SEND Code of Practice 2014 and Equality Act 2010, we identify a pupil with SEND who has:

- A learning difficulty or disability which calls for special educational provision* to be made for him or her
- Significantly greater difficulty in learning than the majority of others at the same age
- A disability that prevents or hinders them from making use of educational facilities
- A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities

** Special educational provision means educational or training provision that is additional to, or different from, that generally made for others of the same age in a mainstream setting in England.*

We currently provide additional and/or different provision for a range of needs, including:

- **Communication and interaction** - How your child communicates with, listens, responds, plays with and learns with others, e.g. autistic spectrum disorder (ASD), speech and language difficulties (SLCN)
- **Cognition and learning** - How your child thinks, learns and understands the world, e.g. dyslexia
- **Social, emotional and mental health difficulties (SEMH)** - How your child shows their feelings and negotiates and solves problems in different situations, e.g. attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs** - How your child responds to their environment and learning using their senses and any diagnosed medical issues, e.g. hearing impairment (HI)

Staff Roles and Responsibilities

All staff have a part to play in the delivery of an inclusive and effective education for all pupils at Highfields. Our staff are available at mutually convenient times to discuss any concerns you may have about your child or to share information that either party feels would be useful to the other.

Class Teachers

‘Every Teacher is a teacher of SEND’

As stated in the SEND Code of Practice 0-25 (2014), all teachers are teachers of pupils with SEND. All teachers at Highfields play a crucial role in identifying; individual pupil's strengths, barriers to their learning and areas of need, and in planning high quality teaching and learning opportunities, which are well differentiated and personalised to meet the needs of pupils.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with teaching assistants, or specialist staff, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress, development and provision
- Ensuring that parents and pupils are continuously involved in the development of the SEND provision delivered to meet the needs of their child
- Ensuring that they follow the school's SEND policy and information report

Teaching Assistants

At Highfields teaching assistants work with the class teachers to support pupil's individual needs and ensure inclusion of pupils with SEND. They play an important role in delivering SEND provision and contributing towards monitoring progress.

Each teaching assistant should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedure for giving feedback to teachers about pupil's progress.

SEND Team (Mrs Greatrex and Mrs Drover)

The school's SENCo is Mrs Greatrex who can be contacted via the school office on 01543 227160 or office@highfields.staffs.sch.uk (please title email 'FAO Mrs Greatrex - SEND'). Mrs Lisa Drover is the SEND Teaching Assistant who assists with SEND provision.

The SEND Team will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND Governor (Mrs Stacey)

The SEND Governor will:

- Support the monitoring of the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

The Headteacher (Mr Wilkes)

The headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Decide upon on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Have overall responsibility for the provision and progress of learners with SEND

Identifying Pupils with SEND and Assessing Their Needs

When identifying pupils with SEND, we follow the graduated approach including the four-part cycle of **assess, plan, do, review**. Class teachers work with the SENCo, the pupil and parents to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment of attainment and progress and experience of the pupil
- Pupil's previous progress, attainment and behaviour
- Other teachers' assessments and information from previous settings (where relevant)
- The individual's development in comparison to their peers and national data
- The views and experience of parents and the pupil's own views
- Results from standardised tests, diagnostics tools or screenings, e.g. PhAB, YARC.
- Advice from external support services (if relevant), e.g. a Speech and Language Therapist (SaLT) or Educational Psychologist (EP)

If school and parents agree that a pupil requires special educational provision, an Individual Progress Plan (IPP) will be written by the class teacher with the SENCo, parents and pupil. The IPP will contain information regarding the pupil's SEND and details about the personalised targets and provision they are to receive. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are stated in the pupil's IPP. The IPP is reviewed on a termly basis at a meeting which both parents and the pupil attend with the class teacher and/or SENCo.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the local Authority to conduct an assessment of education, health and care needs for an Education Health and Care Plan (EHCP). The request can be made by school (after consultation with parents) or independently by parents.

Consulting and Supporting the Parents of Pupils with SEND

We are child and family centred so you can expect '*No decision about me, without me*'. When we assess special educational needs, we will discuss with you if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them to make progress.

At Highfields we have an open-door policy where parents are always welcome to speak to staff about their child at a mutually convenient time. The first port of call should be the pupil's class teacher who may then consult the SENCo prior to discussing any concerns or issues with parents at a follow up meeting. The headteacher is also available to discuss parent's concerns (usually after meeting with the class teacher and SENCo).

Every term parents are invited to attend an IPP review meeting which allows staff and parents to share information, celebrate achievements and plan next steps (usually in the form of a new IPP). The meeting is usually lead by the pupil's class teacher and/or with the SENCo.

Teachers often write comments for parents to read at home via Class Dojo and we encourage parents and carers to regularly respond with comments of their own.

Other methods of communication available to parents include:

- Email
- Telephone conversation appointments if you are unable to visit school
- Text messaging service
- Annual written school reports
- Termly parent consultation evenings
- Annual reviews for pupils with an EHC plan

General school information is also communicated to parents via the school's weekly bulletin newsletter and social media platforms ([Facebook](#) and 'X' formally known as [Twitter](#)).

The [Staffordshire SEND Family Partnership](#) can offer advice and support to parents of pupils with SEND. There is a Parent Partnership board situated at the school entrance (by the Office) that displays useful information linked to both pupil and parent learning.

Involving Pupils with SEND in Their Education

Class teachers and teaching assistants hold continuous, open dialogue with pupils about their learning and education during lessons/interventions, playtimes and other appropriate moments throughout the school day.

We also listen to what pupils tell us about how they like to learn using pupil interviews, questionnaires and PSHE/circle time sessions. Their views and feelings are important to us and have an impact on our practice.

Our pupils are made aware of the support that surrounds them in school. Our open-door policy means that they always have access to staff. They know who to talk to if they have any concerns and how to access information to help them.

Pupils are also provided with the opportunity to join/speak with the School Council and/or Library Council in order to share their views and concerns with their peers and staff.

Assessing and Reviewing Pupils' Progress Towards Outcomes

Pupil's progress is continually monitored by his/her class teacher. In Key Stage 1 and 2, teachers complete formative and summative assessments of pupils termly in reading, writing and mathematics. This information is used by the school's Senior Leadership Team (SLT), subject leaders and the SENCo to ensure that we are targeting specific pupils for maths, writing and reading. In the Foundation Stage, we track progress against the new Early Years Foundation Stage statutory framework standards (2021).

Achievements and progress are shared with parents at termly parent consultation evenings. We gather views of parents at our termly consultation meetings and make notes of important points that can be revisited at successive meetings to review progress.

The SLT analyse the attainment and progress of every pupil each term, and these results are discussed with class teachers at pupil progress meetings. Each teacher plans targeted interventions for pupils whose progress is causing concern. They liaise with the SENCo about the appropriateness of writing an Individual Progress Plan for pupils whose needs fall outside normal classroom differentiation and reasonable adjustments. We adapt our teaching, curriculum and resources to suit the needs of individuals as much as possible.

All Year 1 pupils complete a statutory Phonic Skills Check. Some pupils will complete this check for a second time in Year 2.

At the end of Key Stage 2 (Year 6), all pupils are required to be formally assessed using Standard Assessment Tests (SATs) for Reading, Grammar, Spelling and Punctuation and Maths. This is something the government requires all schools to do and the results are published nationally. The progress of pupils with an EHCP is formally reviewed by all adults involved with the child's education and care at an annual review.

Supporting Pupils in Moving Between Phases of Education

Every effort is made to link with previous/future schools to ensure smooth transitions for both new admissions and leavers. We recognise that transitions can be difficult for a pupil with SEND and take steps to ensure that any transition is as smooth as possible:

- EYFS staff visit the nursery setting of pupils joining the school to observe and meet the pupil and discover their specific needs. A series of parent and pupil 'taster' sessions then take place in the summer term at Highfields in preparation for the September start.
- Parents and children who join our school mid-term are encouraged to visit us for a tour and informal chat with a member of the SLT before they start. Our staff will liaise with the teachers/SENCo of pupils who join mid-term from a different school and request that all written records for the new pupil be sent to us as soon as possible.
- Transition between year groups at Highfields is supported by pupil taster sessions into each new class ('Class Swop' morning), parent drop-in meetings and information leaflets. Teachers meet at the end of the academic year to share and receive information about the pupils who will be leaving and joining their class.
- Year 6 staff at Highfields hold transition meetings with Year 7 leaders and secondary school SENCos in the summer term to talk through the strategies that have worked with specific pupils and the recommendations for support in secondary school. Also, at this time, the Highfields SEND Team ensure that all pupil records are collated readily for secondary schools to collect during the second half of the summer term.

The Approach, and Adaptations, To Teaching and Supporting Pupils with SEN Within the Curriculum and Environment

All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEN including specific learning difficulties (such as dyslexia), Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), and social and emotional difficulties.

Teachers adapt their teaching constantly in order to cater for their pupils needs, planning individual timetables where necessary. When required, staff can be deployed to give pupils additional support in small groups outside the classroom, or to provide 1:1 support (when possible).

Quality First Teaching (including Reasonable Adjustments)

Class teachers have the highest possible expectations for every pupil in their class. All teaching is based on building on what a pupil already knows, can do and understands. We use a number of teaching methods that are adapted to the needs of both groups and individual pupils. Highfields is an inclusive school, so pupils are taught alongside their peers as much as possible. Mixed ability groupings are used as well as clear differentiated groups depending on the nature of the learning task. Staff strive to adapt resources to either offer a greater level of support or to make learning more challenging so that every pupil can achieve their very best. Resources such as visual timetables and clearly labelled resource trays are consistently used throughout the school to support pupils. Other resources such as sloping desks and fine motor skill tools are also available, when required, to support pupils with their learning. Pupils are also able to access vocabulary/spelling learning mats for additional support with writing and the use of a variety of learning mats linked to mathematics, e.g. 100 square, number lines/tracks, multiplication facts. Working walls in each classroom also display relevant vocabulary linked to English, Maths and other areas of the curriculum. Dyslexic friendly resources, such as the use of coloured backgrounds on our interactive whiteboards and the use of coloured paper in exercise books, are used in classrooms. Multi-sensory approaches are used to help

pupils learn spellings. Mind mapping is used with all pupils to help them retain information about the different topics studied across the curriculum.

Small Group Support

Pupils sometimes work with an adult in a small group (usually up to six in total) who are at a similar place in their learning. These sessions are often led by a trained Teaching Assistant, under the direction of the class teacher and generally take place inside the classroom but can also be outside the classroom environment depending on the nature of the task. Progress is monitored constantly by the class teacher to ensure that the group support meets the pupils' needs and agreed outcomes.

1:1 Support

Most pupils with SEND will work with an adult, usually three times a week, towards targets linked to their IPP. These sessions are usually led by a trained Teaching Assistant, under the direction of the class teacher and with advice from the SENCo. Analysis of the effectiveness and impact of the intervention is carried out half-termly by the SENCo and class teacher. Other 1:1 support will take place, as and when needed, to support pupils without SEND.

Specialist Support

Specialist support involves the pupil working with an adult on specific individual targets which have been recommended by specialist educational or health care professionals (e.g. Speech and Language Therapy, Educational Psychologist, Autism Outreach Team, Pupil Support Services, Occupational Health and Physiotherapy agencies) to support their learning or a specific area of development. Analysis of the intervention/plan is usually carried out approximately every six months by the SENCo and specialist agency.

The Expertise and Training of Staff to Support Pupils With SEN

- Our SENCo leads a team of talented support staff who are all trained to support pupils with a range of educational, social and emotional needs.
- Mrs Greatrex has completed the National Award in Special Educational Needs Coordination. Mrs Drover has an NVQ Level 3 in '*Supporting Learners with Special Educational Needs*'.
- All staff can undertake small group work, or 1:1 support, as appropriate to meet the needs of pupils with SEND. Teaching assistants have received training in a variety of interventions including; precision teaching, Nurture group, Elklan and ELSA training.
- Our SLT, alongside class teachers, analyse pupil performance termly to ensure that every pupil is reaching their potential and they act accordingly on any issues raised by the information.
- The school is committed to offering regular continued professional development and all staff attend annual appraisal meetings and have on-going training in order to meet the differing needs of all pupils.

Evaluating the Effectiveness of The Provision Made for Pupils With SEND

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their IPP targets each term
- Parent and pupil feedback during IPP meetings and parent consultation evenings
- Classroom and intervention observations by the SLT and SENCO
- Work sampling to ensure progress and effective matching of work to pupils' needs
- Using provision maps to measure and review the impact of and progress made in interventions
- Holding annual reviews for pupils with EHC plans
- Analysis of termly standardised data from reading and maths tests by the SLT and SENCO
- Discussions about pupil's needs and outcomes at pupil progress meetings with the SLT
- Monitoring attendance and behaviour records from SIMs
- Analysis of SATS results in comparison to local and national data

How Pupils with SEND are Enabled to Engage in Activities Available with Pupils in The School Who Do Not Have SEND

As an inclusive school, all pupils, regardless of their SEND, are encouraged to take part in:

- Extra-curricular activities such as before-and after-school clubs and clubs held at a lunch time.
- Forest School sessions, educational visits and residential trips such as our Year 5/6 residential trips to Laches Wood or Standon Bowers.
- Class assemblies, school plays/productions and private music tuition sessions
- Sports day and school sports teams' fixtures
- Joining the School Council and/or Library Council and taking part in other pupil voice opportunities

No pupil is ever excluded from taking part in the above activities because of their SEND and we provide staff to support their full involvement (if needed).

In addition, a privately run before and after school club (Cheeky Monkeys) with trained staff capable of looking after pupils with SEND is available and situated on our premises (the school hall).

Accessibility

The school building is single level throughout. Access into the main building classrooms and the hall, and some of the outdoor area, is ground level and appropriate for use with wheelchairs and walking aids. There are disabled toilet facilities located in the mobile classroom. The school's [accessibility plan](#) is available from our website.

Support for Pupil Mental Health and Well-Being

At Highfields we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance for pupil mental health and well-being. We provide support for pupils to improve their emotional and social development in the following ways:

- Highfields has a zero tolerance approach to bullying and a copy of our [Behaviour Policy](#) and [Anti-Bullying Policy](#) are available on the school website
- At lunchtimes, we have lunchtime supervisors and play leaders who work hard to support pupils during a key time of the day
- Weekly whole school assembly and class assemblies, with a specific PSHE theme, take place across school. Assembly themes are then followed up in class through PSHE/Circle Time lessons
- Nurture, social skills and team building sessions are delivered, when appropriate, to meet the needs of specific pupils facing mental health and well-being difficulties ([school website details](#)).
- The School Council and Library Council provides pupils with a voice to raise any concerns they may have within school

Additional Funding

The local authority will top-up funding for pupils with a high level of need (AEN/HLN funding). If a pupil's EHCP identifies something that is significantly different to what is usually available, there may be additional funding allocated. Parents and schools will work together to see how this funding is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan.

Working with Outside Agencies to Support Pupils With SEND

When required, we can access support from a range of specialists for advice about SEND related needs including:

- | | | |
|--|---|-------------------------------|
| • Educational Psychologist (EP) | • Speech & Language Therapy (SALT) | • School/Medics/Pediatricians |
| • Special Educational Needs Specialist Services (SENDSS) | • Child & Adolescent Mental Health Services (CAMHS) | • Social Care/Family Support |
| • Occupational Therapist (OT) | • Physiotherapists (PT) | • Autism Inclusion Team (AIT) |

We also liaise with an off-site Educational Welfare Worker who is able to work closely with staff, pupils and families in raising attendance and punctuality, when required.

Arrangements for Supporting Pupils Who Are Looked After by The Local Authority and Have SEN

Looked After Children (LAC) receive the same inclusive education as their peers with additional support from the virtual school of the local authority where the pupil originates from. The headteacher

liaises with virtual school professionals, local authority representatives, social workers and the other adults involved in the education, health and welfare of LAC on a regular basis to discuss pupil well-being and education, including their Personal Education Plan (PEP). Schools with LAC receive looked after children pupil premium which we use to enhance our curriculum for LAC. Mrs Setterfield is our designated member of staff at Highfields for LAC and pupil premium pupils.

Supporting Pupils with Medical Needs

Pupils with medical needs will be provided with a detailed Care Plan, created in partnership with parents and (if appropriate) the School Nurse.

The school has a policy regarding the administration and managing of medicines and also a medical policy which are both available on our website.

When Parents Are Not Satisfied with a Decision Or SEND Provision

The first point of contact is your child's class teacher who is available at a mutually convenient time (appointments made via the school office). If you are not satisfied that your concern has been addressed, then you may speak to the SENCo. If she cannot solve your issues, the head teacher (or a member of the SLT in her absence) would listen to your concern. The school's Governing Body would be contacted if the head teacher were unable to resolve the issue. A copy of our [Complaints Policy](#) is available from the school website.

If your concern is with the local authority support, there is a complaints procedure. You would need to contact the manager for SEND inclusion (telephone 01785 854207). The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with (telephone 01922 686200). Alternatively, Staffordshire SENDIASS Family Partnership (telephone 01785356921 or email sfps@staffordshire.gov.uk) provide independent information and advice.

The Local Authority Local Offer

The Staffordshire Local Offer is available on the [Staffordshire Connects](#) website and via the authority's [SEND Facebook](#) page.

Policy Monitoring Arrangements

This policy and information report will be reviewed by the SENCo and SEND Governor annually. It will be updated if any changes to the information are made during the year. It will be approved by the headteacher and/or governing body.

Other Relevant Policies

On the school website you will find relevant school policies to guide you.

- [Safeguarding Policy](#)
- [Admissions Policy](#)
- [Public Sector Equality Duty Policy](#)
- [Communications Policy](#)
- [Home School Agreement](#)
- [Parental Involvement](#)
- [British Values Policy](#)
- [Attendance Policy](#)

Other policies are also available [here](#).