

Highfield Primary School SEND Report 2016 -2017

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Highfield is proud to be an inclusive school. We believe that every child has an equal opportunity to succeed and reach their potential. Highfield follows local authority admissions procedures and fair access arrangements. We work in line with the SEND reforms of the Children and Families Act 2014. The SEND policy and school local offer is on the school website for parents to access. The policy is reviewed by the Governing Body every two years. This SEND report which reflects the implementation of the SEND policy is updated by the SENCo and reviewed by the Governing Body annually.

SEND register

- 30 pupils currently on the register
- 8 pupils have an EHCP with 1 pending, which is higher than national average
- Range of SEND needs include; visual and hearing impairments, global delay, autism, communication, speech and language, cognitive, genetic chromosome disorders, ADHD, dyslexia

Assessing and Reviewing Pupil Progress.

- SENCO observations of pupils, SENCo meetings with class teachers, review of individual Small Steps Assessments folders
- Assessment toolkit B Squared Small Steps used widely across Leeds schools including Specialist Inclusion Learning Centres. It breaks down and stretches out learning outcomes, so the progress made by SEND pupils can be recognised
- Pupils identified as having SEND on each year groups 'Closing the Gap' year document. Plans are put in place to meet pupils needs
- Pupils have their own Individual Education Plan Small Steps Assessment folder which identifies the steps of progress each child makes & helps teachers and TAs know where the next step of learning needs to take place. These are shared with parents.
- SENCo, Assessment Coordinator and Head Teacher meet three times a year to track and evaluate the progress of the SEND cohort
- Where the gap is widening expertise advice from Leeds Special Educational Needs Inclusion Team, or other appropriate agencies is sought

Approaches to teaching pupils with SEND

- Offer an inclusive learning environment to support all pupils
- Curriculum is taught to enable all learners to achieve
- Supportive equipment such as seating supports, sentence recording aids, coloured overlays for reading and assistive technology used
- Rainbow Room - a low stimulation space for 1:1 activities to take place
- Weekly music therapy for children with complex needs
- Opportunity for life skills curriculum

- Specifically planned participation in residential and trips
- 1:1 support for children with complex needs to access lunchtime clubs
- Opportunity to participate in Leeds SEND sports events

Staff training and expertise

- TAs trained by the STARs Autism team to Level 1.
- 1:1 TAs working with children with autism trained to Level 3.
- Other TA expertise include; Makaton signing, Visual Impaired including braille, Speech and Language Therapy, Down Syndrome, PECS, Play Therapy, Team Teach, Positive Handling
- Termly TA meetings are led by the SENCo where training is linked to the SIP
- Highfield has achieved the Makaton Friendly school status.
- SENCo attends Red Kite SENCo meetings and training as well as Leeds SENCo conference
- Class Teacher training includes; Assessing pupils with SEND, SENIT training, Adoption Team - Attachment Disorders, Dyslexia friendly classrooms, as well as on going support and advice from the school SENCo

Equipment and Support Facilities

- Effective collaboration with specialist SEND agencies including Visual Impaired Team, Occupational and Physio Therapists, SENIT, Play Therapists, High school transition support, Speech and Language therapists, Autism specialist support teams, Educational Psychologists etc
- Utilisation of a wide range of resources eg Teachers, TA, pre teaching, small group, 1:1, differentiation, equipment eg seat cushion, finger spacer, sentence recorders, assistive technology including individual ipads, touch typing lessons, specialist chairs, music therapy, Rainbow room, intensive interaction sessions

Consulting Parents

- Teachers have an 'open door' policy.
- Additional parent meeting with SENCO and class teacher in the spring term, targets set and report given to parents
- Annual EHCP review meetings with SENCO, CT, parents and external agencies.
- Children with SEND contribute verbally or in writing / pictorial representation to either the additional parents meeting or EHCP review and are involved in ongoing assessments in class
- SEND Governor sends out annual SEND questionnaire, which is analysed and reported to the GB

Transition within school

- Next year's teacher meets with current teacher in June / July to discuss the SEND and EMSD needs within the class
- SENCo meets with every class teacher regarding the SEND and EMSD and the TA year group teams

- Plans set to support specific pupils with transitioning into the next year eg visiting the classroom at different times of the day, taking messages to the new teacher, home 'new class' story book

Transition to high school

- SENCo advises parents to visit high schools in year 5
- Transition programmes to support SEND and vulnerable pupils are in place with high schools
- Class teacher or SENCo meet with high school SENCO / Form tutors

Transition to specialist provision

- Education setting is discussed at EHCP review meetings
- Where appropriate, parents and SENCo visit specialist provision together
- Transition plan and timetable is organised with staff from both settings

Emotional, Mental and Social Development

- Weekly Inclusion Meetings with the Headteacher, SENCo and Learning Mentor
- Identification of EMSD needs and appropriate provision planned eg Learning Mentor support, EMSD programmes of work, Emotional Literacy assessments, counselling, social services support, Early Help Plan, SCOPE funding

Complaints

- The school complaints procedure is available on the school website
- An identified member of the Governing Body is responsible for complaints

Acronyms

SEND- Special Educational Needs and Disabilities

SENCo - Special Educational Needs Coordinator

EHCP - Education, Health and Care Plan

SENIT - Special Educational Needs Inclusion Team

IEP - Individual Education Plan

SLT - Speech and Language Therapy

ADHD - Attention Deficit Hyperactive Disorder

PECS - Pictorial Exchange Communication System

EMSD - Emotional Mental Social Development

TA - Teaching Assistant