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Welcome to the SEND Coffee Morning

Spring Term

What is SEND?

- The Children and Families Act (2014) and the SEND Code of Practice (2014) identifies that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age 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 or mainstream post-16 institutions.
- If a child or young person has an identified SEN, then it is a school's duty to:
 - They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

What is SEND?

- There are 4 different areas of SEND:
 1. **MLD/ SpLD/ PLD** – Moderate Learning Difficulties or Significant Learning Difficulties or Profound Learning Difficulties
 2. **SLCN** – Speech, Language and Communication Needs (this includes ASC = Autism)
 3. **SEMH** – Social, Emotional and Mental Health needs
 4. **PMD** – Physical/ Medical needs

Who are the staff on the Highfield Inclusion Team?

- **Mrs Lucy Dalglish** – SENCO
- **Mrs Joanna Shelley** – Deputy SENCO
- **Mrs Anne Hargrave** – Speech and Language Lead
- **Mrs Helen Calvert** – Learning Mentor
- **Mrs Dawn Booth** – Speech and Language key worker
- **Mrs Jordan Maskell** – Lego Therapy and Wellbeing key worker
- ***Every member of staff at Highfield Primary School – “Every teacher is a teacher of SEND. “***

What is our SEND offer?

- **Speech and Language** - sessions (1:1 or small group with Mrs Booth), Lego Therapy (small group with Mrs Maskell)
- **SEMH support** – play therapy sessions and wellbeing sessions with Mrs Maskell, Emotional Literacy program, Zones of Regulation, CBT program with Mrs Calvert
- **Learning support** – 1:1 or small group additional support with class teachers or teaching assistants.
- **Physical/ medical needs** – A Health Care Plan in place to support them.
- ***NB this list is not exhaustive and is work in progress***

Who do we work with outside of school?

- **Speech and Language Support** – NHS Speech and Language therapists, Leeds
- **Autism** – NHS Speech and Language therapists, Mindmate Leeds, CAMHS, The Oakdale Centre, STARS Autism Team Leeds.
- **SEMH** – The Educational Psychology Team Leeds, The Area Inclusion Partnership (AIP), Special Educational Needs Team (SENIT) Leeds, Alwoodley, Roundhay and Moortown cluster (ARM), Mindmate Leeds, CAMHS.
- **PMD** – Leeds Hospital Teams, Deaf and Hearing Impairment Team Leeds (DAHIT), Visual Impairment Team (VI) Leeds.
- **Learning Support** - Special Educational Needs Team (SENIT) Leeds, The Educational Psychology Team Leeds.

What will each child on the SEND register have?

- **Pupil Passport** – additional information about your child, including child's voice and parent/ carer voice **and** (where appropriate)
- Depending on the area of SEND:
 - **Individual Education Plan (IEP)** with identified learning and/ or speech and language targets (taken from NHS SALT plan)
 - **SEMH Plan** – with adjustments/ adaptations for how your child will be further supported during the school day.
 - **Individual Behaviour Plan (IBP)** – adults involved with your child's care, strategies of how to further support, physical things needed to further support. **Individual Pupil Risk Assessment (IPRA)**
 - **Individual Health Care Plan (HCP)** – key information which shares the care needed for your child from the hospital or teams involved. **Risk Assessment.**

How will we work with you?

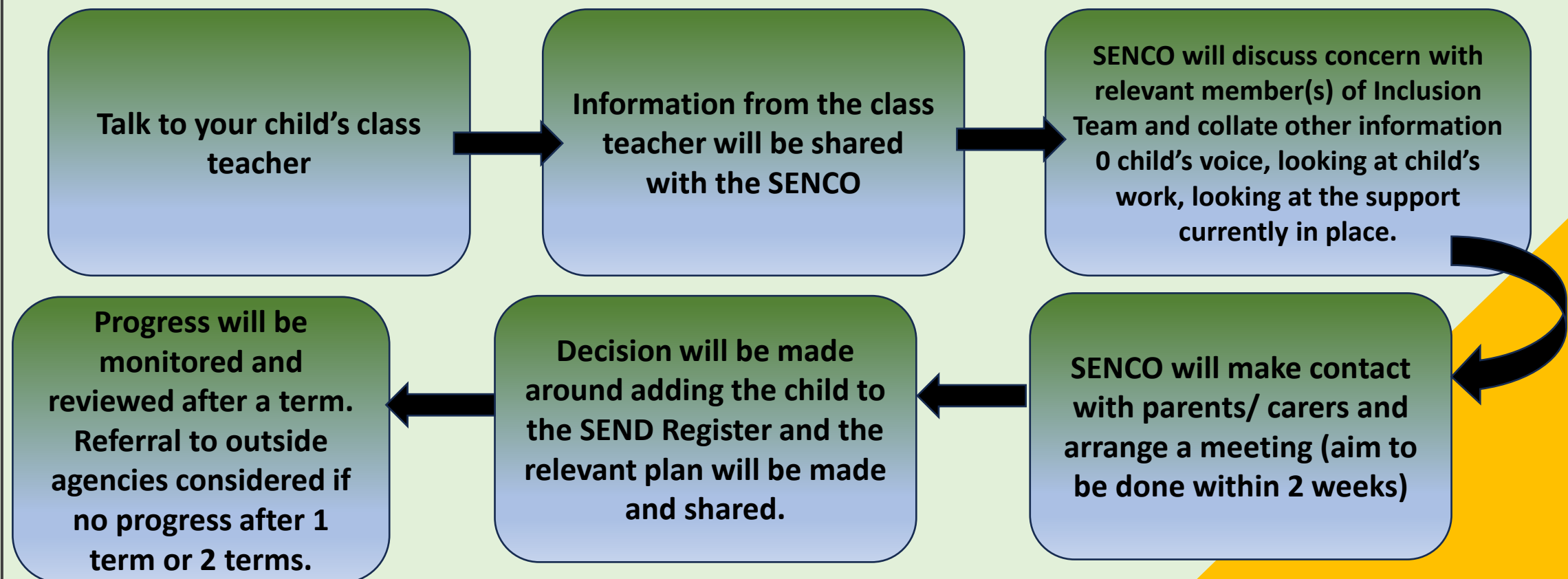
Sharing general SEND Information

- Inclusion Newsletters termly onto the school website.
- Termly SEND Coffee Mornings

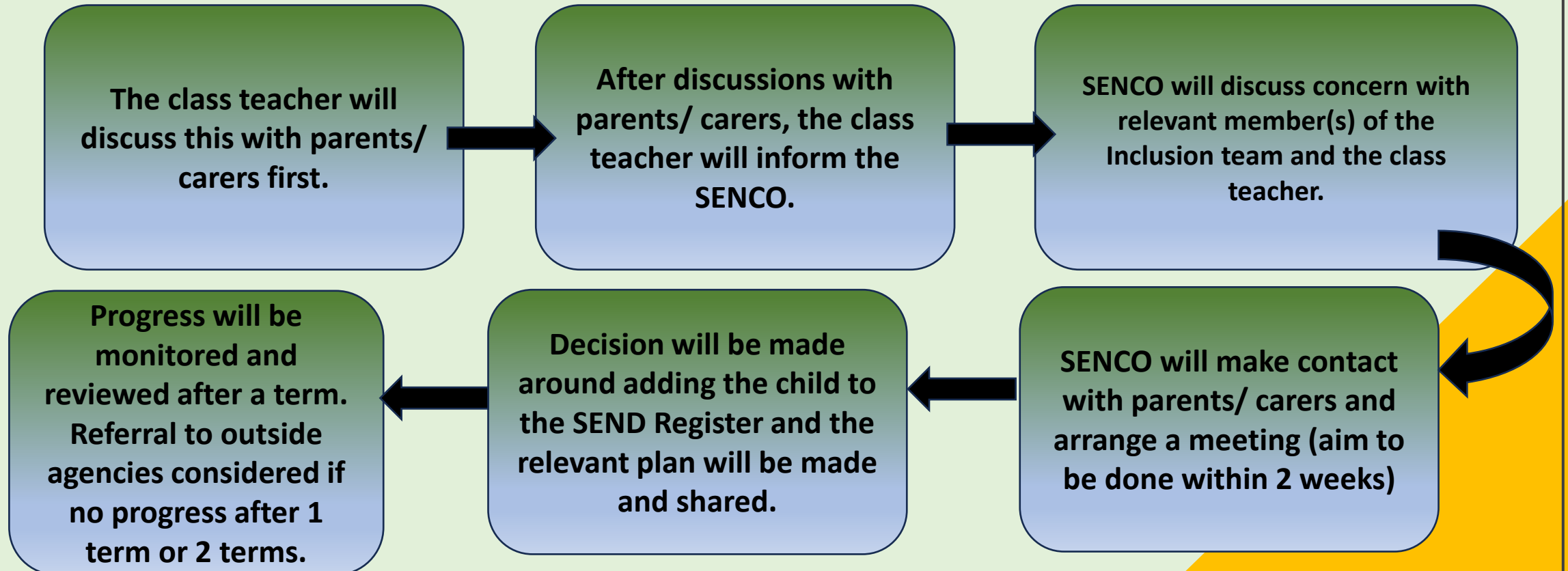
Sharing personalised SEND Information

- Plans will be shared with you and discussions will be held with class teachers and/ or SENCO at the end of Autumn term and Spring term (Parents Evenings).
- Additional meetings with the SENCO in the Summer Term.
- Opportunities for you to discuss things outside of scheduled meeting times – please email the Lucy Dalglish (SENCO) to organise these.

What should I do if I have a concern?



What will school do if they have a concern?



Signposting for further support

- **SEND provision at Highfield** [Special Educational Needs and Disabilities | \(highfield-primary.co.uk\)](http://highfield-primary.co.uk)
- **Leeds SEND Local Offer** [Directory \(leedslocaloffer.org.uk\)](http://leedslocaloffer.org.uk)
- **Leeds SENDIASS** [Leeds SENDIASS](#)
- **Leeds NHS SALT** [Leeds Community Healthcare NHS Trust - Speech and Language Therapy Toolkit](#)
- **Leeds STARS Autism Team** [Autism Leeds | STARS Autism Support Team \(starsteam.org.uk\)](http://starsteam.org.uk)
- **Leeds Mindmate Team** [MindMate - Emotional wellbeing and mental health](#)
- **Leeds CAMHS Team** [CAMHS – MindMate](#)
- **SEND Code of Practice (2015)** [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)
- **Children's and Families Act (Part 3)** [Children and Families Act 2014 \(legislation.gov.uk\)](http://legislation.gov.uk)