



Highfield Inclusion News



Dear parents and carers,

Welcome back to the Summer Term. I hope that you and your family had a lovely break. This is the Summer Term Inclusion Newsletter for parents and carers. We hope that you find this informative.

Thank you to those who completed the SEN parent/ carer questionnaire at the start of last term. There was some really useful feedback which we have discussed with the rest of the leadership team. I have also tried to take the time to talk to you about concerns where possible. I hope that you also found the opportunity to speak with me at Parents Evening useful too. I will be repeating the SEN parent/ carer questionnaire later in the Summer Term, please keep an eye out for this.

We would like to invite you to the Summer Term coffee morning on **Wednesday 8th May at 9am**. The theme of this coffee morning will be supporting children with their social, emotional and mental health. We are sure that you will agree, that we live in a time when there are so many external things that can impact on our wellbeing. These can be especially challenging for our children and young people. We are still seeing the impact that Covid 19 had, and it is becoming increasingly important that we try to look at strategies that can be used to support children in our school community with this. At the coffee morning, we would also like to spend some time exploring your thoughts around what you feel we are doing well to support our children with SEMH in school and what you feel we could do better. This would really help us to improve in this area. Finally, we hope that you can find that the coffee morning provides you with the opportunity to network with other families, to reach out and offer support to each other, but also to know that you are not in this alone. We hope that you will be able to attend this coffee morning. If you aren't able, please don't worry. Information will be shared on the school website following the event.

If you have any further questions, or would like to talk to us about any concerns which you have, please get in touch with me (SENCO) on 0113 2930155 or via email senco@highfield.leeds.sch.uk . My SEN days as SENCO continue to be Monday, Tuesday and Wednesday.

Kind regards,

Mrs Lucy Dalglish (SENCO) and Mrs Joanna Shelley (Deputy SENCO)

Can you help us?

We are currently planning a Nurture Provision in school and will be launching this in September 2024. If you are able to help us with any resources e.g games, activities etc, these would be really appreciated. We will be doing some crowd-funding across the Summer term. Please do get in touch if you are able to help us with this. Any donations would be gratefully received.

Useful websites:

[Leeds SENDIASS](#)

[Leeds SEND Local Offer | Leeds Local Offer](#)

<https://highfield-primary.co.uk/key-information/send/>

[Leeds Parent Carer Forum – The voice of parent carers in Leeds](#)

[Home - SEMH](#)

[What is autism](#)

[What is ADHD - About ADHD \(adhduk.co.uk\)](#)

[Developmental Language Disorder \(DLD\) educational support - Speech and Language UK: Changing young lives](#)

[Leeds Community Healthcare NHS Trust - Speech and Language Therapy Toolkit](#)

[Maths - Topmarks Search](#) [English - Topmarks Search](#)

Individual Plans for SEND learners

At the end of last term, individual plans for your child will have been written by your child's class teacher. These plans will identify the additional support that will be in place this term for your child. The plans look like this:

- **Pupil Passport with Individual Education Plans (IEP)** – for children with cognition and learning needs (MLD or SpLD) and/ or speech, language and communication needs (SLCN)
- **Autism Pupil Passport (ASC) with/ without an Individual Education Plan (IEP)** – for children with a diagnosis of Autism. Some children who have additional and individualised targets will also have an IEP on the back of this passport which identifies these targets. Not every child will have these targets.
- **Pupil Passport with Social, Emotional and Mental Health Plan (SEMH) with/ without an Individual Education Plan (IEP)** – for children with SEMH difficulties the passport will identify strategies and adaptations within the classroom to further support your child. Some children may have additional speech and language targets or learning targets. These will be on the back of their passport as an Individual Education Plan (IEP).
- **Individual Behaviour Plan (IBP) with/ without an Individual Education Plan (IEP)** – this includes a pupil passport within the plan and also identifies any individual targets that your child is focusing on, these may also include speech and language, and learning targets where appropriate.

Please make sure that you sign the plan and return it to school as soon as possible. If you require further copies, please get in touch with your child's class teacher or with myself. For any questions related to the plans, please get in touch with your child's class teacher in the first instance, or myself. These plans will be reviewed at the end of the Summer Term, and new targets and plans will be written and shared with your child's next class teacher, so the plan is ready to be put in place in the Autumn term.

SEND current news across England

Autism and ADHD assessments

- Waiting lists for an Autism or ADHD assessment are at an all-time high.
- The fastest way to apply for an assessment is to go through your GP and request the Right to Choose Pathway. However, waiting times for this are continuing to get longer, and it depends on the assessment team that you choose, as to how long the waiting time will be. For further information about this, you might find this website useful [Right to choose ADHD & autism assessments \(clinical-partners.co.uk\)](https://clinical-partners.co.uk)

EHCP applications

- There is a national increase across the country in the numbers of requests for EHC applications to be made.
- The law states that within 20 weeks of an application being made, if the decision is made to proceed with the application, the final plan should be completed and shared. Leeds is not currently working to these timescales, HOWEVER EHC applications can continue to be made. It is important to know that the current timescales are beyond 20 weeks in Leeds at this time.

Financial support around SEND learners

- Money that schools receive from the Government is used for staffing and to run the school (including water, electricity etc). The expectation is that schools are in control of their own budgets to meet the needs of ALL pupils in the school.
- At Highfield, we carefully manage the budget so that we can meet the needs of all of our children but, as you will see on the news, this can be challenging. We look carefully at staffing, resources and training opportunities to make sure that we can provide the best that we can for our children.
- There are some opportunities throughout a child's time at primary school, when additional funding can be applied for. However, the criteria for this funding is very high so only a small percentage of children are able to access this. If you have any questions around this, please come and talk to myself or Mr Feeley.

We would like to reassure you that at Highfield we will continue to support parents/ carers through all SEN processes and will also continue with referrals and applications regardless of these current situations.