



Highfield Inclusion News



Dear parents and carers,

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

This year, we will be continuing to hold our termly coffee and chat sessions, but these will be held on different days of the week, to hopefully allow for more parents and carers to be able to attend. Our Autumn term coffee and chat session will be held on **Monday 5th October at 2:45pm**, in the small hall in school. This will be a general SEND coffee morning, where you are welcome to drop in and chat to some of the inclusion team about any matters related to your child's individual SEND needs. We hope that you can find that the coffee and chat session 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.

We have included information in the newsletter below, which you will hopefully find useful, in supporting your children at home, alongside the work that we are doing in school. 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 – Mrs Dalglish) or Mrs Shelley (Deputy SENCO and Early Years SENCO) on 0113 2930155 or via email senco@highfield.leeds.sch.uk. My SEND days as SENCO are Monday (all day), Tuesday afternoon, Wednesday afternoon and Thursday morning.

Kind regards,

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

The Inclusion Team at Highfield Primary School 2025-2026

SENCO – Mrs L Dalglish

Deputy SENCO and Early Years SENCO – Mrs J Shelley (and Reception class teacher)

Learning Mentor – Mrs H Calvert

Speech and Learning Key Worker – Mrs D Booth (also HLTA)

Additional members of the Inclusion Team – Miss Stone, Miss Mullaney, Mrs Galbraith, Mrs Hansrani and Miss Holdsworth.

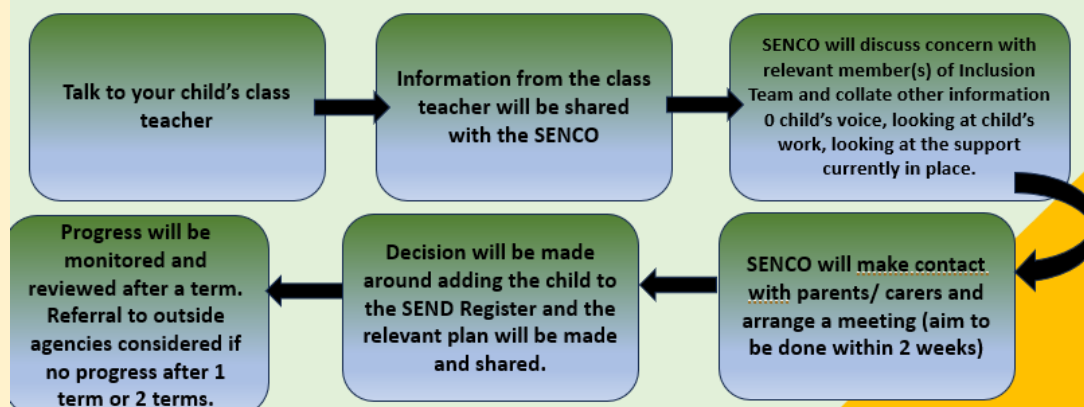
Important SEND dates (Autumn Term)

Monday 5th October – Individual Education Plans to be sent to parents for this term. (NB July 26 class teacher updated Summer term plans and these targets will be followed with the new class teacher until the end of September)

Monday 5th October – SEND Coffee and Chat 2:45pm

Tuesday 20th October and Thursday 22nd October – Parents Evening (SENCO available)

What should I do if I have a concern?



How we support children with SEND

Universal (offered to all children)

- Quality First Teaching
- Visual timetables in each classroom
- Mixed ability and flexible groupings

Targeted (small group support)

- children work together with others who have the same/ similar targets, sometimes these children may be added to the SEND register.
- Individual additional resources to use in the classroom to support their learning
- At least termly discussions between the class teacher and SENCO to discuss the child's learning

Personalised

- 1:1 support to work on individual targets (often outside of the classroom). These children will be added to the SEND register.
- Individual resources to use in the classroom to support their learning
- At least termly discussions between the class teacher and SENCO to discuss the child's learning

Individual Education Plans (IEPs)

- Most children who are on the SEND register will have an Individual Education Plan which will be reviewed on a termly basis (the end of September, the end of January and the end of May). These plans will be shared with parents and carers.
- Each IEP will be two -sided. The first side is a pupil passport, which shares information about the child, the area of SEND need, their strengths, things they find difficult and how they need to be supported in the classroom. The second page identifies the particular Small Measurable Achievable Realistic Targets (SMART) that they will be working on for that term. You may wish to use some of the strategies identified, to support your child at home. Please discuss this with your child's class teacher. These plans will be sent to parents/ carers. Please make sure you read it and return a signed copy.
- At the end of each cycle (September, January and May), teachers will review these targets and a new IEP will be written for the following term. These will be sent home to parents/ carers. Please make sure you read it and return a signed copy.

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 \(adhd.uk.co.uk\)](#)
[Developmental Language Disorder \(DLD\) educational support - Speech and Language UK: Changing young lives](#)
[Leeds Community Healthcare NHS Trust - Speech and Language Therapy Toolkit](#)
[Neurodiversity information hub for young people and teens | MindMate](#)
[Tips for Parents & Educators: Supporting Children Going Back to School](#)

Please note this is not an exhaustive list. If you find a website useful, please do share this with us in school.

Types of SEND Needs

Speech, Language and Communication Needs (SLCN) – includes children with speech difficulties that impact their learning, and children with a diagnosis of Autism (ASC).

Moderate/ Specific Learning Difficulties (MLD/SpLD) – includes children who are working at least 2 years below age related expectations

Social, emotional and Mental Health Needs (SEMH) - includes children who are struggling with their behaviour and emotional wellbeing which is impacting on their learning.

Physical/ Medical Difficulties (PMD) – includes children with diagnosed physical and medical conditions who need adaptations to be made to support their learning.

Professionals who support us in school

- The IAT (Inclusion Advisory Team) at Leeds City Council - Throughout the year, referrals can be made by schools in situations where we feel the child may need additional support. Discussions will always be held between the SENCO and parents/ carers, ahead of making the referral. The team member from IAT who becomes involved in supporting your child, will be in touch with you, will write reports with recommendations and may invite you to meetings with school staff. There are different teams within IAT who we are able to request support from, these include The Educational Psychology Team, The Learning Team, The SEMH Team, The Visual Impairment Team, The Hearing Impairment Team and The Neuroinclusive Team. Strategies and targets which might be given by the appropriate IAT, will be added to the child's IEP.
- IAT also provide training and workshops for parents and carers to support children with additional needs. These can be found on the following website - [Home | Global search | SLA Online](#). Please note that these are free, and there are 2 sessions being held on 1st October, which focus on Emotional Wellbeing.
- NHS Speech And Language Team (SALT) in Leeds - In situations where within school, we feel that the child may need additional support with their speech, language and communication, we may contact you to ask for permission to do a pre – assessment in your child's speech, language and communication needs. These pre- assessments are written by NHS SALT, and schools are requested to complete these before referrals are made. In situations where the pre-assessment results show areas of concern, we will contact you and seek your permission and voice around completing a referral to request for your child to be seen in school by an NHS Speech and Language therapist. When this happens, a date will be given, and you will be sent a message from SALT to let you know when this will occur. Following their assessment, a report will be written, which will identify targets for the child to work on at school and at home. These targets will be added to their IEP. If you need any further information about this service, please see the website mentioned on the previous page.
- The ARM Cluster (Alwoodley, Roundhay and Moortown) – Mrs Calvert, our Learning Mentor, works closely with The ARM Cluster, to provide further support for our families in school. It is through The Cluster, that parents can be signposted to specific programs to support their children with additional needs. Through this team, we are able to refer children to access counselling and other specific services within school. Access is voluntary, the service offer family support, mental health advice, SEMH and relationship/family support. If this is something you feel your child or family would benefit from, please contact Mrs Calvert for further information. Please see the following website for further information - [Clusters | Leeds Local Offer](#)
- The Mindmate Support Team – We have recently begun to work with The Mindmate Support Team. This team provides mental health and wellbeing support sessions for children and in some cases, also their families. Support is identified following a referral being made at school. Mrs Calvert or Mrs Dalglish will get in touch with you, if we feel that your child will benefit with this support. The Mindmate Support team also provide workshops and deliver assemblies to year groups across school throughout the year, on pressing issues around mental health and wellbeing.

Please don't hesitate to get in touch with me (Mrs Dalglish) if you have any questions about any of the things mentioned above. Here at Highfield, we pride ourselves on working hard to support our children with additional needs. The voices of our children and their families are an important part of this process.

"Together we are nurturing the citizens of today, the leaders of tomorrow. We are doing this as educators, parents, and governors by fostering a love of learning regardless of the subject, discipline or activity. This allows each child to unlock their potential, achieve success, celebrate their talents and, ultimately, to lead successful lives and become positive role models in society."