



SEN Information Report 2021-2022

Introduction

At Highfield we aspire for all children to achieve at their highest potential in their own individual way. We understand that, sometimes, children will need additional provision and support to do so, whether it is to access the curriculum or to participate in aspects of school life. This report is designed to provide information and guidance to parents/carers on how to share concerns with school and how to access information about special educational needs.

What is the Local Offer?

The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The Local Offer provides information about services and provision available in the local area which may support pupils with special educational needs and disabilities and their families. Parents and young people are able to access the SEND local offer on the Live Well Cheshire West website using the link below:

<https://livewell.cheshirewestandchester.gov.uk/Categories/3948>

Who can I speak to if I have concerns about my child's learning?

You can speak to or contact:

- your child's class teacher;
- the SENCO - Mrs Wall vwall@highfield-blacon.cheshire.sch.uk or 01244 259650
- the Head Teacher – Ms Dowling admin@highfield-blacon.cheshire.sch.uk or 01244 259650
- the SEND governor – Mrs Lynsey Green admin@highfield-blacon.cheshire.sch.uk

Who is the SENCO?

Mrs Victoria Wall is the SENCO. She is qualified at masters-level in the National Award for Special Educational Needs Co-ordination and is the Lead Professional for Autism within school.

She is in school full-time, with Thursdays and Fridays being her designated days for SEND.



What is a special educational need?

A child or young person has SEND 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 (SEND Code of Practice, 2014).

There are 4 broad categories of special educational need:

- communication and interaction – may include Autism Spectrum Disorders, speech and language difficulties;
- cognition and learning - can include specific learning difficulties, such as dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties fall within this area;
- social, emotional and mental health – could include anxiety, attachment disorders, emotional difficulties, mental health difficulties; ADHD and ADD;
- sensory and/or physical needs – may include having a visual, hearing or multi-sensory impairment or have a physical disability.

How do school know if my child has special educational needs?

The professionals working in school with your child are able to share their concerns with the Special Needs Co-Ordinator (SENCO), Mrs Wall, if a pupil has specific barriers to learning that cannot be overcome by Quality First Teaching.

At Highfield we use a four-part cycle, known as the graduated approach, to meet and review the needs of pupils with special educational needs:



This process includes:

- Using the graduated approach to identify and support a special educational need.
- The setting of individual targets with pupils and their families and sharing the impact of support, using individual education plans.
- Liaison between the SENCO and class teacher with other professionals to determine and facilitate appropriate support.
- Ensuring quality interventions are delivered by the appropriately trained staff.

What is an Education, Health and Care plan?

The EHC plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

Education, Health and Care Plans replace the statement of SEN. The EHC plan is a legal document which will outline the support your child needs, how the support should be used, and what strategies must be put in place. It will also have long-term and short-term goals for your

child. An annual review is held in which parents, pupil and all professionals meet to discuss provision and how to move forward with the plan.

How is teaching adapted for children with SEND?

Teaching can be adapted in two main ways:

Through quality first teaching in the classroom, using different strategies to ensure all children have full access to the curriculum and to promote achievement and successes. These can include:

- smaller group work;
- additional adult support;
- peer mentoring and co-operative learning techniques;
- pre-learning opportunities;
- additional visual prompts, supports and scaffolds;
- use of supporting equipment.

Through the provision of a range of interventions, either in class or a break out space, delivered by the teacher, teaching assistant or other supporting professional from within school or an outside service.

Do any of the staff have specialist training?

It is the role of the SENCO to support all teachers and teaching assistants in their provision for pupils with SEND.

The following training has been undergone by members of staff:

ELKLAN – speech and language therapy training completed by three teaching assistants

WellComm – speech and language support for EYFS with training completed by two TAs

Phonics Counts – Wave 3 reading support intervention accessed by key stages 1 and 2

Precision Teaching – daily, multi-sensory Wave 3 intervention delivered in key stage 2

IDL Literacy and Numeracy programs – all Teaching Assistants

Autism Lead Professional – SENCO

Supporting pupils with Autism – training by the Autism Service accessed throughout the year by a range of staff

Heart Math – SENCO and Learning Mentor

Heart Smarts – SENCO and EYFS staff

Attachment disorder training – all staff

ELSA – Learning Mentor

The Incredible Years – Learning Mentor

CAMHS Mental Health First Aid – Learning Mentor

Youth Connect 5 – Learning Mentor

BDA Dyslexia Friendly Schools – status awarded in September 2016 and updated December 2019

Autism Inclusive School (Supporting Social Communication Programme) – status awarded May 2020

Further advice and support is sought from other agencies when required, such as the Child Educational Psychology Service, Speech and Language Therapy Service, Community Paediatrics and CAMHS.

What interventions are offered at this school?

	Category of special educational need
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	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs
Interventions	<ul style="list-style-type: none"> ○ Autism friendly practice throughout school (Autism Friendly Mark) ○ LOLA ○ WellComm ○ Neli ○ Makaton ○ Individual speech and language therapy programmes ○ Colourful Semantics ○ Visual prompts and supports 	<ul style="list-style-type: none"> ○ Dyslexia friendly strategies implemented throughout all year groups (BDA Dyslexia Friendly School status) ○ Phonics counts ○ Plus 1 maths ○ Mini Maths ○ Better Reading Support Partners ○ Project X Code ○ Accelerated Reader programme ○ Grammar Hammer ○ Literacy Box ○ Precision teaching ○ Passion for Learning ○ Memory Fix ○ Busy boxes ○ IDL Literacy ○ IDL Numeracy ○ Pre-teaching sessions 	<ul style="list-style-type: none"> ○ Time to Talk ○ Seasons for Growth ○ Heart Math ○ Heart Smarts ○ Forest School nurture group (KS2) ○ Comic Strip Conversations ○ Social Stories ○ ELSA ○ Mental Health First Aid 	<ul style="list-style-type: none"> ○ Sensory boxes ○ Sensory Circuits ○ Occupational therapy activities ○ Writing tools and equipment (slope, pens, grippers) ○ Individual specialist equipment

How does this school measure progress and how often?

Progress is monitored in the following ways:

The class teacher formally monitors progress made by all the children in reading, writing and maths each term.

In EYFS, children are assessed using the Reception Baseline when they first start formal schooling then it is also reported whether the children have met their early learning goals by the end of the year. This can help to identify areas of strength and need for individual children. At the end of each key stage (Year 2 and Year 6) all children are required to be formally assessed using Standardised Assessment Tests (SATs). Some children with SEND at key stage 2 are provided with additional time, a reader or a scribe.

Children with individual education plans (IEPs) and individual behaviour plans (IBPs) have personal goals which are regularly reviewed alongside the pupil and parents and a future plan made.

The Head Teacher, SENCO and SEND Governor regularly monitor and review the progress of children with SEND.

The SENCO monitors the provision for those pupils with SEND through learning walks, observations and monitoring the impact of interventions.

The progress of children with an EHC plan or top-up funding is formally reviewed in a person-centred annual review.

Who are the other people delivering services to the children in this school?

Other professionals may need to come into school to support your child or offer advice and guidance to school staff. Here is a list of agencies who visit Highfield to provide support or work with our children. You can find out more about these services by accessing the Live Well Cheshire West website to view the local offer.

<https://livewell.cheshirewestandchester.gov.uk/Categories/3948>

Autism Service

Children's Educational Psychology Team

Speech and Language Therapy services -

<https://livewell.cheshirewestandchester.gov.uk/Services/628>

Occupational Therapy services - <http://www.coch.nhs.uk/all-services/therapy-services>

CAMHS - <http://cwpcamhscentre.mymind.org.uk>

Reports provided by other professionals are shared with parents/carers and school. The class teacher or SENCO will discuss with you any information or details of the reports which affects your child's education and provision.

How does this school support and share information with families?

The class teacher is regularly available to speak to parents and carers at the end of the school day, sharing information about what works well at home or school so that similar strategies can be used. The class teacher will also discuss the individual education plans (IEPs) with parents and carers.

Parents are welcome to speak to the SENCO about any information or concerns they may have. The SENCO also holds termly parent/carers consultation meetings in order to talk to parents about their child's provision and progress.

How accessible is this school for children with SEND?

- Our school is fully compliant with DDA requirements.
- The school has easy access with double doors and ramps.
- The desk in the reception is at wheel-chair height and is DDA compliant.
- There are three disabled toilets and changing facilities.

- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for all children.
- Signage is written in a 'dyslexia friendly' font.

How does this school support the emotional wellbeing of pupils?

At Highfield we recognise that some children have emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Group sessions with our Learning Mentor, Mrs Hynes (e.g., Seasons for Growth);
- Extra-curricular after school clubs with a focus on well-being or social intervention activities (e.g., Yoga, Passion for Learning);
- Heart Math for children in key stage 2 and Heart Smarts for children in EYFS;
- ELSA.

How will this school support transition into a new class? Or a new school?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining our school:

- Home or pre-school visits are carried out to all children starting in the Early Years Foundation Stage and visits to school are arranged to aid the settling in process. This also provides opportunity for parents or carers to share important information about any additional needs their child may have.
- If your child is older, they will be able to visit our school and stay for a taster session, if this is appropriate.
- The SENCO will liaise with the previous school about any additional needs your child may have and what has been done to support them so far.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on then one will be made for them.

When moving classes in school:

- Information is passed from the existing teacher to the new one during a transition meeting. IEPs and other documents are shared, as are strategies and support currently in place.
- If your child would be helped by a book/passport to support them in understanding moving on then one will be made for them.
- End of year parent consultations are carried out by the existing and future class teachers so that parents have opportunities to share information which may aid the transition process.
- The children have two transition days in the summer term to familiarise them with their new classroom and teaching staff.

In Year 6:

- The SENCO and Year 6 teacher will discuss the specific needs of your child with the SENCO of the child's secondary school during a meeting.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. This may include the use of materials supplied from other agencies, for example, the Autism Service Transition Pack.
- In addition to the standard number of visits to their new school, additional visits are arranged for pupils with SEND in order to support transition. In some cases, staff from the new school will visit your child at Highfield.

Should you wish to discuss any of the information in this report the SENCO would be happy to speak to you.

Last reviewed: January 2022

By: V Wall