

High Hesket Church of England Primary School

SEND (Special Educational Needs and Disability) Information Report

At High Hesket CE School we prepare our children for the exciting world around them by ensuring that they are ready for “life in all its fullness” (John 10:10). Our community places outdoor learning at the centre and enables children to feel confident, happy, safe and supported whilst encouraging respect for all others. Through our curriculum we foster creativity, kindness and friendship in order to allow all children to flourish and grow.

What is the Special Education Needs Information Report?

School utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that High Hesket School is able to provide. This is referred to as ‘The Special Education Needs Information Report’. This report sets out how we as a school identify and provide for SEND in our setting. It adheres to the guidance and requirements set out in the ‘Special educational needs and disability code of practice: 0-25 years’ July 2014/2015 and ‘The Children’s and Families Act – 2014’

How does the school know if children need extra support and what should I do if I think my child has Special Educational Needs/Disability (SEND)?

As a first port of call, parents/carers should raise any concerns with their child’s class teacher. At this point your child’s class teacher may speak to the SENDCO (Miss Jenny Blenkarn) and/or a member of the Senior Leadership Team such as the Headteacher (Mrs Amy Harvey).

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’ (Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015).

The needs of a child or young person with SEND will fall into one or more of the following four areas - Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Physical and Sensory.

At High Hesket C of E school we may identify a child with SEND in various ways:

- Concerns raised by pupils and/or parents.
- Information passed on from previous nursery or primary school during transition processes will identify pupils who are already on the SEND register. Any initial concerns about pupils not yet on the SEND register are also passed on so that progress can be closely monitored and additional support can be actioned swiftly if necessary.
- Ongoing teacher assessment will identify pupils who are making insufficient progress or performing significantly below age related expectations. These pupils will be highlighted on Pupil Progress Tracking Reports and/or discussed as part of Pupil Progress Meetings on a termly basis. If it is felt that difficulties with learning and progress are long term and may be

because of a Special Educational Need, the pupil will then be discussed further with our SENDCO.

- Class teachers can raise concerns that they have about a child displaying possible Special Educational Needs at any time through a Monitoring Log (pre-SEND cycle). If there is limited progress after this cycle the class teacher will have discussions with the SENDCO who may look at the child's work and/or observe the child in class.
- Liaison with professionals and external agencies may provide information that indicates that a child should be placed on the SEND register. The extensive list of specialists who liaise with school to ensure that pupils receive the support that they need includes Specialist Advisory Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Community Paediatricians, School Nurse Team, Social Care, CAMHS (Child and Adolescent Mental Health Services) and GPs.

If a child's learning progresses to a level where they no longer need additional to or different from support, they will be removed from the SEND register.

How will the school support my child?

Class teachers will set the highest expectations and deliver high quality teaching to all children which is adapted to meet every child's needs. Class teachers will plan and, supported by Teacher Assistants (TAs) where appropriate, deliver any additional support required by individual pupils, with advice from the SENDCO as appropriate.

At High Heskett CE Primary School, we have a range of experienced and trained TAs who will provide support for identified children, including those who require extra intervention and support. For some pupils with very specific needs, a planned intervention programme may be delivered. Children may also require specialist resources which are tailored specifically to their needs.

We also liaise with a range of specialists as mentioned above to ensure we deliver the best possible support for children with SEND.

In line with the SEND Code of Practice, we follow a graduated '**assess, plan, do, review**' approach to identify and support our pupils with SEND:

- Children on the SEND register will have a Pupil Passport with SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets to help them to progress with their learning. These targets may be academic or social/emotional, or a combination of both.
- There are three cycles each year which are roughly November to March, March to July and July to November. In between these times, targets are regularly monitored and adapted as necessary to ensure that they are always relevant to the child's needs.
- Parents of pupils with SEND will be offered three opportunities to come in and meet with class teachers to contribute to the setting and review of Pupil Passport targets each year. This will be

in addition to Parents' Evening appointments. Pupils (where appropriate) will also be encouraged to attend. Within the Pupil Passport document, parents will be guided towards key ways in which they can support their child at home.

All children are assessed for their suitability to sit the governments statutory assessments following the guidance laid out by Department for Education (DfE). Any child who meets the criteria for additional time, a scribe, a reader or being dis-applied is given the correct level of support. Assessment is then carried out by the class teacher.

How will the curriculum be matched to my child's needs?

Our curriculum is underpinned by four curriculum drivers: our High Hesket CE School values; a CIDIO approach (Can I Do It Outside?); global citizenship and metacognition (learning how we learn). Our curriculum is broad, balanced and rich enabling children to exceed in curriculum areas they have strengths in.

We plan the curriculum carefully so that all needs are considered and children are able to succeed and make progress in all areas of the curriculum. Class teachers, with the support of subject leaders and the SENDCO, consider and apply inclusive principles and strategies to ensure that all lesson activities meet the needs of all of the children within our care. Effective adaptations and personalisations are implemented where necessary. All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs, though we do not put a ceiling of learning on for any child.

We endeavour to ensure that all children have access to all the curriculum and the opportunity to achieve the same as their peers. However, for some pupils an individualised curriculum may be required. The benefit of this type of approach is that all children can access a lesson and learn at their level.

Additional support through the use of specialist resources or allocation of TA time is provided where appropriate to ensure all children including those with SEND can access the curriculum.

How will I know how my child is doing and how will you help me to support my child's learning?

We are committed to building strong links between home and school throughout your child's education with us. There are many opportunities for regular contact about things that have happened in school, both in person and via phone/video call/email. We also use a range of Home/School communication tools such as Tapestry and Google Classroom.

We encourage you to make an appointment with your child's class teacher at any time after school to discuss how your child is getting on or if you have any concerns.

We hold two parents' evenings a year, where all parents have the opportunity to discuss their child's progress with class teachers. Children also receive an end of year report. In addition to this, parents of

pupils on the SEND register will be invited into school three times a year to discuss their Pupil Passport targets.

When the child's Pupil Passport is reviewed comments and outcomes are made against each target to show the progress made by the child. If a target has not been fully met, the reasons for this will be discussed with the SENDCO, then the target may be adapted into smaller steps or a different approach may be tried to ensure that the child makes the progress we know they are capable of.

At any meeting we can offer advice and practical on how you can help your child at home. On top of this our school website gives details of our curriculum, activities and events, including family learning. This will help you to understand what your child is learning and how you can support them outside of school.

Where outside agencies become involved the specialist will arrange a meeting with you to discuss their findings and/or you will receive a report from them.

The class teacher continually assesses the progress of each child and notes areas where each child is improving and where further support, if necessary, is needed. As a school we track children's progress from entry at Nursery/Reception through to Year 6 using a variety of methods including the National Curriculum.

If appropriate, we will operate a home-school communication system such as a book/record card or an online platform e.g. Tapestry. Comments between parents and school staff can be shared and responded to when needed.

If your child has an Early Help Assessment open, Team Around the Family (TAF) meetings will be arranged to discuss progress and next steps.

If your child requires support that is over and above additional and/or different, including highly personalised and specialised support they may have an Education Health and Care plan (EHCP). This means that in addition to what is outlined above, review meetings will take place annually with the SENDCO and/or specialist advisory teachers. As far as practically possible, we will endeavour to ensure a key staff member linked directly to your child's progress attends the annual review meetings e.g. Teacher and/or Teaching Assistant.

What support will there be for my child's overall wellbeing?

At High Heskett CE Primary School we have a Safeguarding Team which consists of Mrs Amy Harvey (Headteacher & Designated Safeguarding Lead), Mrs Leanne Day (Assistant Headteacher & Deputy DSL), Miss Jenny Blenkharn (SENCO and Senior Mental Health Lead) and Miss McDermott (class teacher).

As noted above, the school has a Designated Mental Health Lead (Miss Jenny Blenkharn who is also SENDCO and PSHE Co-ordinator) and a number of staff are trained in Mental Health First Aid.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents'/carers first point of contact. If further support is required the class teacher liaises with the SENDCo and Mental Health Lead for further advice and support. This may involve working alongside outside agencies such as Social Care, Health Services, Inclusion Support, Family Support organisations and local authority Specialist Teachers.

The school has a Health/Wellbeing register which is updated regularly and a policy regarding the administration and managing of medicines is also available.

Parents need to contact the school administrator/class teacher if medication is recommended by health professionals to be taken during the school day.

On a day to day basis first aiders generally oversee the administration of any first aid and/or medicines.

Individual Health Care Plans are drawn up with parents as appropriate to support pupils with specific medical needs e.g. epilepsy, diabetes etc.

As a staff we have regular training and/or updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

Personal care, when needed, can be provided by staff. If personal care is a long-term concern, the child will need to have a Personal Care Management Plan. Use of a disabled toilet and shower facilities can also be made use of if required.

We have a clear Behaviour Policy (available on our website) whereby all staff are expected to be responsible for behaviour; parents are kept informed of any negative behaviour at the earliest stage. As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has significant behavioural difficulties a Positive Behaviour Support Plan may be written alongside the child and parents to identify the specific issues; put relevant support in place and set targets. These will be discussed with parents/carers and agreed together. We also have Fatigue Management Plans for those children who require.

Attendance of every child is monitored on a daily basis by the school administrator. Lateness and absence are recorded and reported upon to the Headteacher. Our attendance policy is available on the school website and outlines the actions required if attendance is a concern.

Risk assessments are undertaken before any educational visit with correct ratio of adults to children, including extra support if needed with children with SEND.

We value and celebrate each child being able to express their views on all aspects of school life. This is predominantly carried out through our PSHE scheme and school council. On top of this, the views of children with Special Educational Needs are sought through a pupil voice profile completed with their class teacher or support staff. This then feeds into the child's Pupil Passport. Pupils with an Education, Health and Care Plan (EHCP) complete a questionnaire to express their views prior to their Annual Review meeting.

We have a calm and quiet room known as the 'Beehive' that is available for supporting any child with a special educational need during their time with us.

We have before and after school care; Wigglebugs Breakfast Club and the After-School Club serves a healthy breakfast and offers a range of activities for all children to join in with.

We value children's social and emotional well-being through the provision of regular whole class teaching and learning. In addition, we offer a weekly nurture group for any children who would benefit from further support. Children are identified on a termly basis. It is managed **and lead** by the SENDCO. The group consists of weekly small group activities linked to personal, social and emotional well-being.

What specialist services and expertise are available at or accessed by the school?

Our fully qualified SENDCO (Miss Jenny Blenkarn) is a fully qualified teacher with experience in working with children with SEND.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Local Authority Specialist Advisory Teachers.
 - Communication and Interaction Difficulties
 - Blind/Visual Impairment
 - Deaf/Hearing Impaired
 - English as an Additional Language
 - Physical/Medical Difficulties
 - Speech, Language and Communication Difficulties
- Educational and Clinical Psychologists
- Early Years Area SENCO/Early Years Specialist Advisory Teacher
- Behaviour & Emotional Well-being Officer
- Health professional.
 - GP
 - Consultant Paediatrician
 - Community Paediatrician
 - Health Visitor
 - Public Health Nurse.
 - Continence Team.
 - Occupational Therapist
 - Physiotherapist
 - Speech and Language Therapist
- Child Mental Health/Counselling Services.
 - CAMHS
 - PAC Therapy
 - Family Action
 - Barnardos
- Social Care including Child and Family Support Workers
- Children with Disabilities Team

In order to access advice from many of these external specialists or agencies, an Early Help Assessment form must be completed. This form is completed by the class teacher (alongside the SENDCO and/or Headteacher) during a meeting with parents, and gives parental consent for the information within the form to be shared with the appropriate services. It includes the views of both the parents, the child and school in order to summarise the pupil's (or the whole family's) need and the desired outcomes.

Where advice is received from an external agency, this may be incorporated into a child's Pupil Passport in the form of individual targets or suggested strategies, or developed into wider classroom practice.

What training have staff completed to support children with SEND?

At any time within school we may have staff working who are trained in the following areas:

- Phonics Training including Phonics Tutoring.
- Maths Recovery
- Training provided through Autism Education Trust
- Early Help Assessment training.
- Areas of SEND Awareness training – ADHD, Autism, Pathological Demand Avoidance, Dyslexia, inclusive practice, sensory integration.
- Deafness and sign language.
- Team Teach
- Paediatric First Aid
- Mental Health and Mental Health First Aid
- Emotion Coaching
- Smart Moves
- Decider Skills
- Medical condition awareness training as appropriate e.g. Diabetes, Epi-pen use, Asthma
- National Award for SEND Co-ordination (SENDCO)

Our SENDCO attends regular training provided by the Local Authority and Inclusive Learning North. This is shared as appropriate with other staff in school through staff meetings or training sessions.

How accessible is the school environment?

The school site is wheelchair accessible for all areas with a disabled toilet and shower facilities. All areas of the school are accessible, with ramps at specified fire exits and the main school gate.

The Hall and one classroom have been adapted with a hearing loop, and the Hall ceiling is reinforced with sound proof panelling.

If needed, we continue to review and consider adaptations for individual children as required.

Technology is available to assist pupils with their learning as appropriate to individual needs i.e. iPads, chromebooks, modified keyboards etc.

How will the school prepare and support my child when joining the school and transferring to a new school?

We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist them with their new surroundings and staff. We would also visit them in their current nursery, school or home as appropriate.

When children move from our school we ensure records are transferred promptly and we offer the new school transition support in the form of meetings/handover conversations.

When SEND children are preparing to leave us to go to secondary education, the SENDCO, in conjunction with the Y6 class teacher will liaise with key staff at the secondary school and outside agencies to plan in steps for the transition process. This could include transition meetings and/or additional visits to the secondary school. The process will be slightly different for every child with SEND.

If your child has an EHCP, wherever possible the secondary school SENDCOs will attend the Year 5 and Year 6 Annual Reviews. This will act as a transition meeting and allows parents the opportunity to discuss the provision that their child will receive at secondary school.

We will ensure that all relevant paperwork is passed on and all needs are discussed and understood.

How the school's resources are allocated and matched to children's special education needs

We ensure that all children who have SEND will have their needs met to the best of the school's ability with the funds available.

We have a team of LSAs/TAs (Learning/Teaching Support Assistants) who are funded from the school budget and deliver programmes designed to meet groups of children's needs and individual needs.

The budget is allocated on a needs basis.

How is the decision made about what type and how much support my child will receive?

Decisions are made in consultation between the class teacher, the SENDCO, the Headteacher, Teaching Assistants, parents and any external agencies involved with your child. These decisions are based upon termly tracking of pupil progress and assessment to ensure the support is effective.

Different children will require different types of support in order to bridge the gap to achieve national age expected levels or further develop their self-confidence as learners, maturing socially and emotionally.

We can judge if the support has had an impact by reviewing targets on Pupil Passports and ensuring they are being met, by monitoring progress on Pupil Progress Tracking Reports and/or via Pupil Progress meetings and observing that the gap is narrowing, through verbal feedback from the parent and pupil and the fact that children may move off the SEND register when they have made sufficient progress in an identified area.

Who can I contact for further information?

The first point of contact for parents /carers is always the child's class teacher.

An appointment can also be made to meet with Miss Jenny Blenkarn our Special Educational Needs Co-ordinator (SENDCO) or Mrs Amy Harvey, our Headteacher.

Look at our SEND policy on our website as well as the other policies referred to above.

Contact the [Cumbria SEND Information, Advice and Support Service](#)

Contact IPSEA (Independent Parental Special Education Advice). <https://www.ipsea.org.uk/>

If you are considering whether your child should join the school, contact the School Office to make an appointment to come and visit our school.

Cumbria's SEND Local Offer can be accessed [here](#).