



Highwood Primary School

Mead Way, Bushey, Watford, Hertfordshire, WD23 2AW
Tel: 01923 484650 Fax: 01923 484653 E-mail: admin@highwood.herts.sch.uk

Promoting Resilience, Achieving Potential

Cathy Cox – Interim Head Teacher

SEN Information Report ('School Offer')

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Highwood is an inclusive school. We aim to:

- Identify individual learning needs early and thoroughly.
- Provide all pupils with equal opportunities to the curriculum and life of the school.
- Work in partnership with parents and outside agencies in the education of children.
- Allocate staffing and other resources in ways that reflect differing individual needs.
- Set appropriate outcomes and achievable targets based on individual needs.
- Encourage pupils to share in the planning and evaluation of their learning and to undertake responsibility for their learning.
- To maximise the learning potential of all pupils and raise educational attainment for all, including those children identified as being gifted and talented.
- To promote the personal, social, moral and cultural development of all children.

Definition

A child or you person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If you feel that your child has special educational needs you should first speak with their class teacher, who will then discuss your concerns with the Special Educational Needs and Disability Coordinator (SENDCo).

2. How will school staff support my child?

SEN support in school is based on four types of action called the Graduated Approach: Assess, Plan, Do, Review. We use the National Strategies Wave document when planning teaching approaches.

Wave 1

All children are entitled to High Quality first teaching at Wave 1 as part of everyday classroom practice. Within Wave 1 teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers differentiate to meet





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differences in learning.

Wave 2

Small group work (occasionally 1:1) which is usually delivered by a teaching assistant for children who are slightly behind and can 'catch up' with the rest of their age group. Wave 2 interventions last a specified number of weeks, and by the end of the intervention children in the group should have caught up. The pace of this type of intervention will suit some children who need a quick boost. Where appropriate, Wave 2 interventions are also used to support pupils who have been identified as being more and most able. Such interventions are designed to further stretch these children and maximize their learning potential.

Wave 3

Wave Three activities are for children who are currently working significantly below age related expectations or have been identified with having Special Educational Needs. They will usually work 1:1 with a teaching assistant through a highly structured, time limited intervention programme.

Teaching assistants provide additional support in class as well as leading small group or 1:1 sessions with pupils. Teaching assistants receive regular training and support both in house and from external agencies.

Most and More Able Pupils

Children identified as being most or more able are supported through the use of differentiated activities and open ended tasks within lessons. Where appropriate, they may also be offered additional learning opportunities in small groups. The school regularly takes part in challenge cup days where our most able children from across the school are selected to take part in activities designed to develop their higher order thinking skills as well as giving them opportunities to further develop their maths and literacy skills and understanding.

3. How will I know how my child is doing?

The school operates an open door policy. As well as two parent consultation evenings, parents are invited to look at their children's learning on the first Monday of every month. Each child receives an annual report in the Summer term which celebrates their achievements. Termly assessment data is shared with parents as well as pupil targets.

Parents of children identified as having SEND are invited to review their personal plans on a termly basis, which involves reviewing targets and setting new outcomes. Children are also involved in this process of developing their personal plans.

Children who are supported by external agencies eg: Specialist teachers are invited to attend regular meetings to discuss their child's needs and what strategies should be employed to help them progress.





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If you have any concerns about your child then you should speak to their class teacher in the first instance. You may also wish to speak to the school SENDCo (Mrs Nic Muncie).

4. How will the learning and development provision be matched to my child's needs?

We may offer the following range of provision to support pupils with SEND:

Provision to facilitate/support access to the curriculum

- ❖ High level of differentiation
- ❖ Concrete apparatus/ Visual aids
- ❖ Referrals to specialist agencies for support and advice e.g Speech and language, Colnbrook Outreach, Parkside SpLD
- ❖ Specialist equipment e.g writing slopes, chairs, fiddle toys, move 'n' sit cushions.
- ❖ Small group or 1:1 support

Strategies to support/develop literacy skills

Differentiated curriculum with an emphasis on developing literacy throughout the curriculum

- ❖ SEND Personal Plan targets
- ❖ Guided learning/Small group interventions
- ❖ Additional phonics, reading or writing interventions
- ❖ Referral to Parkside SpLD Base and subsequent delivery of specific programmes as advised by the Parkside SpLD Base Advisory teachers

Strategies to support/develop numeracy skills

- ❖ Concrete apparatus in class – eg: diennes/base 10 equipment/ Numicon/counting bears
- ❖ Differentiated resources/learning activities
- ❖ Small group interventions
- ❖ Securing level documents
- ❖ SEND Personal Plan targets

Strategies/programmes to support children with speech and language difficulties or social communication difficulties

- ❖ Specialist speech and language/EAL teaching assistant
- ❖ Use of Talking Partners
- ❖ Delivery of a speech and language programme following advice from a Speech & Language Therapist
- ❖ Social Skills groups, using Talkabout materials, Socially Speaking or Time to Talk
- ❖ Visual aids

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- ❖ Following visits to the school and training given by Occupational Therapist or Physiotherapist delivery of a planned programme by a teaching assistant.
- ❖ Handwriting groups, using sky, grass and soil concept.
- ❖ Computer keyboard support to develop touch typing skills

Strategies/programmes to support children with social and emotional difficulties





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- ❖ Social Skills groups, using Talkabout materials
- ❖ Protective behaviours
- ❖ 1:1 or small group work with a member of the Inclusion team
- ❖ Mentors
- ❖ PSHE, Circle Time, Bubble Time and Thinking boxes in class

With the additional support in place, children identified on the inclusion register are expected to make accelerated progress and close the achievement gap. When reviewing the targets, pupils are encouraged to state where they think they have made progress so they can raise their self-esteem and reflect on the progress they are making. Support is reviewed regularly, at least three times a year and depending on the child's needs and progress and in discussion with the SENDCo as to whether support is continued.

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

We may offer the following range of provision to support pupils with medical, social, emotional or behavioural difficulties:

Social Skills programmes/support including strategies to enhance self-esteem

- ❖ Support from the school-based Welfare manager
- ❖ Social Skills programmes run by experienced support staff
- ❖ PSHE curriculum, Golden Time and Bubble time in class
- ❖ Extra curricular (enrichment) activities

Strategies to support/modify behaviour

- ❖ Clear whole school Behaviour Policy
- ❖ Whole class reward systems consistent with all classes within a key stage
- ❖ Merit charts/ Golden time
- ❖ Small group or 1:1 support
- ❖ Referral to Educational Psychologist/ CAMHS

Support/supervision at unstructured times of the day including personal care

- ❖ Juniper lunchtime club
- ❖ Play leaders
- ❖ Specialist sports coaches

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- ❖ PSHE curriculum
- ❖ School-based Welfare Manager
- ❖ Family workshops





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- ❖ Transition workshops/activities – links with Chessbrook
 - ❖ Drawing and Talking Therapy
 - ❖ Referral to CAMHS
 - ❖ Referral to Educational Psychologist or other appropriate external agency
- Access to Medical Interventions**
- ❖ Staff first aiders on rota for break and lunch duties
 - ❖ Health Care plans for pupils with specific medical needs
 - ❖ Close liaison with School Health
 - ❖ Full time school nurse
 - ❖ Pupils with specific medical needs/allergies have information and photo displayed in the medical room, staffroom and in the school kitchen. Teachers have class medical list.

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

Provision in school:

- ❖ Welfare Manager
- ❖ Specialist speech and language assistant
- ❖ SENCO
- ❖ Teaching assistants

External services accessed by the school

- ❖ Parkside - Specific Learning Difficulties base -
- ❖ Speech and language therapists
- ❖ Educational Psychologist
- ❖ Occupational Therapist
- ❖ Children and Adolescent Mental Health Service
- ❖ Colnbrook moderate learning difficulties school advisors.
- ❖ Chessbrook – Education Support Centre
- ❖ Counselling

7. What training have the staff, supporting children and young people with SEND, had or are having?

2016-2017: This year staff have received training from Jenny Mosley on developing Circle Time, Bubble Time and Thinking Boxes. This will mean that children can be supported in a consistent manner across the school and any issues can be addressed within their own classes, so supporting all children's social emotional and mental health needs. All staff receive regular training through staff meetings and staff have access to a non-classed based SENDco to support the children's needs. Teaching assistants have a weekly meeting to be able to develop their skills in





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supporting children's needs and delivering specific interventions. All staff will be receiving STEPS training in September 2017 which is the Hertfordshire County Council's preferred method for behaviour management.

8. How will you help me to support my child's learning?

Staff will meet with you to discuss your child's personal plan and identify areas in which you can help your child. If you would like further support please contact the SENDCo, Mrs Nic Muncie.

9. How will I be involved in discussions about and planning for my child's education?

If it is agreed that your child has SEN then a Personal Plan will be created in conjunction with yourselves, your child, class teacher and SENDCo. They will also be placed on the Inclusion register. This will be reviewed at least three times a year. Parents are welcome to contact their class teacher or SENDCo, to make an appointment to discuss their child's needs at any point.

10. How will my child be included in activities outside the classroom including school trips?

Highwood is an inclusive school. We aim to provide all pupils with equal opportunities to the curriculum and life of the school.

Additional support from the Inclusion Team can be given to children who may require this outside the classroom and school environment.

Some children may require the use of wheelchairs, pushchairs or scooters to enable them to actively take part, which would be on their Health care Plan.

11. How accessible is the school environment?

The school building was completed in 2012, however it was flooded in June 2016 and the school has been in temporary accommodation from September 16 until then end of July 2017. The school should be operational to both staff and children from 11.09.17. The accessibility plan can be accessed via





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<http://highwood.herts.sch.uk/publication/view/accessibility-plan/>

The building is fully wheelchair accessible with a disabled lift to access EYFS and KS1. Each classroom has a sound field system and there are disabled toilets and changing facilities.

When required and if possible, parents whose first language is not English are offered a translator at meetings.

12. Who can I contact for further information?

Class teacher – admin@highwood.herts.sch.uk

SENDCo – Mrs Nic Muncie – Nicola.muncie@highwood.herts.sch.uk

Welfare Manager – Ms Zahidah Dodwell –
zahida.dodwell@highwood.herts.sch.uk

Headteacher – Mrs Cathy Cox – head@highwood.herts.sch.uk

All can be contacted through the main office to make an appointment on 01923 484650

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

During the Summer term, all pupils who will be new to EYFS will receive a home visit from the EYFS team to support the transition into school for the following September.

On Hertfordshire transition day (usually the second Thursday in July) Year 6 children will spend the day at their secondary schools. Those transferring to a different authority will complete transition relevant to their new setting. On this day children within Highwood will spend the morning with their next teacher and classroom. Children starting from outside Highwood will also be invited to attend the morning.

The Inclusion team can offer additional support if required in order to help prepare any children for the next step in their education.





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During the summer term, Year 6 pupils are visited in school by representatives from their secondary schools.

Where appropriate, the school uses Chessbrook Education Centre who offer specialist additional transition support for those in year 6. These children are selected by the year 6 class teachers in conjunction with the Inclusion Team.

14. How are the school's resources allocated and matched to children's special educational needs?

SEND Stages

Monitoring

These children are provided with quality first teaching, regular opportunities for guided learning and where appropriate some wave 2 provision. These children have been identified as falling slightly behind age related expectations and with additional support should catch up.

SEN Support

These children are provided with quality first teaching, regular opportunities for guided learning and additional Wave 2 small group intervention. These children will have a personal plan which outlines long and short term outcomes for the child, how they are being supported and by who and the frequency of when they are delivered. Some children may need additional adult support and it may be that Exceptional Needs Funding (ENF) to continue to support the child.

Education Health Care Plan

These children are provided with quality first teaching, regular opportunities for guided learning and additional Wave 3 small group or 1:1 intervention. Children also have a Personal Plan and where appropriate will have additional support from external agencies. For example: the Educational Psychologist, SPLD base and Speech and Language. The EHCP is a statutory document and reviewed annually. The personal plan will be reviewed at least three times a year. Children who hold an EHCP may need to have ENF applied for.

15. How is the decision made about how much support my child will receive?

It is our aim to identify any child with special educational needs early on in their school life. Prior to entry in Nursery or Reception, the teacher carries out a home visit. This is an opportunity to discuss the child's needs with parents/carers and if required, enables the school to plan for any additional provision.

Pupils who join the school during the academic year meet with a member of the Inclusion team who carry out an inclusion questionnaire which gives a detailed overview of a child's needs, as well as helping to identify areas of priority for additional provision.

Termly assessment data and on-going teacher assessment is used to closely monitor





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the progress of all children as they move through the school. No less than termly, the SENDCo analyses this data along with the class teacher and other senior leaders to identify any pupils who are currently working below age related levels. Where a pupil is identified as having SEN, the Inclusion Team lead by the SENDCo, in collaboration with the class teacher team, look at ways to remove barriers to learning and plan effective targeted interventions.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Full information about the local offer can be found at
www.hertsdirect.org/localoffer

