



Highwood Primary School

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

Della Allen - Head Teacher

Arrangements for Identifying, Assessing and Making Provision for pupil with SEND

How does the school know if the children/young people need extra help

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

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

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

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 objectives 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 pupil has special educational needs if:

- He/she has a significantly greater difficulty in learning than the majority of pupils of his/her age and as a result is achieving below age related expectations.
- He/she has a physical or sensory impairment that may hinder his/her learning
- He/she has an emotional or behavioural difficulty that impedes his/her learning.
- He/she is a very able pupil who requires a differentiated curriculum. (Gifted and Talented)

Identification

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 the progress of all





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children as they move through the school. No less than termly, the SENCo analyses this data to identify any pupils who are currently working below age related levels.

Where a pupil is identified as having SEN, the Inclusion Team, in collaboration with the Senior Leadership team, look at ways to remove barriers to learning and plan effective targeted interventions. These children are then added to the inclusion register at one of the following graduated stages.

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. .

Exceptional Needs / 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 an IEP (individual education plan) and where appropriate are referred for additional support from external agencies. For example: the Educational Psychologist, SPLD base and Speech and Language. The IEP provides information on the child's needs and details short-term targets, strategies and provision for meeting identified needs and monitoring and recording arrangements. IEP targets are reviewed at the end of each term by the class teacher in conjunction with the teaching assistant and parents. Parents are invited on a termly basis to meet with the class teacher in order to discuss the progress that the child has made in meeting their targets and if appropriate, set new ones.

IEP targets are also discussed with individual pupils and they are given the opportunity to write a comment on their IEP. For younger pupils it may be necessary for the teacher to scribe this information.

How will school staff support my child?

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

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 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





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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. They will usually work 1:1 with a teaching assistant through a highly structured, time limited intervention programme.

Each class has at least one teaching assistant. 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. For example; level 6 reading, writing and maths groups in Year 6. 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.

Interventions

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, SpLD
- ❖ Specialist equipment e.g Soundfield Systems, writing slopes
- ❖ Small group or 1:1 support

Strategies to support/develop literacy incl. reading

- ❖ Differentiated curriculum with an emphasis on developing literacy throughout the curriculum
- ❖ IEP targets
- ❖ Guided learning/Small group interventions
- ❖ Additional phonics
- ❖ Fischer Family Trust Wave 3
- ❖ Referral to SpLD Base and subsequent delivery of specific programmes as advised by the SpLD Base Advisory teachers

Strategies to support/develop numeracy

- ❖ Concrete apparatus in class – eg: numicon/counting bears





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- ❖ Differentiated resources/learning activities
- ❖ Small group interventions
- ❖ Securing level documents
- ❖ Individual Education Plan (IEP) targets

Strategies/programmes to support speech and language / EAL pupils

- ❖ 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
- ❖ 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

With the additional support in place, children identified on the inclusion register are expected to make accelerated progress and close the achievement gap. When a child is assessed to be working at age related expectations, then they will no longer receive additional wave one or two intervention. 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.





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How will I know how my child is doing?

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

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

What should I do if I think my child may have special educational needs?

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 on the inclusion register work closely with the class teacher to review IEPs, celebrate successes and set new targets on a termly basis. Children are also involved in this process.

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.

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 SENCo (Mrs Sheena Tower) or the Head of Inclusion (Mrs Alison Day)

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

- ❖ School-based Family Support Worker
- ❖ Social Skills programmes run by experienced support staff
- ❖ PSHE curriculum
- ❖ 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
- ❖ Time in Juniper class (2 adults to 6 pupils)
- ❖ Referral to Educational Psychologist/ CAMHS

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





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- ❖ Juniper lunchtime club
- ❖ Play leaders
- ❖ Specialist sports coaches
- ❖ Full time school nurse

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

- ❖ PSHE curriculum
- ❖ School-based Family support Worker
- ❖ Family workshops
- ❖ Transition workshops/activities
- ❖ Drawing and Talking Therapy
- ❖ Learning Mentor support
- ❖ One to One counselling
- ❖ 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
- ❖ 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.

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

Provision in school:

- ❖ Family Support worker
- ❖ Behaviour advisers
- ❖ Specialist speech and language assistant
- ❖ SENCO
- ❖ Teaching assistants
- ❖ Full time school nurse
- ❖ Counselling

External services accessed by the school

- ❖ Specific learning difficulties base
- ❖ Speech and language therapists





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- ❖ Educational Psychologist
- ❖ Occupational Therapist
- ❖ Children and Adolescent Mental Health Service
- ❖ Colnbrook moderate learning difficulties school advisors.

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.

How accessible is the school environment?

The school building was completed in 2012.

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, parents whose first language is not English are offered a translator at meetings.

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?





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During the Summer term, all pupils in EYFS, Year 2 and Year 6 take part in transition workshops organised and run by the Inclusion team in order to help prepare them for the next step in their education. Year 6 pupils are visited in school by representatives from their secondary schools and also spend a day visiting their new setting.

Where appropriate, the school uses Chessbrook Education Centre who offer specialist additional transition support.

Who can I contact for further information?

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

SENCO – Mrs Sheena Tower sheena.tower@highwood.herts.sch.uk

Head of Inclusion – Mrs Alison Day alison.day@highwood.herts.sch.uk

Where can I find out about the local authority's local offer of services and provision for children and young people with SEN?





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Full information about the local offer can be found at

www.hertsdirect.org/localoffer





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