



Highwood Primary School

Mead Way, Bushey, Watford, Hertfordshire, WD23 2AW

Tel: 01923 256210 E-mail: admin@highwood.herts.sch.uk

Promoting Resilience, Achieving Potential

Headteacher Mrs B Rai

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 through observations and assessment of each pupil.
- Maintain positive relationships between parents and staff with clear communication to support early identification of their child's needs.
- Provide all pupils with equal opportunities to the curriculum and life of the school.
- Work with outside agencies to receive advice and support for our pupils.
- Allocate staffing and other resources in ways that reflect differing individual needs.
- Set appropriate outcomes and achievable targets based on individual needs.
- Encourage pupils' voices in the planning and evaluation of 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.
- To develop pupils' resilience when faced with challenges in education and work together to achieve personal goals.

Definition of SEND – Special Educational Need or Disability

A child or young person has a 'special educational need' 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?

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching'.

(SEND CoP 0-25 2014)

Teachers are responsible for the progress and development of all the pupils in their class.

Quality first teaching is a key priority at Highwood following the recommendations of the Education Endowment Fund, Special Educational Needs in Mainstream Schools.

Reasonable adjustments will be made to classroom practice when children present with a Special Educational Need or Disability e.g. individual visual timetables, frequent movement breaks, specialist equipment etc

All Early years, Key Stage 1 and Year 3 cohorts have a teaching assistant per class throughout the day. All other Key Stage 2 classes have a year group teaching assistant during morning sessions, as a minimum. SEND support assistants provide targeted support for those where there is an identified need for this.

Support, advice and training for teachers, teaching assistants and learning support assistants are provided in response to needs identified across our school.

When a pupil has an identified need, a 'personal support plan' (PSP) will be drafted in collaboration with parents, class teacher(s) and pupil. Additional targeted interventions may be put in place and delivered by a teacher, teaching assistant, SEND support assistant or an external professional. This may be through one to one work, small group work or the provision of a specialist resource.

The SENDCo oversees, coordinates, monitors, evaluates and shares best practice in provision to support our pupils with these needs.



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

The school operates an 'open door policy'.

Parent consultations occur twice annually. This is an opportunity to make an appointment with your child's class teacher(s) and discuss their attainment, progress and attitude to learning.

Parents are invited to regular 'book looks' throughout the year. Families will be given the opportunity to join class teachers in their learning environment and browse through their child's learning journals. These dates will be communicated to families in our Newsletters.

Each child receives an annual report, in the Summer term, which celebrates their achievements. End of year assessment data is shared with parents and next steps are discussed.

Parents of children, identified as having SEND, are invited to generate and review their child's personal support plans on a termly basis, which involves reviewing targets and setting new goal based outcomes. Children are also involved in this process; collaborating with their class teachers/teaching assistants to complete a 'one-page profile' of their voice, views and goals.

Parents of children who are supported by external agencies, are invited to attend meetings to discuss their child's needs and what strategies should be implemented to help them progress as recommended by these external professionals. eg: Specialist teachers, therapists and health care teams.

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 Sarah Kenny).

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 identified with SEND and facilitate/support with their access to the curriculum with carefully matched provision such as;

A high level of differentiation

Concrete apparatus/ Visual aids

Referrals to specialist agencies for support and advice e.g. Speech and language, Colnbrook Outreach, Chessbrook ESC and Herts Integrated Services for Learning.

Specialist equipment e.g. writing slopes, chairs, fiddle toys, wobble cushions, ear defenders etc

Small group or 1:1 support



Strategies to support/develop literacy skills:

We provide a differentiated curriculum with an emphasis on developing literacy skills throughout all subjects.

- Teachers deliver guided learning/small group interventions
- Timetable additional phonics tutoring, reading or writing interventions
- Deliver daily 'Read Write Inc' sessions which are assessment informed and aimed at each groups' progress within the programme (EYFS up to Year 3)
- For pupils identified with limited progress, additional 1:1 Read Write Inc sessions are delivered by trained Teaching Assistants
- Pupil's that are 'working towards age related expectations' in reading are identified and have additional reading time allocated with volunteers and reading ambassadors.
- Pupils that are making less than expected progress with their reading skills (yr 2+) may be given access to our IDL online reading programme, with allocated time in school to access the programme. This can also be accessed at home with individuals log in details.
- Pupils with PSPs will be encouraged to work on their individual goal based outcomes identified in their plans.

We may refer pupils identified with literacy needs to SpLD Outreach. SpLD Outreach advisory teachers may recommend delivery of specific programmes.

Strategies to support/develop numeracy skills:

- Concrete apparatus in class – eg: Base 10 equipment/ Numicon/counting bears/number lines/bead strings/place value counters/ tens frames
- Differentiated resources/tasks
- Small group interventions
- Identification of gaps in learning through termly HFL assessments (Y1+)
- Pupils with PSPs will be encouraged to work on their individual goal based outcomes identified in their plans.

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

- Timetabled 1:1 interventions with our on site specialist speech and language/EAL teaching assistant
- Timetabled Nuffield Early Language interventions delivered in EYFS (NELI)
- Daily use of 'Talk Partners' across all subjects
- Delivery of 'speech and language' programmes following advice from a Speech & Language Therapist
- Social Skill groups, using Talkabout materials, Socially Speaking, Time to Talk, Homunculi, Zones of Regulation
- Circle of Friends
- Visual aids
- Use of Wdigits (word:image) to support communication
- 1:1 'Bucket Time' for pupils identified with needs.



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

- Occupational Therapists and Physiotherapists visit and deliver training to staff which may then lead a planned programme of exercises/task for pupils with identified needs.
- Handwriting groups, using sky, grass and soil concept.
- Provide resources recommended by Occupational Therapists and Physiotherapists for pupils e.g exercise balls, therapy resistance bands, writing aids for stationary, wobble cushions for seats, specialist chairs.
- Computer keyboard support to develop touch typing skills
- Smart Moves interventions

Strategies/programmes to support children with social, emotional and mental health challenges:

- Social Skills groups, wellbeing groups, using Talkabout materials,
- Zones of Regulation used school wide and referred to daily.
- Protective behaviours
- 1:1 or small group work with a member of the Inclusion team
- Mentors
- Termly 'Safe Hands' sessions, indicating members of staff they can speak to.
- Weekly PSHE (Jigsaw) sessions
- Daily Thrive sessions aimed towards whole class generated targets. Targets are based on whole class online profiling, assessed by class teacher termly.
- 1:1 Thrive sessions, for pupils identified with needs, delivered by our 2 qualified THRIVE practitioners.
- 1:1 ELSA (Emotional Literacy support) interventions for pupils with identified needs.
- Daily mindfulness opportunities and taught techniques

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 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, a discussion with the SENDCo will determine whether support is continued.



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

At Highwood we believe that a child's emotional well-being is fundamental to successful learning and overall development. We 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 – ELSA and THRIVE
- Daily Thrive sessions aimed towards whole class generated targets. Targets are based on whole class online profiling, assessed by class teacher termly.
- Jigsaw PSHE curriculum, Stars in the Jar rewards, Class Dojos, Head teacher awards
- Extra-curricular (enrichment) activities
- School trips

Strategies to support/modify behaviour

- Whole school Behaviour Policy - the policy is visual (Wigits) and clearly organised to display and refer to throughout every aspect of the school day. Clear codes and consequences are included linked to our Golden Rules
- Golden Rules to follow, based on Jenny Mosley – promoted daily and referred to weekly in assemblies.
- Class Dojos
- Small group or 1:1 support
- Zones of Regulation
- Referral to Chessbrook ESC
- Referral to Educational Psychologist/ School Nurse Team/ CAMHS

Support/supervision at unstructured times of the day

- Play leaders
- Meal time supervisors
- Trained pupil Anti-bullying Ambassadors
- Specialist sports coach presence
- OPAL – to be launched 2023/2024
- Bespoke routines for selected pupils identified with needs
- Circulation of High Profile children's information to monitor by all staff.

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

- Jigsaw PSHE curriculum and daily THRIVE sessions
- School-based Welfare Manager
- Transition workshops/activities – links with Chessbrook ESC
- Drawing and Talking Therapy and ELSA interventions
- Referral to School Nurse/ CAMHS
- Referral to Educational Psychologist or other appropriate external agency
- Protective Behaviours



Access to Medical Interventions

- All MSAs carry first aid bags with them during lunchtime activities.
- Each class has their own first aid kit, to support basic first aid (plasters, wipes and gloves).
- Health Care plans are in place for pupils with specific medical needs (Epi-pen procedures, reaction procedures. diabetic protocol etc)
- Close liaison with School Health team
- Each classroom has a medical list displayed on their inside cupboard door for easy reference for staff working there.
- Epi-pen/JECT training is delivered annually.
- Diabetic training delivered as needed for all staff involved with children diagnosed with diabetes.

There are many opportunities for learning to take place outdoors and offsite e.g. school trips, sporting events, joint events with other local schools. Themed weeks, a range of workshops and visiting theatre groups, sports people, musicians and artists are examples of ways in which the curriculum is enriched.

The DSPL (Delivery of Specialist Provision Locally) triage team provide advice and additional support for families of children with additional needs.

There are three 'Designated Safeguarding Leads' for Child Protection and one 'Deputy Designated Safeguarding Person' to support this role. All staff attend annual Child Protection training and are given regular updates on the safeguarding policy.

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

Provision in school:

- Welfare Manager
- ELKLAN trained teaching assistant
- SENDCo
- Teaching assistants
- Inclusion Team
- Meal time supervisors
- ELSA trained learning support assistants
- THRIVE trained staff with 2 specialist THRIVE practitioners.

External services accessed by the school:

- Integrated Services for Learning - eg Specialist teachers for SpLD, Communication and Autism, Physical and Sensory.
- Speech and language therapists
- Educational Psychologists
- Occupational Therapist
- Children and Adolescent Mental Health Service (CAHMS)
- Colnbrook school outreach team.
- Chessbrook – Education Support Centre
- Counselling
- DSPL9 triage team and support



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

All staff receive regular training through staff meetings and staff have access to a non-classed based SENDCo to support the children's needs.

Social, Emotional and Mental Health:

Across the school we have introduced 'Zones of Regulation' which are referred to throughout the school day. Children are supported to help identify their feelings and be taught the skills to regulate their emotions. All classes have clearly displayed resources for the children to refer to and use to identify and independently control their emotions. During 2022/23, staff were given training on THRIVE, a therapeutic approach to learning. We update staff recently and regularly assess the children's well being through class and individual profiling. The targets generated from these assessments are used daily in THRIVE sessions to support our pupils.

Staff have received training from Jenny Mosley on developing Circle Time and Stars in the Jar rewards. This means 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 needs. Staff have received regular updates through staff meetings.

Behaviour: All staff received STEPS, Therapeutic Thinking training which is the Hertfordshire County Council's preferred method for behaviour management. Staff then undertook STEPS refresher training in January 2023. The STEPS approach is reinforced through our dual coded behaviour policy which is shared with, referred to and used daily in all lessons and unstructured time. Assemblies remind and promote the expectations of behaviour and we use Jenny Mosely inspired Golden Rules to encourage positive choices. Positive behaviour is encourage through use of Dojos and 'Stars in the Jar' in KS1 and KS2. Golden rules and our Behaviour Policy are displayed clearly and referred to in all areas around our school.

Autism: The Hertfordshire Autism Quality Offer aligns with the SEND Quality Offer- Hertfordshire's statement on high quality provision and outcomes for children and young people with special educational needs and disabilities. The Autism Quality Offer describes the special educational provision that settings are encouraged to have available for children and young people who have autism or social communication needs and includes links to resources and training available to settings across Hertfordshire. Staff have received Autism training 'Making Sense of Autism' using the AET materials on 16.04.18. We will be having an Autism training refresher during this academic year.

Cognition and Learning: Staff have received training to support children with learning needs from Colnbrook Outreach Service and the SpLD Outreach team. The support includes adapting resources as well as delivering specific interventions to identified children. Regular updates are discussed through staff meetings.



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

We offer:

- 'New to Year X' /Meet the teacher sessions in September
- Termly year group Newsletters sharing curriculum information and updates.
- Parent information meetings e.g RWInc introduction for Reception, maths, reading, phonics etc
- Friends of Highwood Welcome back picnic promotes building a strong network amongst our community of families.
- Home visits give parents an opportunity to talk with staff and to begin working together even before their child's first day in the Nursery or Reception class.
- Children who join mid-year are invited to a 'New to' meeting to have a tour of the school and share information between home and school.
- We encourage parents to attend two parent consultations yearly to discuss their child's progress and attainment. Teachers also provide parents with suggestions for how you can help your child at home.
- Home Learning Grids, bespoke for each year group, are designed and provided half termly. They give families a wonderful range of suggestions to learn/complete weekly with your child, linked to what your children are studying in class.

We are part of DSPL Area 9 which has an excellent triage system to help and guide parents in accessing the specialist support needed.

Staff will meet with you to discuss your child's SEND personal support plan (PSP) and identify areas in which you can help your child.

If you would like further support please contact the SENDCo, Mrs Sarah Kenny.

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

If it is agreed that your child has SEND then a Personal Support Plan will be created in conjunction with yourselves, your child, class teacher and SENDCo. They will also be placed on the SEND 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. Steps are taken to ensure that all children are included in relevant trips/activities beyond the classroom unless doing so would endanger either themselves or others. We consider any potential barriers to children taking part and make effective arrangements for any trip to be fully inclusive e.g. an extra adult to support a child, visiting ahead to check accessibility.

Risk assessments (both general and specific) are carried out prior to school visits/trips. Where necessary, individual pupil risk assessments are also generated by the pupil's class teacher and or SENDco.

Staff and parents work closely together to ensure that children with SEND are able to fully access wider curriculum opportunities both in and out of 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 mobility equipment to enable them to actively take part, which would be on their Health Care Plan.

11. How accessible is the school environment?

The accessibility plan can be accessed via <http://highwood.herts.sch.uk/publication/view/accessibility-plan/>

The building is fully wheelchair accessible with a disabled lift to access EYFS and KS1 corridor. There are disabled toilets throughout our school.

For non-English speaking families we strive to support communication by offering a translator where possible.

On site, we have disabled bays for parking for families with blue badges.



12. Who can I contact for further information?

Key information can be found on the school website.

www.highwood.herts.sch.uk

All contact should be made to specific members of staff through our office.

admin@highwood.herts.sch.uk

Subject: FAO Sarah Kenny (SENDCo and Inclusion Lead)

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

01923 256210



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 or start of the Autumn 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 September. We aim to visit children presenting with SEND, at their previous setting in the Summer term, to receive additional handover information from their teachers/carers.

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. Children with EHCPs or those with SEND may have additional transition visits either when entering or leaving Highwood.

During the summer term, Year 6 pupils are visited in school by representatives from their allocated secondary schools. Year 6 teachers are therefore able to handover key information to support the children's transition.

This year, we are fortunate to offer 1:1 appointments with a DSPL9 Specialist Transition Outreach Worker who will support and give advice to parents who have transition concerns.

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 of children 'working towards age related expectations'

These children are provided with quality first teaching, regular opportunities for guided learning and where appropriate some targeted provision. These children have been identified as falling slightly behind age related expectations and with additional support should catch up. The universal response will be applied to these children and discussed within regular pupil progress meetings with staff.

Support for children identified as having SEND

These children are provided with quality first teaching, regular opportunities for guided learning and additional targeted plus small groups or 1:1 interventions. These children will have a personal support plan (PSP) which outlines long and short term outcomes for the child. The PSP also indicates how the children are being supported, by who and the frequency of when the provision is being delivered. Some children may need additional adult support and it may be that Local High Needs Funding (LHNF) is applied for by the SENDco to continue to support the child. If needs are still not able to met by following all of the above provisions, the process to begin an EHCNA (Educational Health Care Needs Assessment) can be discussed with families and potentially be put in place and evidence gathered to support this process. This process does not guarantee that your child will be assessed by our local authority or gain an EHCP.

Pupils with Education Health Care Plans (EHCPs)

These children are provided with quality first teaching, regular opportunities for guided learning and additional targeted plus/specialised support either in small group or 1:1 interventions. Children also have a Personal Support Plan and where appropriate will have additional support from external agencies. For example: the Educational Psychologist, ISL and Speech and Language. The EHCP is a statutory document and reviewed annually. The personal support plan will be reviewed at least three times a year. Children who hold an EHCP will be banded using the Descriptors of Need guidance, which will provide a varied amount of additional funding. Bands Universal and Universal Plus have no additional funding attached to them.



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

It is our aim to identify children 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 to support identifying areas of priority for additional provision.

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

Where a pupil is identified as having SEN, the Inclusion Team led by the SENDCo, in collaboration with the class teacher team, look at ways to remove barriers to learning and plan effective targeted interventions.

We aim to develop independence for ALL of our children.

16. Who can I contact if I have a complaint about the SEN provision made for my child?

Initially speak with your child's teacher and/or the SENDCo. Hopefully they will be able to address your concerns.

You can then contact the Head teacher, who may direct you to the school's Complaints Policy and procedure.



17. 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?

Hertfordshire County Council's **Local Offer** can be accessed online at:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

In addition to this, there is a very valuable, solution-focused triaged directory of support and services in our local area (Three Rivers, Watford, Bushey and Radlett) which can be accessed at

<http://dsplarea9.org.uk/>

There is also a 'Facebook' page

www.facebook.com/DSPLarea9

