



## Highwood Primary School

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

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Promoting Resilience, Achieving Potential

Headteacher Mrs B Rai

### 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 young 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?

*'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 of the children in their class. Quality first teaching is a key priority at Highwood.

Reasonable adjustments may be made to classroom practice e.g. individual visual timetables, frequent movement breaks.

All Early years, Key Stage 1 and Year 3 classes have a teaching assistant 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 is provided in response to needs identified through this process.

As part of a personal support plan (developed with the child, parents and class teacher), additional targeted intervention may be 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.

### 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 and next steps are discussed.

Parents of children identified as having SEND are invited to review their personal support 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.

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 Vicky Fernandes).

### 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, Chessbrook ESC and Herts Integrated Services for Learning.



- 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 tutoring, reading or writing interventions
- Referral to SpLD Outreach and subsequent delivery of specific programmes as advised by the SpLD Advisory teachers

#### **Strategies to support/develop numeracy skills**

- Concrete apparatus in class – eg: dienes/base 10 equipment/ Numicon/counting bears
- Differentiated resources/learning activities
- Small group interventions
- Identification of gaps in learning through 1:1 assessments
- 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
- Nuffield Early Language intervention in EYFS
- 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, Time to Talk, Homunculi, Zones of Regulation
- Circle of Friends
- 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
- Smart Moves interventions

#### **Strategies/programmes to support children with social and emotional difficulties**

- Social Skills groups, wellbeing groups, using Talkabout materials, Zones of Regulation
- 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?**

**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
- Jigsaw PSHE curriculum, Bubble time in class, Stars in the Jar reward, Class Dojos
- Extra-curricular (enrichment) activities

#### **Strategies to support/modify behaviour**

- Clear whole school Behaviour Policy with Golden Rules to follow, based on Jenny Mosley
- 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 including personal care**

- Access to Juniper (nurture environment) for identified children
- Play leaders
- Specialist sports coaches

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

- Jigsaw PSHE curriculum
- School-based Welfare Manager
- Transition workshops/activities – links with Chessbrook ESC
- Drawing and Talking Therapy
- 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 to have their own first aid kit, to support basic first
- Health Care plans for pupils with specific medical needs
- Close liaison with School Health
- Teachers have class medical list.
- Epi-pen/JECT training is delivered annually.

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.

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

There is a Designated Safeguarding Lead for Child Protection and also four Designated Safeguarding People for this role. All staff attend annual Child Protection training and regular updates.

## **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



### 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 Psychologist
- Occupational Therapist
- Children and Adolescent Mental Health Service
- Colnbrook school outreach team.
- Chessbrook – Education Support Centre
- Counselling

## 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:** During the year 2016/17 staff received training from Jenny Mosley on developing Circle Time, Bubble 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 training in September 2017 which is the Hertfordshire County Council's preferred method for behaviour management. Staff then undertook STEPS refresher training in September 2018, September 2019 and January 2021.

**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. The Lead Practitioner for Pupils with Autism at Highwood is Mrs Vicky Fernandes.

**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?

Parent information meetings, Friends of Highwood picnic and 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 invite parents to curriculum workshops to support parents in helping their children at home e.g. maths, reading, phonics.



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 plan and identify areas in which you can help your child.

If you would like further support please contact the SENDCo, Mrs Vicky Fernandes.

### **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 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.

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. 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?**

Key information can be found on the school website.



Class teacher – [admin@highwood.herts.sch.uk](mailto:admin@highwood.herts.sch.uk)

SENDCo – Mrs Vicky Fernandes – [senco@highwood.herts.sch.uk](mailto:senco@highwood.herts.sch.uk)

Welfare Manager – Ms Zahidah Dodwell – [admin@highwood.herts.sch.uk](mailto:admin@highwood.herts.sch.uk)

Headteacher – Mrs Bindu Rai - [admin@highwood.herts.sch.uk](mailto:admin@highwood.herts.sch.uk)

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.

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 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 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.

### SEN Support

These children are provided with quality first teaching, regular opportunities for guided learning and additional targeted plus small group or 1:1 intervention. These children will have a personal support 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 Local High Needs Funding (LHNF) is applied for 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 targeted plus/specialised support either in 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, ISL 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 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 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 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 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.

## 15. 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 Inclusion Coordinator. 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.





**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?**

Hertfordshire County Council's Local Offer can be accessed on line 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 [dsplarea9.org.uk](http://dsplarea9.org.uk).

There is also a 'Facebook' page [www.facebook.com/DSPLarea9](http://www.facebook.com/DSPLarea9), [Jan Crook, the triage lead can be contacted directly on 07715 415894 or by e-mail: \[jancrook@dspl9.org.uk\]\(mailto:jancrook@dspl9.org.uk\)](#)

