



# Highley Primary School

## SEN Policy and Information Report

Date: Sept 2023

Date of approval:

Next Review date: Sept 2024

## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Definitions .....	3
4. Roles and responsibilities .....	3
5. SEN information report.....	4
6. Monitoring arrangements .....	13
7. Links with other policies and documents .....	13

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Clarify the roles and responsibilities of everyone involved in providing for pupils with SEND

We are a warm, welcoming, inclusive, mainstream primary school with 240 pupils on role (Sep 2023). We work hard to ensure that each pupil, regardless of age, reaches their full potential both academically and socially in a caring environment. We aim to provide an education that will extend children's knowledge, develop their skills and concepts and help them to relate to others whilst encouraging self-confidence and self-discipline; all within a supportive and caring environment. The school operates an 'open-door policy' where we work closely with parents to support and inform them of their child's journey through school. The learning environment is adapted to cater for each child.

We also have a wide range of resources available. We work closely with a variety of outside agencies to provide the best support and experiences for our children. We act on advice to provide the best opportunities and learning experiences to meet individual needs and provide swift interventions. We have an experienced team of staff, who have had training for delivering a variety of interventions, including precision teaching, 'Autism Tier 1' training and speech and language support through ELKLAN, and the WELKOM screening tool. In school, we provide opportunities for pupils to participate in 'Cool Kids' and fine motor skills activities like 'Fizzy Kids'. We also work closely with other settings during key transition times, where meetings are put in place and information shared.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

#### 4.1 The SENCO

The SENCO is Mrs Amy Williams, who can be contacted via school [admin@highleyschool.co.uk](mailto:admin@highleyschool.co.uk) and via telephone on 01746 861541

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

#### 4.2 The SEND governor

The SEND governor Emma Lloyd will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

#### 4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

## **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions (using entry and exit data where appropriate) and how they can be linked to classroom teaching (most information regarding SEND pupils can be found in the class SEND folder).
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia,
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

What we offer children with SEND is different for every child and it is important to emphasise that as much as possible. This provision is put in place for the child in consultation with the child's family and external agencies, where appropriate.

### **5.2 Identifying pupils with SEND and assessing their needs**

The school follows the LA advice relating to a graduated approach to identification, assessment, monitoring and review of children with special educational needs. This encourages a continuum of needs. This is recommended in the Code of Practice and is in line with the LA policy. This should be seen as an ongoing process and the responsibility of the class teacher, in consultation with the Head teacher and SENCO. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment (for example, social needs).

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Early identification, assessment and provision are viewed as very important. In order to identify pupil's individual special educational needs, and ensure appropriate provision teachers are involved in both formal and informal screening methods. We carefully monitor the curriculum, obtain information from parents and use records from previous schools.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record. This may also include the termly assessment using their own Personal Support plans which have been written by the class teacher and supported by the SENCo.

Our 'open door' policy, arranging discussions with parents and other professionals, access to Early Help, support from our Family Support worker, and the sign posting of services to parents encourages early interventions.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil- through class interactions, marking, observations, questioning and where appropriate statutory assessments. Teachers plan to ensure that all children make good progress using quality first teaching strategies.
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Each child's SEND journey can be found in the 'SEND by Name' folder and is updated regularly.
- Additional notes can be found on the 'SEND spreadsheet.'

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Up to date records and PSPs can be found in each class' SEND folder. All staff who work within that class are expected to read these documents at regular intervals throughout the school year. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We support transitions in the following ways;

From Nursery to Reception Class;

- Home Visits by the Reception teacher or teaching assistant.
- Regular visits to the child in their current setting.
- School transition visits
- Meeting with the school SENCo
- Family learning opportunities
- From class to class within school;

- Children will have ‘taster’ sessions in their new class. Extra sessions can be arranged.
- Teachers liaise to share Person Centered Plans and other general information about a child. This will include how children may or may not cope well with change. New, reflective PSPs are produced by the ‘outgoing’ class teacher to be passed onto the new class teaching team.
- A new ‘Provision map’ is produced to reflect the interventions needed and time allocated to meet each child’s needs.
- Progress data is shared.

Transfer to secondary school;

- Children will be visited by the year 7 coordinator in our setting.
- Children will have visits to the secondary school; extra visits will be arranged where necessary and will be supported by a teaching assistant or class teacher.
- Year 7 coordinators and secondary SENCo’s are invited to annual reviews.
- Year 6 teacher, and SENCo will meet with the year 7 co-coordinator and secondary SENCo. Information will be shared.
- Some visits are arranged to local primary schools during Year 5 for activity days.

## **5.6 Our approach to teaching pupils with SEN.**

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

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We use the following to support children with additional needs to become independent learners:

- Short, specific interventions
- One to one or group support for specific skills
- Adapted tasks and resources
- Use of visual support materials
- Speaking and listening tasks
- Access to ICT
- Nurture group
- Pre- teaching opportunities
- Mixed ability pairings for appropriate tasks

We are able to offer many different forms of additional provision which can include; additional in class support; additional out of class support; one- to –one support; flexible grouping; access to specific resources; access to a wide range of outside agencies. The specific types of provision needed depends on the needs of the child.

We will also provide the following interventions:

- SNIP
- Reading and Comprehension intervention (including Read Write Inc Fresh Start)
- Precision teaching (e.g. Toe by Toe, Power of 1, Plus 2)
- Colourful Semantics
- Speech and Language screening/interventions (Welkom, ELKLAN, Talk Boost)
- Support for pupils who require bespoke speech and language programmes
- Occupational Therapy interventions (e.g. Cool Kids, Fizzy Kids)
- ELSA-Emotional Literacy
- Circle of Friends and the school’s nurture group provision
- Initial Dyslexia screening and screenings for visual stress

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, writing slopes, wobble cushions, pencil grips, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We follow advice from outside agencies and purchase resources and follow programmes that are recommended.

## 5.8 Additional support for learning

Our Provision for pupils with SEND Communication and Interaction:

- Follow advice from external agencies.
- Provide suitable trained teaching assistants to run Speech and Language programmes.
- Resources will be purchased to support children e.g. speech and language games, recording equipment etc. Nurture groups have been set up in school to give children time to work in small groups with an experienced adult.
- Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.

Communication and Interaction:

### 1.Speech, Language and Communication

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>• On home visits/ visits to pre school we find out if a child has had any involvement with SALT or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc.</li> <li>• We look at progress through the EYFS stages of development.</li> <li>• We look at the impact that speech, language and communication needs is having on other areas of the curriculum and the child's general well- being</li> <li>• Person Centered Plan might be appropriate for target setting and reviewing progress.</li> <li>• Refer a child to SALT to get expert advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow advice from external agencies</li> <li>• Provide trained teaching assistants to run speech and language programmes</li> <li>• Resources will be purchased to support children e.g. speech and language programmes</li> </ul> <p>Receptive language issues:</p> <ul style="list-style-type: none"> <li>• Make sure that instructions are simple and clear.</li> <li>• .Provide support for children to make sure that they understand what is expected.</li> </ul> <p>Expressive language issues:</p> <ul style="list-style-type: none"> <li>• Build time in for children to take part.</li> <li>• Provide trained teaching assistants to run speech and language programmes in school. This may be on a one</li> </ul>	<ul style="list-style-type: none"> <li>• Refer children to the speech and language service for support and advice.</li> <li>• Provide trained teaching assistants to run speech and language programmes in school. This may be on a one to one basis or in small groups.</li> <li>• Nurture groups have been set up in school to give children time to work in small groups with an experienced adult.</li> <li>• Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home/</li> </ul>

<ul style="list-style-type: none"> <li>Refer children to the speech and language service for support and advice.</li> </ul>	<p>to one basis or in small groups.</p> <p>Articulation of sounds issues:</p> <ul style="list-style-type: none"> <li>Children may have a specific speech and language programme to follow-trained teaching assistants will administer these programmes with children on a one to one or small group basis.</li> </ul>	
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## 2. Autistic Spectrum Disorder/Condition

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>On home visits/ visits to pre school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns</li> <li>We observe children in class, at playtimes, lunchtimes etc.</li> <li>We look at progress through the EYFS development matters stages of development.</li> <li>Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these.</li> <li>Provide a Person Centered Plan which is reviewed termly.</li> </ul>	<ul style="list-style-type: none"> <li>Provide adaptations to the curriculum or style of teaching to cater for individual needs- e.g. giving clear, precise and direct instructions.</li> <li>Give children support in the class so that they can make sense of situations (teaching assistant time would be allocated).</li> <li>Use social stories in small nurture groups or on an individual basis.</li> <li>Support would be provided for children if they needed some 'time away' from the classroom to pursue some more individualised learning.</li> </ul>	<ul style="list-style-type: none"> <li>Refer children to Woodlands outreach service for advice.</li> <li>Refer children to educational psychology service for advice.</li> <li>Refer to BEE-U for advice.</li> <li>Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</li> <li>Provision of 'Calm Classroom' to allow for calm play, turn-taking practice, opportunity to rehearse response to social cues, building of resilience.</li> </ul>

## Cognition and learning

### 1. General/moderate learning difficulties

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>



<ul style="list-style-type: none"> <li>• On home visits/ visits to pre school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc.</li> <li>• We look at progress through the EYSF development matters stages of development.</li> <li>• Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>• Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these.</li> <li>• Provide a Person Centred Plan which is reviewed termly.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting to children by using different learning styles, for example, precision teaching, multi-sensory learning.</li> <li>• Differentiating work</li> <li>• Providing support from the teacher or teaching assistant in small groups or on an individual basis.</li> <li>• Having children in target groups or booster groups within the class.</li> <li>• Providing children with SMART targets.</li> <li>• Providing support for pre-learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow advice from outside agencies.</li> <li>• Purchase resources to support children.</li> <li>• Support children through additional adult support in the classroom.</li> <li>• Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</li> </ul>
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### Specific Learning Difficulties eg Dyslexia, Dyscalculia

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>• On home visits/ visits to pre school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc.</li> <li>• We look at progress through the EYSF development matters stages of development.</li> <li>• Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>• Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow advice from outside agencies.</li> <li>• Adapting to children by using different learning styles, for example, precision teaching, multi sensory learning.</li> <li>• Differentiating work.</li> <li>• Providing support from the teacher or teaching assistant in small groups or on an individual basis.</li> <li>• Having children in target groups or booster groups within the class.</li> <li>• Providing children with SMART targets.</li> <li>• Providing support for pre-learning</li> <li>• Providing a variety of resources to support learning above and beyond what is already in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a variety of resources to support learning above and beyond what is already in the classroom.</li> <li>• Lesson observation by the LSAT – noting the individual learning styles of pupils. Implementing strategies as a result of these and identifying them on PSPs.</li> <li>• Providing support for parents by recommending resources to use at home.</li> <li>• Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</li> </ul>

<ul style="list-style-type: none"><li>• Provide a person centered plan which is reviewed termly.</li></ul>		
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## Social, emotional and mental health and wellbeing

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>On home visits/ visits to pre school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>We observe children in class, at playtimes, lunchtimes etc.</li> <li>We look at progress through the EYSF development matters stages of development.</li> <li>Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these.</li> <li>Provide a Person Centred Plan which is reviewed termly.</li> </ul>	<ul style="list-style-type: none"> <li>Developing a personalised approach to learning for that child.</li> <li>Providing support- having a designated adult to work with the child.</li> <li>Develop resources to support children, e.g. a memory box in the case of bereavement.</li> <li>Having a calm area where children can go to think and talk.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to outside agencies as appropriate, e.g. Woodlands, BEE-U, bereavement counselling.</li> <li>Early help advice-Family Support Worker Kerri Powell.</li> <li>Training children about E safety.</li> <li>Staff keeping up to date with new emerging priorities.</li> <li>Supporting families with multiagency involvement.</li> <li>Training is available from TaMHS (targeting mental health support) through their 'Think good, feel good' programme.</li> </ul>

## Sensory and or physical- hearing impaired

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>On home visits/ visits to pre school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>We observe children in class, at playtimes, lunchtimes etc.</li> <li>We look at progress through the EYSF development matters stages of development.</li> <li>Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>Getting to know the child well and understanding patterns of</li> </ul>	<ul style="list-style-type: none"> <li>Children will sit closer to the teacher in lesson introductions.</li> <li>Ensure that the child is looking at you before speaking- say the child's name first before speaking to them.</li> <li>Be aware of background noise in different environments that may affect hearing.</li> <li>Teaching assistant support may be needed to repeat instructions to the child.</li> <li>Providing more written instructions for the child to</li> </ul>	<ul style="list-style-type: none"> <li>Follow guidance from hearing impairment service/</li> <li>Children may attend fun club/cool kids for sensory integration.</li> <li>Teaching assistants training for maintenance and checks for hearing aids.</li> <li>Work alongside and seek advice from Sensory inclusion service and teacher for the hearing impaired.</li> </ul>

behaviour or specific needs and responding to these. <ul style="list-style-type: none"> <li>• Provide a person-centered plan which is reviewed termly.</li> </ul>	develop independence and self-esteem.	
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### Visually impaired

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>• On home visits/visits to pre school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc.</li> <li>• We look at progress through the EYFS development matters stages of development.</li> <li>• Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>• Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these.</li> <li>• Provide a person centered plan which is reviewed termly.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that children who wear glasses are clear about when they are to be used.</li> <li>• Sit children in an appropriate place in the classroom.</li> <li>• Provide work on coloured paper on recommendation from outside agencies.</li> <li>• Provide coloured overlays to assist reading on advice from outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain advice and support from outside agencies such as sensory inclusion.</li> <li>• Adapt the environment where necessary.</li> </ul>

### Physical Difficulties

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>• On home visits/visits to pre school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc.</li> <li>• We look at progress through the EYFS development matters stages of development.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide suitable equipment for children on the advice of outside agencies, e.g. writing slopes, pencil grips, stress balls.</li> <li>• Provide suitable activities to develop skills, e.g. Cool Kids as an extra activity.</li> <li>• Ensure tables and chairs are the correct height.</li> <li>• Ensure that the environment is free from clutter and is tidy and organised.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Occupational therapy.</li> <li>• Cool kids programme/Fizzy Kids.</li> <li>• Use of specialised equipment in classrooms.</li> <li>• Teaching assistant support on an individual basis or in small groups.</li> </ul>

<ul style="list-style-type: none"> <li>Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these.</li> <li>Provide a person centered plan which is reviewed termly.</li> </ul>	<ul style="list-style-type: none"> <li>Regular PE sessions with extra adult support and differentiated activities.</li> </ul>	
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We have 13 teaching assistants, of which 3 are trained HLTA's and another is being trained as a HLTA. Some of our TAs are trained to deliver interventions such as Welcom, ELKLAN and Talk Boost. Other members of staff are trained to deliver Cool Kids and Fizzy kids. Most of our TAs are Autism Tier 1 trained and have received precision teaching training. We have also purchased a screening tool for dyslexia.

Teaching Assistants support small groups of children and also work on a 1:1 basis. Teachers also do 1-1 interventions and small group targeted intervention. Pupils have access to work with our Family Support worker using her emotional literacy training and also doing programmes such as Circle of Friends.

We work with the following agencies to provide support for pupils with SEN:

- LSAT
- Woodlands outreach service- learning, behaviour and ASD
- Educational psychology
- Sensory inclusion
- Education welfare officer
- Speech and language therapy services
- Occupational therapy
- Physiotherapy
- TMBSS
- Enhance-parent support programme
- School nurse

## 5.9 Expertise and training of staff

Our SENCO is new to the role but possesses a range of experience through working in both primary and secondary schools for more than twenty years. She has experience of leading groups, Departments and has been commended for 'Sharing Good Practice' by Shropshire LA, Wolverhampton LA and the DFE. She is MAPA trained and has a wealth of experience of working with children with a range of SEND with a special interest in Behaviour for Inclusion.

She is allocated one day a week to manage SEN provision but works closely with a skilled team of 13 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are also trained to deliver SEN provision.

In the last academic year, staff have been trained through:

- Outside agencies- SALT, OT, LSAT, EP
- Early help training
- Child protection training
- Lesson studies by LSAT and feedback to staff on effective learning styles
- Booster provision training
- Advice from sensory inclusion services
- Training for the support of the hearing impaired and support for hearing aid maintenance
- Precision teaching

- SALT training in school from speech therapist
- School nurse
- Externally led 'Positive Behaviour Management' training

#### **5.10 Securing equipment and facilities**

*When acting on advice we endeavor to purchase/hire relevant resources/equipment.*

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a number of weeks
- Using pupil questionnaires/feedback
- Monitoring by the SENCO
- Feedback form parents
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Arthog and the Pioneer Centre

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

**See;**

- Equality policy
- Access plan

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Through working with our Family Support Worker- Kerri Powell. She works with families and pupils individually and sets up access to early help.
- We also work alongside social services.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

- Outside agencies- SALT, OT, LSAT, EP
- Early help training
- Child protection training
- Lesson studies by LSAT and feedback
- Advice from sensory inclusion services
- Training for the support of the hearing impaired and support for hearing aid maintenance
- We use specialist staff from Reach for Inclusion .

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

### **5.17 Contact details for raising concerns**

*Please contact the SENCO Mrs Amy Williams or the SEND governor via e-mail [Jennifer.brown@highleyschool.co.uk](mailto:Jennifer.brown@highleyschool.co.uk) or call the school-01746 861 541*

### **5.18 The local authority local offer**

To access the Shropshire Council Local Offer, please follow this link:

<https://www.shropshire.gov.uk/the-send-local-offer/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Mrs Anita Ward every year in July. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour and Anti Bullying
- Supporting pupils with medical conditions