



SEND Offer – Highcliffe Primary School

SEND – Special Educational Needs and Disabilities

SENDCo - Special Educational Needs and Disabilities Co-ordinator

BSL – British Sign Language

EISB – Early Intervention Support Base

ELSA – Emotional Literacy Support Assistant

ASC – Autistic Spectrum Condition

CAMHS – Children and Adolescent Mental Health Service

STS – Specialist Teaching Service

IRC – Intensive Reading Class

EHCP – Education, Health and Care Plan

EAL – English as an Additional Language

Thrive – Programme to develop emotional resilience and social skills

1a. How does the school identify children with special educational needs?

- Information gathered from parents and other agencies, such as health, CAMHS, previous schools and settings;
- Ongoing screening through class teacher assessments, termly pupil progress meetings and bi-annual meetings between class teachers and SENDCo;
- Teachers inform SENDCo of any concerns throughout the year;
- SENDCo investigates further and may carry out more in-depth assessments of needs either in response to data or staff concerns;
- If required the school will bring in external professionals to further assess and give recommendations for appropriate provision – STS, Educational Psychologist, referrals to EISB, ELSA, Counselling, Nurture Group, Thrive.

1b. How do we involve parents in planning for those needs?

- For students with an EHCP meet with parents at parental consultations, annual reviews and throughout the year;
- Students with additional needs contact through parental consultations and individual health care plan meetings;
- Further information in the parental involvement section found within Question 5.

1c. Specialist School Provision:

- Within school Nurture Group for Reception and Y1 children (up to 8 places);
- Access to places at, and outreach support from, Early Intervention Support Base, currently at Lingdale Primary;
- Access to places at Infant Assessment Class (St Peter's C of E Primary) and Speech and Language Unit (Overfields Primary);
- Education, health and care plan (Statement) via LA panel;
- Specialist Teaching Service – assessments and small group work within school;
- Weekly counselling service and full time Thrive practitioner within school.

2a. Who in school will support my child and how will this be monitored?

- Class teachers and general or specialist teaching assistants all support children;
- SENDCo oversees progress of children on SEND register, including monitoring and evaluation of progress and provision;
- The progress of all children, including those with SEND, is reviewed and monitored as part of termly pupil progress meetings with class teachers, the Headteacher and key stage/subject leaders;
- The plans for children who are registered as SEND support, in line with the SEN code of practice 2014, are reviewed each term by the class teacher and SENDCo to monitor progress and evaluate any interventions.
- The class teacher is responsible for effective delivery of the educational aspects of the plan.
- Students with an EHCP (statement) will have their progress and reviews with the SENDCo and any other relevant agencies;
- Additional support is given as outlined in 2a, and its impact is monitored by class teacher, SENDCo and Headteacher.

2b. How are decisions made about the type and amount of provision a young person will need?

- From talking to parents and outside agencies (if involved) to understand and establish priorities;
- Decisions are based on quality evidence the school has collected: both data and assessment evidence and that gained from discussing a child's needs and progress with all parties involved;
- The amount of provision is decided in line with the needs of the child: for example, this could be a short term programme of work such as a half term of input on a specific area of need, or longer term in class support;
- Review points will be termly. They will be overseen and directed by the class teacher, in conjunction with the SENDCo, or any other more appropriate named person from other agencies.

3. Curriculum:

- Overall curriculum structure is directed by the government and the National Curriculum;
- All students have an entitlement to study a full curriculum;
- Differentiation is the responsibility of all teachers. Informed by the data and information on each child, class teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies;
- Especially within core subjects, groups are sometimes set within ability bands to best meet the needs of individuals, groups and cohorts;
- The school provides a wide range of extra curricular activities, educational and residential visits, accessible, as far as possible, to all.

4. Accessibility:

- Highcliffe Primary is fully wheelchair accessible;
- Disabled toilets are available in both buildings;
- There is an automated changing mat available in the KS2 building;
- We continue to improve our accessibility by adding signs, lighting and appropriate colours when premises work is undertaken;
- Appropriate seating and sound field systems are used to support children with hearing impairments;
- Communications with parents whose first language is not English is put in place in response to need.

5. Parental Involvement:

- Monitoring of progress, rewards and behaviour by class teachers may lead to early discussions with parents and carers;
- The school holds parental consultations to provide discussion around termly progress reports, following pupil progress meetings when the progress of each child is monitored through a cycle of assessment and review of data and interventions;
- At the consultation, the class teacher will explain next steps in your child's plan and discuss with you how you could support this. The proposed plan may be sent to parents prior to consultations;
- Parents' training or learning events have been organised to cover different subjects, such as emergent reading, phonics, written mathematical calculations; these are needs led throughout the year.

6. Overall Well-being:

- Pastoral care of all children is the responsibility of the class teacher;
- Each Key Stage has a team leader to support class teachers with pastoral care;
- Classroom teaching assistants provide extensive pastoral guidance and care to children over the lunchtime period;
- The Head Teacher oversees provision for children in need of additional pastoral intervention, such as counselling, Thrive or referrals to other agencies;
- The Director of Attendance from Laurence Jackson School offers weekly support to the school by monitoring weekly attendance and addressing with parents any concerns or issues;

- Highcliffe Primary has a full and inclusive medication policy for supporting children to take prescribed medicines.

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

Specialist services are used when the need arises and the school feels it needs more support or advice to ensure a student makes best progress.

The following is a snapshot of these but is not an exhaustive list.

<u>Expertise in School</u>	<u>Expertise/Specialist Service accessed by School</u>
Supporting students with Autism “Early Bird” training	Educational Psychologist
BSL levels 1 & 2	Physiotherapy
Counselling	Occupational therapy
Team teach	Speech and Language therapy
ELSA	Specialist Teaching Service
Motorskills	Specialist teacher ASC
EISB outreach	Hearing Impaired Service & Teachers of the Deaf
Thrive	Children and Adolescent Mental Health Service
	The Junction - therapeutic support - Young carers
	School Nurse
	The Link – Therapeutic support
	Traveller and EAL Service
	EVA domestic violence
	Attendance and Welfare service
	Social Care & Outreach
	Forget me not - bereavement support
	Fire brigade- fire started intervention
	Daisy Chain - ASC support

8. Staff Training Priorities within the School:

All staff are either teachers of, or are supporting students with SEND.

Highcliffe Primary, therefore, greatly values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate.

The table summarises the most recent staff training in respect of SEND and disabilities.

<u>Details of Full Staff Training</u>	<u>Details of Individual Staff Training</u>
Annual Child Protection training	Child protection and Disabled children
Hearing Impaired Awareness	Autism
Autism in the Classroom	Individual medical needs/First Aid at Work
Team teach	Speech, Language and Communication
Asthma	British Sign Language
Speech and language (EYFS team)	SEN Code of Practice/EHCs
Emergency First Aid (support staff)	Bereavement Counselling
Thrive	Medications in school and the Law
SEND ranges	ELSA
	SEND Cluster and Trust meetings
	Looked After Children
	Thrive
	Provision mapping

Future planned training and disability awareness:

- Provision mapping

9. Activities Outside of school:

- There are a large and varied number of out of school activities for all students to participate in;
- Highcliffe Primary is a fully inclusive school and puts in place the support a student needs in order for them to join in with their peers in their chosen activity. This may include extra staffing, specialist staff and or equipment;
- Staff who are arranging an offsite trip will discuss with parents and the SEND staff the requirements needed and the suitability of any trip which the school is putting on;
- We will not prevent any child from going on a trip due to their special educational need and or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012);
- A member of the Senior Leadership Team oversees or accompanies all trips to ensure students are safe and included where possible.

10. How is Transition planned and managed by the school?

Visual timetables/transition books and photographs are regularly used to support children at key periods of change.

Transition from other settings/schools

- Admission interview with HT/DHT or EYFS lead, including overview of school context, tour of school, information gathering about child's needs;
- Background information and records shared with previous setting/school;
- Class "buddy" system to support settling in;
- Home visit for children starting Nursery and "New Starter" meeting/pack.

Transition from Nursery to Reception

- Programme of events including visits to Reception, school lunch trial, support pack;
- Transition meeting for parents/carers, including introduction to curriculum and routines, staff, classrooms, School Nursing Service.

Transition between classes

- Transition session to meet new teacher/teaching assistant, classroom;
- Welcome Meeting with opportunity for parents/carers to meet the new teachers and to be informed about routines, curriculum and pastoral provision at the end of the transition session;
- Detailed class handover meeting between teachers, including comprehensive information and data pack.

Transition to other settings/schools

- Comprehensive information pack/books sent to school/setting;
- Authorised absence to look around/attend session in new school;
- School supports parents/carers with visits to new schools/settings;
- Additional visits with a familiar adult for children with SEND are organised.

Transition from Primary to Secondary School:

- Parents and children are invited to visit the new school;
- Secondary teachers visit primary school to meet children, gather information (academic and pastoral) and to teach children;
- Transition books/projects undertaken;
- Regular meetings between Y6 teachers and secondary colleagues;
- On-going primary visits to school for sporting activities. These ensure that the primary children begin to be more comfortable and knowledgeable about the school from an early age, including meeting children from other feeder primaries;
- Y5 EHC review introduces transition issues for early planning;
- Information gathered from teachers/parents by SEND staff;
- For those with an EHC the secondary SENDCo is invited to the review. Once a place has been confirmed the SENDCo liaises with parents and the primary school;
- A transition plan is put in place which could include lots of early visits and additional visits with a familiar adult;

- A mentor might be put in place as a familiar adult to help with transition;
- Specialist transition mentors from the Specialist Teaching Service work on programmes especially for autistic students.

11a. How are the school resources allocated and matched to the young person's special educational needs?

- All resources are allocated to and matched using the extensive data that the school holds about each student;
- This includes planning for these interventions with parents, taking into account recommendations from other agencies.

11b. How is the SEND budget allocated?

A number of different SEND provisions and interventions matched to the child's special educational needs financed through the SEND budget. These include:

Provision	Notes
East Cleveland EISB	Children in R to Y4 with social, emotional and/or behavioural needs
Nurture Group	Working within school to meet the needs of children in Reception and Y1 with academic and social progress/readiness for school
SEND support staff	Team of teaching assistants working in class and individually to support SEND students
Small group teaching	In some areas the groups are smaller in number so the teacher can better meet SEND needs
Toe by Toe	1:1 reading intervention
Thrive	1:1/small group work to develop emotional resilience and social skills enabling full engagement with life and learning
ELSA	1:1 or small group Emotional Literacy
Power of 2	1:1 mathematics intervention
STS	Small group, individual work and specialist assessments/recommendations
Computer programmes	Various computer programmes are available for 1:1 and small group in literacy and numeracy
Team teach	De-escalation behaviour management
Motorskills	Daily programme to support gross and fine motorskills development
Intensive Reading Class	1 term of twice weekly support for reading/writing delivered by the Specialist Teaching Service
Early morning reading	Reading intervention
PM reading scheme	SEN scheme
Specialist resources	Laptops, writing slopes, chairs and seating aids, hearing enhancement