



## Highcliffe Primary School SEND Information Report - September 2024

Highcliffe Primary School is a fully inclusive school, where 'pupils with special educational needs and / or disabilities (SEND) do well (OFSTED 2020). We aim to help all pupils, regardless of their specific needs, feel valued and develop their full potential.

### Identification of Needs

#### **How does Highcliffe Primary School identify children with special educational needs and / or disabilities?**

- At Highcliffe Primary School, children's progress is carefully monitored and tracked as they move through school.
- If a teacher has concerns about a child's progress, and targeted teaching or support has not met the child's needs, their teacher will discuss further options with the school's SENDCo and the child's parents/carers.
- More in-depth assessments of needs may be carried out and, if required, the school will refer to external professionals such as Specialist Teachers, Educational Psychologists, Counsellors, Occupational Therapists, Physiotherapists, Speech Therapists, the Child and Adolescent Mental Health Service (CAMHS) for further assessments and advice/recommendations for additional provision.
- In consultation with parents and the child (where appropriate) a SEND Support Plan may be put in place to support learning.
- The SEND Support Plan will include: areas of concern, current targets, strategies in place to ensure progress, outside agencies involved with the child, and parent and pupil views. The plan is reviewed and shared with parents termly.
- If a child's special educational needs and disabilities require more support than can be provided through SEND Support, the school will work with parents/carers and the Local Authority to assess whether an Education Health Care Plan (EHCP) is needed.
- If your child has health needs, a Health Care Plan will be put in place.
- If a parent/carer has any concerns about a child's progress, they should contact school to discuss them with their child's teacher or the SENDCo.
- If children join us from a different school, information regarding special educational needs and / or disability will be passed on. If it is appropriate, transition meetings will take place with the parents/carers, staff from both schools and necessary outside agencies.

#### **How do we involve parents in planning for those needs?**

- For pupils with a SEND Support Plan, we meet with parents at parental consultations, and throughout the year as needed. Parents' views are sought and included in the SEND Support Plan.
- For pupils with an EHCP, we meet with parents at parental consultations, annual reviews and throughout the year as needed. Parents' views are sought and included in termly progress plans.
- For pupils with additional health needs contact is through parental consultations and individual medical/health plan meetings.

#### **If the school/college is specialist, which types of special educational need do you cater for?**

**Highcliffe is not a specialist school**, however, following consultation with the Local Authority, our children may have access to specialist provision through:

- Access to enhanced provision places for difficulties in the areas of: ASC, Cognition & Learning and Communication at additional support bases located at St. Peter's C.E. Primary School, Brotton, South Bank Primary School, Dormanstown Primary School and Grangetown Primary School (KS2 only).
- Access to enhanced provision places for difficulties in the area of Speech, Language and Communication located at Overfields Primary School, Ormesby.
- An Education, Health and Care plan via the LA panel.
- Specialist Teaching assessments and small group work within school.

- Weekly counselling sessions and ELSA (Emotional Literacy Support Assistant) support within school.
- Within school social and emotional support from our Social Emotional and Mental Health (SEMH) Team, and/or our Educational Mental Health Practitioner (EMHP) who is part of the 'Inside Out Mental Health Support Team'.

## Support

### **Who in the school will support my child and how will this be monitored and evaluated?**

**Class teacher** – he/she is responsible for:

- Ensuring that all children have access to quality teaching and that the curriculum meets each individual's needs.
- Monitoring the progress of children and identifying, planning and providing any additional help they may need.
- For those children who are registered as SEND Support or have an EHCP, setting individual targets and sharing and reviewing these with parents/carers termly.
- Ensuring that all staff working with your child are aware of their individual needs and/or conditions, along with any specific adjustments required to enable them make progress.
- Ensuring that all staff working with your child are supported in delivering the planned programme/interventions for your child.
- Ensuring that the school's SEND Policy is followed.

**Special Educational Needs and Disability Co-ordinator (SENDCo)** is responsible for:

- Coordinating the support for the children with Special Educational Needs and Disabilities
- Updating the school's SEND Policy to ensure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents/carers involved with and kept informed about the support children are accessing and the progress they are making.
- Liaising with outside agencies visiting school to help support children's learning, e.g. Speech and Language Therapy, Educational Psychologist etc.
- Providing specialist support and training for staff.

**Headteacher** is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Providing regular updates for the Governing Body, to inform them of any issues in the school relating to SEND.

**SEND Link Governor** – is responsible for:

- Confirming that the school has appropriate provision and has made adaptations to meet the needs of all the children in the school.
- Confirming that the necessary support is made for any child who attends the school who has SEND.
- Understanding and monitoring the support given to children with SEND in the school.

### **How are the decisions made about the type and amount of provision a young person will need?**

Once the child's needs have been identified, teachers and the SENDCo will meet to establish priorities and make decisions about the support required. 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 and types of provision required 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. They may receive group support or 1:1 support from school staff - teachers, teaching assistants or a counsellor.
- External agencies may also be identified as a source of support. If external agencies are contacted for involvement, teachers will involve parents with any referrals made.
- Children are given the opportunity to express their views, achievements and concerns regularly through child friendly questionnaires and pupil interviews with their class teacher or teaching assistant.

- 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.

### **How will the curriculum be matched to the needs of the young person?**

- The overall curriculum structure is directed by the government and the National Curriculum.
- All students have an entitlement to study a full curriculum.
- At Highcliffe, we acknowledge that children have different strategies for learning. Differentiation is the responsibility of class 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.
- We ensure that provision for all pupils supports them to access all areas of the curriculum including Physical Education and outdoor education.
- The school provides a wide range of extra-curricular activities, educational and residential visits, accessible, as far as possible, to all.
- Especially within core subjects, groups are sometimes set within ability bands to best meet the needs of individuals, groups and cohorts.

### **How accessible is the school/college environment?**

- Highcliffe Primary is fully wheelchair accessible.
- There are disabled toilets available in both buildings.
- There are changing mats available.
- Appropriate seating is used, when necessary, to support children with additional needs.
- Computing is used to help some of our pupils access the curriculum via interactive whiteboards, iPads and laptops.
- Communications with parents whose first language is not English is put in place in response to need.
- We continue to improve our accessibility by adding signs, lighting and appropriate colours when premises work is undertaken.

### **Parental Involvement**

#### **How will both the school/college and the parent know how the young person is doing and how will the school support the young person's learning?**

- Parents/carers are encouraged to support their child's learning at home particularly reading and learning multiplication tables.
- Teachers may suggest ways of supporting children's learning at home, by giving them additional work or meeting with you to discuss their needs.
- Outside agencies may suggest advice or programmes of study that can be used at home.
- Parents' training or learning events have been organised to cover different subjects and issues. - on-line safety, social, emotional and mental health concerns, transition; these are needs led throughout the year.
- Monitoring of progress, rewards and behaviour by class teachers/SENDCo may lead to early discussions with parents and carers.
- Parental consultations 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.
- If the child has a SEND Support plan, the class teacher will explain next steps in each child's plan and discuss with parents how they could support this.
- If the child has an Education Health Care Plan, parents/carers are invited to an annual review with the class teacher, the SENDCo and any outside agencies who may be involved in supporting the child. A Local Authority SEND Officer may also attend.
- Reading Records and if needed, home/school diaries are used to support communication between home and school.
- Highcliffe Primary asks parents to complete surveys about their school experience.
- If parents wish to contact school to arrange to speak to their child's teacher, the SENDCo or head teacher, please contact the school office in the first instance.

### **Overall Wellbeing**

## **What support will there be for the young person's well-being?**

Highcliffe Primary School offers a wide variety of pastoral support for our children who are encountering emotional, social and behavioural difficulties.

- The pastoral care of all children is the responsibility of the class teacher.
- The Senior Leadership Team support class teachers with pastoral care.
- Classroom teaching assistants provide extensive pastoral guidance and care to children over the lunchtime period.
- The Mental Health Lead – Mrs Pattison, oversees provision for children in need of additional pastoral intervention, such as counselling, ELSA, EMHP or referrals to other agencies.
- An Independent Educational Welfare Officer 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.
- Weekly Personal, Social and Health Education lessons support children in discussing concerns and problem-solving worries.
- Children have the opportunity to take part in Educational Residentials in Years 5 to 6, where they take part in exciting team building activities, which promote confidence, self-esteem and independence.
- After School and Lunchtime Clubs provide a number of fun and interesting activities to promote a healthy life style, confidence and self-esteem.
- Children who have a medical need have a detailed Health Care Plan, which is compiled in consultation with parents/carers and health professionals. Health Care Plans are discussed with all staff that involved with the child and are updated annually.
- Where necessary and in agreement with parents/carers medicines are administered in school (at the school office) where a signed medical form has been completed.
- Trained first aiders are available in school.
- Highcliffe Primary School works closely with Social Services and other care providers to support the welfare of pupils.
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## **What specialist services and expertise are available at or are accessed by the school/college?**

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

### **Expertise in School**

- Counselling
- ELSA
- Thrive practitioners
- Motorskills Club
- Nurture

### **Expertise/Specialist Service accessed by School**

- Educational Psychologist
- Specialist Teacher ASC, Literacy, Maths
- Speech and Language Therapy (SALT)
- Early Intervention Support Bases
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Physiotherapy
- Occupational Therapy
- Hearing Impaired Service & Teachers of the Deaf
- Attendance and Welfare
- Social Services, including Child Protection Service
- Local GP
- Inside Out Mental Health Support Team' - Educational Mental Health Practitioner (EMHP)
- The Link – Therapeutic support
- Daisy Chain - ASC support

### **What training are the staff supporting children and young people with SEND had or are having?**

Highcliffe Primary School has a development plan, including training needs for all staff to improve the teaching and learning of children, including those with SEND. This may include whole school training on SEND issues, or to support identified groups of learners in the school, such as ASD, dyslexia etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs to specific children in their class e.g Speech and Language, health and medical training to support staff in implementing care plans. staff are either teachers of, or are supporting students with SEND. The list summarises the most recent staff training in respect of SEND and disabilities.

#### **Details of Full Staff Training**

- Annual Child Protection / Safeguarding Training
- Hearing Impaired Awareness
- Autism in the Classroom
- Asthma
- Speech and Language (EYFS team)
- Emergency First Aid (support staff)
- Introduction to Dyslexia
- Introduction to Downs Syndrome

#### **Details of Individual Staff Training**

- Child protection and Disabled children
- Autism
- Individual medical needs/First Aid at Work
- Speech, Language and Communication
- Medications in school and the Law
- ELSA supervision
- SEND Cluster meetings
- Looked After Children
- Diabetes training

#### **Future planned training and disability awareness:**

- Staff training is ongoing, relevant to the children in the school and in response to current national developments in SEND provision.

#### **Activities Outside of the School**

##### **How will the young person be included in activities outside of the classroom including school/college trips?**

- At Highcliffe, 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 child needs in order for them to join in with their peers in their chosen activity. Risk assessments are carried out and procedures are put in place to enable every child to participate. 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);
- Senior Leaders check and oversee visits to ensure all students are as included as is possible.

## Transition

**How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?**

Highcliffe Primary School understands times of transition may be stressful, therefore many strategies are in place to enable our children's transition is as smooth as possible.

### Transition from other settings/schools

- An admission meeting is held with a member of the SLT. This includes an overview of the school context, a tour of school and information gathering about each child's needs.
- Background information and records are shared with previous setting/school and if needed, a meeting is held with staff from both schools.
- A class "buddy" system is in place to support settling in.
- There is a home visit for children starting Nursery and a "New Starter" open morning session for parents/carers and children and a support/information pack.
- School staff may visit the child in their current setting and discuss their needs with their current teacher.

### Transition from Nursery to Reception

- There is a programme of events including a Parents meeting, visits to Reception, a school lunch trial which parents are welcome to attend and a support/information pack.

### Transition between classes

- Transition days are held in the Summer term so that the children can meet their new teacher and teaching assistant and familiarise themselves with their new classroom.
- There are opportunities for parents/carers to meet the new teacher and visit the new classroom early in the Autumn term.
- A detailed class handover meeting takes place between teachers which includes a comprehensive information and data pack.
- Visual timetables/transition books and photographs are regularly used to support some children with SEND at key periods of change.

### Transition to other settings/schools

- A comprehensive information pack and books are sent to the new school/setting.
- Authorised absence is agreed to look around and attend sessions in the new school.
- Highcliffe School supports parents/carers with visits to new schools/settings.
- Additional visits with a familiar adult for children with SEND are organised.
- School staff from the new setting may visit the child in their current setting and discuss their needs with their current teacher.

### Transition from Primary to Secondary School:

- Parents and children are invited to visit the new secondary school.
- Secondary teachers visit Highcliffe to meet children, gather information (academic and pastoral) and to teach children.
- Transition books/projects are undertaken.
- There are regular meetings between Y6 teachers and their secondary colleagues;
- There are on-going primary visits to the local secondary 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.
- The Y5 EHCP review introduces transition issues for early planning.
- For those with an EHCP the secondary SENDCo is invited to the Y6 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 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 and Speech and Language team work on transition programmes.

### **SEND Resources**

#### **How are the school/college's resources allocated and matched to the young person's special educational needs?**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on the individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings, or if they have raised a concern at another time during the year. Further support or resources may be allocated to your child following assessments by school staff or outside agencies.

Highcliffe Primary School may be allocated an additional amount of funding for pupils with higher level needs. The funding we receive provides support for children through individual or small group work, through the purchasing of specialist equipment or provision from external support agencies. This will ensure the needs of our children are appropriately met.

- 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 and taking into account recommendations from other agencies.
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#### **A number of different SEND provisions and interventions are matched to the child's special educational needs financed through the SEND budget. These include:**

- A Nurture/Additional Needs Group. This group works within school to meet the needs of children with social progress/readiness for school and/or academic needs.
- Teaching assistants working with groups of children or 1:1 to support children's learning.
- SEMH - One to one/small group work to develop emotional resilience and social skills enabling full engagement with life and learning.
- Mental Health support – counselling, ELSA
- Motor skills - A daily programme to support gross and fine motor skills development.
- Specialist resources - Laptops, writing slopes, chairs and seating aids and hearing enhancement.