School SEND Information Report - September 2026

How does the school/college identify children with special educational needs?

- Information is gathered from parents and other agencies, such as health, Child and Adolescent Mental Health Service (CAMHS), previous schools and settings;
- Ongoing screening through class teacher assessments, termly pupil progress meetings and tri-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 – Specialist Teaching Service, Educational Psychologist, referrals to Counselling, Occupational Therapy, Physiotherapy, Speech & Language Service, CAMHS.

How do we involve parents in planning for those needs?

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

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

Highcliffe is not a specialist school, however our children 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).
    - Speech, Language and Communication located at Overfields Primary School, Ormesby.

- Education, Health and Care plan via LA panel;
- Specialist Teaching – assessments and small group work within school;
- Weekly counselling service and ELSA (Emotional Literacy Support Assistant) within school.
- Within school social and emotional support from our SEMH Team, and our Educational Mental Health Practitioner (EMHP) who is part of the 'Inside Out Mental Health Support Team';

Who in the school/college will support my child and how will this be monitored and evaluated?

- Class teachers and general or specialist teaching assistants support children;
- The SENDCo oversees progress of children on SEND register, including monitoring and evaluation of progress and provision;

- SEMH Team Practitioners within school provide targeted support to identified children;
- The progress of all children, including those with SEND, is reviewed and monitored as part of termly pupil progress meetings with class teachers and the Senior Leadership Team;
- 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 will have their progress reviews with the SENDCo, class teacher, parents and any other relevant agencies;
- Additional support is given as outlined in 2a, and its impact is monitored by class teacher, SENDCo and Headteacher.

How are the 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.

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

- 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.

How accessible is the school/college environment?

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

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?

- 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;
- At the consultation, the class teacher will explain next steps in each child's plan and discuss with parents how they could support this;
- Parents' training or learning events have been organised to cover different subjects, such as phonics, written mathematical calculations; these are needs led throughout the year.

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

- 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 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.

What specialist services and expertise are available at or are accessed by the school/college?

Expertise in School
Counselling
ELSA
Thrive practitioners
Motorskills
Nurture

Expertise/Specialist Service accessed by School
Educational Psychologist
Physiotherapy
Occupational Therapy
Speech and Language Therapy
Specialist Teacher ASC, Literacy
Hearing Impaired Service & Teachers of the Deaf
Children and Adolescent Mental Health Service (CAMHS)
'Inside Out Mental Health Support Team' - Educational Mental Health Practitioner (EMHP)
School Nurse
The Link – Therapeutic support
EVA domestic violence
Attendance and Welfare service
Social Care & Outreach
Forget me not - bereavement support
Fire brigade - fire started intervention
Daisy Chain - ASC support.

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

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 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)
ELSA Supervision
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
British Sign Language
Bereavement Counselling
Medications in school and the Law
ELSA supervision
SEND Cluster meetings
Looked After Children
Thrive
Safeguarding children from suicide and self-harm
Attachment Theory
Emotional Abuse
Challenging Behaviour in Children with Autism
Leadership & Management of SEND
Understanding the Impact of Sensory Processing Issues
CAMHS Positive Behaviour Management
Diabetes training

Future planned training and disability awareness:
Hearing Impaired Awareness
Social Communication Difficulties – autistic spectrum disorders
Sensory Training

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

- 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);
- Senior Leaders check and oversee visits to ensure all students are as included as is possible.

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?

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

Transition from other settings/schools

- Admission interviews with a member of the SLT - including an overview of the school context, a tour of school and information gathering about each 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 between classes

- Transition days to meet new teacher/teaching assistant, classroom;
- Opportunity for parents/carers to meet the new teacher;
- 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 sessions 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 EHCP review introduces transition issues for early planning;
- Information gathered from teachers/parents by SEND staff;
- For those with an EHCP 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 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.

How are the school/college's 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 and taking into account recommendations from other agencies.

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

- Nurture/Additional Needs Group - Working within school to meet the needs of children with social progress/readiness for school and/or academic needs.
- 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.
- Sounds-Write (Phonics) catch up groups.
- SEMH - One to one/small group work to develop emotional resilience and social skills enabling full engagement with life and learning.
- ELSA - One to one or small group emotional literacy support.
- Power of 2 - One to one mathematics intervention.
- Motorskills - Daily programme to support gross and fine motorskills development.
- Specialist resources - Laptops, writing slopes, chairs and seating aids and hearing enhancement.