

# **SCHOOL SPECIAL EDUCATIONAL NEEDS (SEND) INFORMATION**

## **REPORT**

### **General Information/Frequently Asked Questions**

#### **What should I do if I think my child has a Special Educational Need or Disability?**

If you are concerned your child may have a Special Educational Need or Disability it is important to speak to your child's class teacher and share your concerns with him or her. You can also speak to the Special Educational Needs Coordinator of the school to discuss and address your concerns further.

#### **What is the school ethos/approach to SEND and Disability?**

We aspire to provide an inclusive learning environment where children are able to access a curriculum that meets the needs of all learners. We have high expectations of all children and we endeavour to offer excellence and equality of opportunity to all our children regardless of abilities, needs and barriers to learning.

#### **How will I know how my child is doing in school?**

Teachers will be monitoring and assessing your child's progress at various points throughout the year. There will be a parents' evening twice a year and other meetings arranged as accordingly to discuss your child's targets, progress and achievements. However, there is always the opportunity for you to arrange a meeting with either the class teacher or SENDCO to discuss your child's education.

#### **What support will there be for my child's overall well-being?**

We provide enrichment opportunities and a balanced curriculum to promote children's well-being. At Highfield, we provide pastoral support for children who may be struggling with emotional and social difficulties through a learning mentor or accessing outside agencies for advice and support.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

You will have the opportunity to meet with the class teacher or SENDCO at any point to discuss your child's education by arranging a meeting. There will also be parent's evenings twice a year, which is a chance for you to discuss your child's learning. Other meetings will be arranged throughout the year when it is appropriate. We value your views and want to work in partnership with you for the benefit of your child.

How does Highfield involve children and young people in their education and in the decision making process?

Targets are shared and reviewed with the children so they are aware of their next steps and what they are working towards. Children are invited to meetings if parents wish, to discuss their learning. Pupils are involved in regular discussions so they can share their views.

Who, outside of school, can I turn to for advice and support?

**Information Advisory Service** - Lowndes Street Day Nursery, Bolton BL1 4QB 01204 848722

**Brightmet Health Centre** - Brightmet Fold Lane, Bolton BL2 6NT 01204 483366

**Young Person's Emotional Health Team** - Part of CAMHS Bolton Hospital, Minerva Road, BL4 0JR 01204 483222

**Aspire Behaviour Management Service** - The Aspire Hub Bolton, 33 Leigh Road, Dalton House, Westhoughton BL5 2JE 0333 2008705

**School Nursing Team** - Great Lever Health Centre, Rupert Street, Great Lever, BL3 6RN 01204 462468

Where can I find information about Local Authority provision for children and young people with SEND?

The Local Offer will be available on the school's website.

How should complaints regarding SEND provision be made and how will they be dealt with?

Parents who have a complaint regarding the school's SEND provision should contact the SENDCO in the first instance. Should the matter not be resolved they should contact the Head Teacher, and finally the school's Governing Body following the Complaints procedure, a copy of which can be obtained from the school office.

How do I get a copy of the school SEND policy?

A copy of the SEND policy is available online on the school's website.

Who do I contact for further information?

SENDCO - Vanessa Barrera 571749 [barrerav@highfield.bolton.sch.uk](mailto:barrerav@highfield.bolton.sch.uk)

## Need specific information

	<b>COGNITION AND LEARNING</b>	<b>COMMUNICATION AND INTERACTION</b>	<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b>	<b>SENDSORY AND/OR PHYSICAL</b>
<b>Highfield school policy for the identification of needs</b> (Reg 2)	Children and young people with learning difficulties may learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills, even with appropriate differentiation. Children with severe learning difficulties (SLD) may need support in all areas of the curriculum. A child who has a specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This may include dyslexia (difficulties with reading and spelling, dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).	Children and young people may have difficulties in one or more of the areas of speech, language and communication. Specific learning difficulties such as dyslexia or a physical or Sensory impairment such as hearing loss may lead to communication difficulties. Children may also have speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD), including Asperger's Syndrome and may have difficulty in making sense of the world in the way others do.	Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through child being isolated or withdrawn, as well as through challenging, disruptive or disturbing behaviour. Some children may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder or anxiety disorder to name a few.	There is a wider range of Sensory and physical difficulties that affect children and young people across the ability range. Many children require minor adaptations to the curriculum; however some children may require reasonable adjustments. It is this group that should be identified as having a SEND. Children with a visual impairment (VI) or hearing impairment (HI) may require specialist support and equipment to access their learning. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

<b>How Highfield school assess whether a child/young person has a SEND</b> (Reg 2)	<p>We utilise a continuous cycle of ‘planning, teaching, assessing and reviewing’ which takes into account the wide range of abilities and needs of our children. Most children will make progress in this cycle; however there may be a few children that will make very little progress. These children are monitored and observed and interventions are put into place. However, if little or no progress is made this will be discussed with the parents/carers. After these discussions, those children whose overall attainments fall significantly below the expected national standards or have an additional need will be placed on the SEND register.</p>			
<b>Type of SEND provision made throughout Highfield school</b> (Regs 1 & 3e)	<p><b>Pupils with an Education, Health &amp; Care Plan</b>          Children with Education, Health and Care Plans are taught within their class, following a broad and balanced curriculum. Activities and the level of adult support may be differentiated to facilitate curriculum access. Some children may receive additional one to one support, work in a small group of children of similar ability or work in mixed ability groups in or outside of the classroom. These children may have additional resources available to support their learning.</p> <p><b>Pupils who do not have an Education, Health and Care Plan</b>          Children who do not have an Education, Health and Care Plan but are on the SEND register receive additional support. This support might be one to one or small group work. It might be carried out by the Teacher and/or the Teaching Assistant. This extra support is done through interventions and planned by the class teacher depending on their targets and next steps in learning.</p>			
<b>How Highfield school evaluate the effectiveness of the provision made</b> (Reg 3a)	<p>We evaluate the effectiveness of the provision made through reference to the progress made by pupils with SEND as evidenced through planning, observation and outcomes. We monitor children’s progress carefully. We use SAT’s and Salford Sentence Reading Test. We administer baseline assessments. We also evaluate the provision maps regularly to assess the effectiveness of the interventions in place. In addition, children’s progress is assessed throughout the term and information kept to inform planning and set targets and next steps.</p>			
<b>How Highfield school adapt the curriculum and school environment for pupils</b> (Reg 3d)	<p><b>Curriculum</b>          All children are encouraged to access the curriculum. The curriculum is differentiated appropriately to suit the individual’s needs. We offer effective learning challenges, responding to pupils’ diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.</p>			

	<p><b>Environment</b></p> <p>There is a disabled toilet and school is fully accessible. There is a lift to access the first floor of school. Individual needs are fully met. School ensures risk assessments are carried out on an individual basis depending on the needs of the child. Please see Health &amp; Safety Policy.</p>
<p><b>How Highfield school ensure the inclusion of pupils with SEND in activities outside of the classroom (including school trips and after school clubs) (Reg 3f)</b></p>	<p>Children with SEND are encouraged to join in the full range of school activities. Risk assessments are carried out prior to school trips and outside activities, to ensure the environment and activity is suitable.</p>
<p><b>What specialist skills/ expertise do school staff have? (Reg 5)</b></p>	<p>Special Educational Needs Specialist / Early Years Specialist– Miss Barrera  Art Specialist – Mrs Vast  Safeguarding Specialist – Miss Helme  Behaviour Specialist/Learning Mentor – Mrs Wakes  Speech and Language Specialists- Mrs Wakes, Mrs Kennington, Mrs Hartles, Mrs Rannard, Mrs Stopforth, Miss Wilde and Mrs Tinsley  Read Write Inc. Specialist – Mrs McCabe  Maths Specialists – Mrs Talbot, Miss Winstanley &amp; Miss Pounder  Literacy Specialist – Mrs Cramer  Assessment Specialist – Mrs Ward</p>
<p><b>What training are the staff teaching and supporting pupils with SEND having/recently had? (Reg 5)</b></p>	<p>The Staff supporting pupils with SEND have recently had training in Safeguarding, ASD, Dyslexia, Dyscalculia, Growth Mindset, First Aid training, Elklan training, Communication Champion, Sign a Long, ASD a deeper perspective, SpLD and Working Memory.</p>
<p><b>What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services) (Reg 10)</b></p>	<p>In order to meet the needs of pupils with SEND, we access a range of external specialist services which include Ladywood Outreach, Speech and Language Therapy, Behaviour Support, Educational Psychology, Physiotherapy and Occupational Therapy. Each service offers different support and is accessed depending on the needs of the child.</p>

<p><b>How is equipment and facilities to support pupils secured?</b> (Reg 6)</p>	<p>We work with external agencies and specialists to provide appropriate equipment and facilities to support pupils in our school environment.</p>
<p><b>How does Highfield school support pupils with SEND during transition?</b> (Reg 12)</p>	<p>Depending on the needs of the child, we may provide additional visits to nursery or visits into school for new reception children. We also offer extra transition times into classes for year 6 pupils to help them transition into secondary school effectively. Staff work closely together during transition from one year group to another to ensure that all are aware of an individual child's needs. There may also be new teacher and parent meetings to share information.</p>
<p><b>How does Highfield school support young people with SEND in preparing for adulthood, independent living and the next phase of their education, training or employment?</b> (Reg 12)</p>	<p>At our school we develop children's self-help skills in order to promote independence. Children will have access to enrichment activities in order to prepare them for adulthood and help them become well rounded individuals.</p>