

Special Education
Needs and Disabilities
Information Report
2024-25



SEND Information Report 2024-25

1) Areas of Special Educational Needs & Disabilities

The 2014 SEND Code of Practice identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health (SEMH)
- Sensory and/ physical

Some children will have SEND which cover more than one category.

2) Identification of SEND.

The list below shows a number of ways that the school identifies if a child has SEND:

- When children join the school at the beginning of Early Years Foundation Stage the EYFS Teachers &/or SENDCo meet with the SENDCo from the pre-schools to discuss the needs of the children. This ensures a continuation of support.
- If children join the school during the year with SEND the SENDCo will contact the previous school for information etc. to again ensure a continuation of support.
- The WellComm Speech and Language assessment is completed where there is a concern with a pupil's early speech and language development.
- 'Book looks' completed by SENDCO/Senior Leadership
- Observations by SENDCo/SLT, class teachers and LSAs.
- Data analysis using formative and summative assessment will identify if a pupil is attaining significantly below age appropriate expectations or if there is a widening gap in attainment.
- Discussions held with parents and staff where concerns are expressed which lead to further investigations, screenings and/or referrals to outside professionals.
- Monitoring of behaviour log forms and CPOMS to see if a child is continually struggling with their emotions or concentration which impacts on learning.

Children identified as having SEND will be recorded on the SEND register and will have a One Plan in place.

3) How Highwoods Primary School manages provision for children with SEND

School's Approach to Teaching Children with SEND

Class teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching and appropriate differentiation/adaptation in class is the first step to meeting a child's needs.

Teachers adapt individual lessons and classroom organisation for children depending on particular needs at the time. Adaptations made to the curriculum and learning environment for children with SEND may include:

- changes and adaptations to physical environment for accessibility- accessible toilet available, seating arrangements for optimum accessibility
- adaptations to teaching- small group work, pre-teaching, additional processing time, shared writing
- use of assistive technology
- visual support resources
- specialist resources
- advice/recommendations from health professionals/ therapists

The school will endeavour to teach all children together in their classes where possible, with the class teacher differentiating and supporting the child. When it is deemed necessary, children with SEND may be withdrawn at specific times for an intervention delivered by an LSA either 1:1 or as part of a group.

When appropriate, the school utilises outside support and agencies such as Emotional Welfare & Mental Health Service (EWMHS), Child First Trust and Next Chapter.

Children who join the school may have an extended transition and build up in hours over time to aid full transition and reduce their anxiety (which can affect their behaviour and ability to settle).

Additional Support Currently Provided

We use a range of intervention programmes with the children to help develop Literacy and Numeracy skills, motor skills, Speech and Language development and Social, Emotional and Mental Health needs.

Improving the Emotional and Social Development of Children

Highwoods uses in-school interventions such as Forest Schools (delivered by trained LSAs) as well as a lunchtime nurture group to aid children's social and emotional development. We have two THRIVE trained staff members that help to meet the needs of many pupils with SEMH issues. We also work closely with Child First to support our pupils and their families through access to their counselling and family support

services. We have links with Essex University and their student counsellors provide some of our pupils with 1:1 counselling sessions each week during their placement.

Evaluation of Effectiveness of Provision

Highwoods use One Plans to document the graduated approach of assess, plan, do, review to meet the needs of children with SEND and remove barriers to learning. One Plans list the provision a child requires and the individuals termly targets. The School undertakes careful monitoring of the effectiveness of the SEND provision and the progress made towards One Plan targets. Termly One Plan review meetings are held with Class teacher or SENDCO and parents. Children's views about the effectiveness of provisions, as well as they likes/dislikes, are gathered termly to feed into discussions about their One Plan.

4) SENCo

The SENDCO at Highwoods Community Primary School is Mrs Vicki Costanzo. She can be contacted via email at senco@highwoodsprimary.com or via phone on 01206 845887.

5) Staff Expertise and Training

All teachers are teachers of children with SEND. At Highwoods, staff have ongoing training for a variety of SEND needs to update knowledge and to ensure they can meet the specific needs of children in their class.

We strive to work in partnership with health and social care professionals, Local Authority support services and voluntary sector organisations in order to support staff, pupils and their families/carers.

The SENDCO regularly meets with the Trustees to discuss provision and its impact on pupils' progress.

6) Securing Equipment and Services

The school allocates money from its budget every year towards the provision of support for SEND. These funds are used to provide support, resources and training for staff. As a school we invest heavily in staff, especially LSAs, in order to give our children the best possible support through their primary school years.

7) Consultation of and Involvement of Parents/Carers

- If a child needs to be referred to an outside agency, parents will be asked for their permission and views, which form part of the referral process.
- If a child has need for an Education and Health Care Plan, then the parent will be involved in the review process.
- Parents are contacted when concerns arise and a discussion is held as to what provision the school will be making.

- When a child has a One Plan the parents/carers are part of the consultation and review process.

The school has instigated a number of opportunities to increase partnership with parents of pupils with SEND. These include:

- Parent Evenings with drop-in opportunities to visit the SENDCo
- Termly One Plan Review meetings with the class teacher or SENDCo
- Parent views
- Inviting parents to join meetings with outside professionals involved in their child's care/support.
- Email communication/communication books

Parents can receive independent support and advice about SEND concerns from Essex SEND IASS:

[Essex SEND - Information, Advice and Support Service](#)

8) Consulting and Involving the Children

The children are involved in discussion whilst their SEND intervention programmes are carried out. For children with a One Plan their views are sought during the review stage and fed into discussions about their support and progress at the end of each term. One Page Profiles are written for children with an EHCP to help all staff support them appropriately. Pupil perception surveys are carried out annually.

9) Complaints

The school's complaints policy is available on the website for parents to view:

10) Involving Other Agencies

The SENDCo is aware of current procedures and referral pathways to access additional support in school. The school can access advice, guidance and support from a number of outside agencies. These include:

- Statutory Assessment Service
- Educational Psychologist – Alistair James
- Inclusion Partner – Emma Handley
- Community Paediatrics, Colchester Hospital
- East Suffolk and North Essex NHS Foundation Trust (ESNEFT) Speech and language, Occupational Therapy services.
- The Child First Trust
- Essex Child & Family Wellbeing Service
- EWMHs
- The Change Project
- Next Chapter

11) Useful Contact Details

The web address for the local authority is shown below and this is a useful site to gain further information.

12) Supporting Transition

The school works hard on ensuring that there is a smooth transition both for the children joining the school; in EYFS, mid-year and for those transferring to Secondary School or Specialist School.

Children who join the school may have an extended transition and build up in hours over time to support a positive transitional process for the child and reduce their anxiety (which can affect their behaviour and ability to settle).

We have established an excellent relationship with our feeder secondary school. During the Summer term, SENDCo's from both settings meet to discuss the needs of our Year 6 pupils with additional needs and make arrangements for an additional visit to the school where necessary to ease transition.

The SENDCo and EYFS teachers liaise with preschools to gather information about pupils with SEND that will be in the new cohort for September.

13) The Local Authority's Offer

The Local Offer aims to provide parents and carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it lets parents, carers and young people know how school and colleges will support them, and what they can expect across the local settings. Details on this can be found at: <https://send.essex.gov.uk/>