Special Education Needs and Disabilities Information Report 2022-23



**SEND Information Report 2022-23**

**1) Kinds of Special Educational Needs & Disabilities Currently Catered for at Highwoods Primary School**

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

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

Highwoods Community Primary School currently caters for children who are identified in one or more of each of the above areas.

**2) Identification and Assessment of SEND.**

The list below shows a number of ways that the school has of identifying if a child has SEND.

* When children join the school at the beginning of Early Years Foundation Stage the EYFS Teachers &/or SENCo have a meeting with the SENCo from the pre-schools to discuss the needs of the children. This ensures a continuation of support.
* The WellComm Speech and Language assessment is carried out in EYFS during September to identify pupils with speech and language needs.
* If children join the school during the year with SEND the SENCo will contact the previous school for information etc. to again ensure a continuation of support.
* Discussions are held with parents or staff where concerns are expressed which lead

to further investigation or screening

* Data analysis, using formative and summative assessment, will show a widening gap between the child, their peer group and age related expectations. Reading ages are assessed three times a year (using the Salford Reading test) and Spelling ages twice a year (using the Single Word Spelling test.)
* Work scrutiny and observations by SENCo, class teachers and LSAs.
* Scrutiny of Behaviour Log forms to see if a child is continually struggling

with their emotions or concentration which impacts on learning.

**3) How Highwoods Primary School Manages Provision for children with SEND**

**Evaluation of Effectiveness of Provision**

The School undertakes careful monitoring of the impact of the effectiveness of the SEND provision at the school, just as it does for all areas of the school. We use a cycle of assess, plan, do, review. The primary provision for SEND children is the same as all the children – High Quality First Teaching. The effectiveness of this is judged as part of the normal monitoring cycle for the school. For those children who receive either group or 1:1 intervention they are monitored separately but in the same way: observations; work scrutiny; data checking using formal assessments and discussions with the children.

**School’s Approach to Teaching Children with SEND**

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 maybe withdrawn at specific times for an intervention; either 1:1 or as part of a group. More often, support will be provided in the classroom. For a few children the school uses outside support and agencies such as Emotional Welfare & Mental Health Service (EWMHS), Child First Trust and Next Chapter. All children with SEND have a One Plan.

**Adaptation of the Curriculum**

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 toilets if needed
* use of assistive technology
* visual timetables
* specialist resources
* advice from health professionals/ therapists

Children who join the school may start on a part-time timetable to aid 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**

The school uses a range of intervention programmes, including THRIVE, to aid children’s social and emotional development. The roles of our THRIVE team and Play Therapist 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.

**4) SENCo**

The SENCo 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 SENCo regularly meets with the Governing Body 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 SENCo
* Termly One Plan Review meetings with the SENCo
* 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 isEssex who can be contacted via their website: <http://www.isessex.org/>

**8) Consulting and Involving the Children**

The children are constantly involved in discussion whilst their SEND intervention programmes are carried out. For children with a One Plan their views are sought during the review at the end of each term. One Page Profiles are written for our high need children 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:

<http://highwoodsprimaryschool.files.wordpress.com/2014/01/complaints-policy.pdf>

**10) Involving Other Agencies**

The SENCo 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.

<http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Special-Educational-Needs.aspx>

**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. We have established an excellent relationship with our feeder secondary school and they attend Y6 annual reviews and encourage extra visits for Y6 with SEND.

The SENCo visits preschools with the EYFS leader 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: <http://www.essexlocaloffer.org.uk>