

Highfields Primary Academy

Brief description of the school

Highfields Primary Academy is part of the Delta Academies Trust and is a one-form entry school. We believe strongly that all children, whatever their background or ability should receive an excellent education so that they make the progress of which they are capable. We believe strongly that our culture, policies and practices should be inclusive so that all children, whatever their educational, social, emotional needs and starting points, thrive and do well. We have experience of working with children who have a range of needs including hearing impairments, Autism Spectrum Disorder, ADHD and Dyslexia.

No child will be refused admission to the school on the basis of his/her special education need, ethnicity or language. In line the Equalities Act we do not discriminate against disabled children and we will take all responsible steps to provide effective education provision.

How we identify if your child may need additional help and/or has special educational needs (SEN)

We identify children's needs from regular examination of attainment and progress data, feedback from teachers and parents, talking to children and from working with a range of professional experts.

We also have weekly pastoral and academic forums as part of staff meetings, through which staff make referrals if they have any concerns about children, which they have picked up in the classroom through assessments, observations and discussions with children. These concerns may include learning, attendance, personal and social skills, behaviour and speech and language. The senior Leadership Team at Highfields includes a range of professionals within school who share their expertise in developing learning and teaching for children.

Version 1: completed 05/09/16

This includes the Head, Deputy Head, Early Years Practitioners, Learning mentor and key members of our Pastoral Team. Where the school needs to access additional advice or expertise, we are able to refer to a range of professionals including the Educational Psychologist, Inclusion Team and Speech and Language Therapist. We hold a wide range of professional contacts and are able to signpost to these people.

How we involve parents and carers in meeting the needs of their child and in whole school developments

All parents have access to a programme of parent workshops which include upskilling parents on how to help their child with literacy, numeracy and homework. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what strategies are working well in school and how this can be supplemented at home. Pupils with SEN/D have education plans which enable us to set targets in order focus on particular areas of development. These are shared with parents on consultation evening and reviewed regularly with parents and where necessary, with other professionals, in order for targets to be updated. The Education Plans feature an 'Advice and suggestions' section for parents, detailing activities and strategies that can be used in the home to support the achievement to targets. Homework is also adjusted to pupils' needs. The Inclusion Leader is available to meet with you to discuss your child's progress

in relation to their personalised education plan. All information from external agencies is discussed with parents and with pupils, as appropriate.

How we will involve your child in the planning and review of their support

We strongly believe that children should be active participants in decision making. We place 'pupil voice' at the heart of decision making and encourage pupils to work collaboratively with practitioners, parents and carers to ensure that their views are taken into account. Children have regular meetings with their mentor or teacher and discuss progress in relation to education plans, targets, behaviour and barriers to their learning or social and emotional development. Pupils are invited to attend part of meeting between parents, external agency professionals and school staff wherever possible, in order to ascertain their views and allow them to feel included in all parts of their provision and development. They are well-supported to communicate their views and outcomes that they would like to achieve. All pupils have target sheets which track achievement, progress, behaviour, success so that they have a strong sense of ownership over their development. These are accessible to parents and are shared with them on parent's evenings and in review meetings. Pupils with personalised education plans, have personalised pupil passports, which have child friendly targets and allow pupils to say which strategies they feel help them and which to avoid.

How we match the curriculum, teaching and learning approaches if your child has SEN

We have a commitment to ensure that all learners have well-differentiated quality first teaching, and where appropriate wave 2 (focus groups) and wave 3 (1:1/ group support) interventions. At Highfields we have effective systems and procedures to enable early identification of pupils' needs so that they don't present as a barrier to learning and appropriate interventions are put in place. These interventions cover a range of categories from differentiation and targeted support in the classroom, small group work on basic skills in numeracy and literacy, to 1:1 targeted support in specific areas of cognition and learning, hearing, vision or speech and language therapy. We have a multi-agency approach as per the revised Special Educational Needs and Disability Code of Practice 2014 and aim to get pupils specialist support when this is required.

The education programmes for children are designed in the first instance as a provision map which maps out the needs of children and how we will go about addressing these needs. All pupils with SEN/D have provision in addition to quality wave 1 teaching in the classroom and this is detailed on a whole-school provision map which monitors interventions across the school. The whole school provision map enables the school to:

- plan strategically to meet pupils' identified needs and track their provision
- audit how well provision matches need
- recognise gaps in provision
- highlight repetitive or ineffective use of resources
- cost provision effectively
- demonstrate to staff and parents how support and resources are deployed
- Focus attention on whole-school issues of learning and teaching as well as individual needs, promoting a tool for self-evaluation.

The inclusion of children in main class teaching and the progress children make is monitored closely by the Head, Deputy and Learning Mentor. In terms of

interventions, we have a range of staff employed in working with children – this ranges from Teaching Assistant through to a Learning Mentor, support staff, Higher Level Teaching Assistants and Teachers.

The achievements of children with SEN/D are analysed and evaluated each half term. The provision for children with SEN/D is monitored in an on-going way by the Head, Deputy, Phase and subject leaders.

The EAB take a keen interest in the quality of provision and outcomes for children with SEN/D.

How we provide additional support if your child has learning needs

All children at Highfield's Academy engage in half-termly assessment points, and following these parents receive progress reports outlining progress and attainment. The school also holds 3 parents evening a year at key points and children are encouraged to attend these meetings with parents to discuss current progress and next steps. Pupils with SEN/D have education plans (individual plans/ group plans) which are a planning, teaching and reviewing tool and enable us to focus on particular areas of development and cater for children's additional needs. They are used as working documents and are constantly refined and amended in light of new data and information. Targets on plans are SMART and relate to the area of need as opposed to core subjects. This is to say memory and retention, comprehension, speech and language, fine gross motor-skills or behaviour. Plans are annotated and a running record is kept of all interventions delivered and progress made towards achieving the outcomes.

How we provide additional support if your child has social and communication needs

Specialist advice at Highfield's is sought from a number of external agencies such as:

- NHS Speech and Language Therapist
- Children's Services
- Educational Psychologists
- Chatterbug Speech and Language
- School Nursing Team
- Autism Spectrum Team (Assets)
- Child and Adolescent Mental Health Service

Advice and support from these teams is requested through referral pathways and ranges from consultations, training for staff, and therapy, to interventions for pupils and behaviour support. Some services are provided via the cluster and others are purchased directly by the school using the Notional Inclusion Budget and Funding for Inclusion. Children's Services, Educational Psychologists and the school nursing team are crucial services in supporting pupils in the application of support and enabling schools to initiate requests for Education, Health and Care Plans, where necessary. Our Inclusion and Pastoral staff are also always available to support pupils and families in the school community.

How we provide additional support if your child has physical, sensory and/or medical needs

We ensure that all children receive their entitlement to be included in every aspect of the school curriculum, both indoor and outdoor and aim for all children to be

included in sports activities and school trips. We provide all the necessary support to ensure this can be safely achieved. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, alternative activities which will cover the same curriculum areas will be provided in school. Pupils who have physical disabilities, are provided additional support from staff on trips and assigned 1:1 support. For those pupils with medical needs, GPs, school nurses and consultants at hospitals are consulted with in order to devise appropriate medical plans, in order to allow them to access a full, broad and balanced school life.

How we provide help to support your child's emotional health and well being

Highfield's has pastoral staff who are not class based so can provide immediate child and family support, as well as the Inclusion Manager. All members are available to parents when needed. We have a very positive community feel which is supported by our behaviour policy and personal, social, health, cultural education aspects of the curriculum. We aim to include all pupils and parents by respecting diverse needs and reflecting it in our school environment, curriculum, learning resources and partnerships with parents.

Pupils who have SEMH and have difficulties regulating their behaviour, attend the Nurture group which effectively enables pupils to develop strategies to self-manage their behaviour and re-engage with school positively. In the Nurture group:

- Pupils to have access to 1:1 and small group support, in an environment heavily and primarily focussed on nurture and pastoral support.
- Pupils given clear and consistent boundaries with rewards and consequences.
- Adults working with pupils focus heavily on modelling co-operation, sharing, turn-taking, making appropriate choices and effective strategies to deal with anger.
- Pupils with social and emotional problems are enabled to stay in school and learning, whilst addressing their behaviours in a safe, nurturing environment.
- Pupils are provided with carefully structured platforms to re-frame negative feelings into positive ones, talk through their personal difficulties, channel their emotions to attain positive outcomes and to realise their full potential through making better choices.
- Staff work relentlessly to reduce the risk of upper KS2 pupils becoming underachievers so they are not trapped in a cycle where they are not progressing academically due to poor behaviour.
- Staff support pupils to channel their energies in more constructive ways through reducing barriers to bettering themselves academically and socially.

How we promote developing independence

Staff encourage children to be independent as much as possible. Specific learning programmes and targets ensure that the children work on small steps which are then transferred to more generalised situations and environments.

How we measure and review your child's progress against their targets and longer term outcomes

Our self-evaluation procedures are thorough and ensure that we have an accurate and detailed view of the quality of teaching and achievement for pupils with SEN/D. Staff appraisal processes are well developed and dovetailed with our CPD program.

Targets for teachers, teaching assistants and behaviour support are challenging and communicate an expectation to fully support pupils' development through quality wave 1 teaching and wave 2 and 3 interventions.

The Leadership Team regularly meet to analyse current provision in relation to the School Development Plans and identifying appropriate attainment or achievement targets for children on the SEN/D register. A holistic picture of SEN/D provision across the school and its effectiveness is achieved through regular monitoring and evaluation of the following:

- Observation/ drop-ins
- planning check's
- book scrutiny
- compare data and rate of progress with pupils nationally via raise online
- data analysis
- leadership monitoring meetings
- pupils interviews and questionnaires
- parent interview and questionnaires
- annual reviews
- parents consultation evening
- pupil progress meetings

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Highfields Primary Academy is on one level, with disabled toilet facilities. All areas, indoor and outdoor, are accessible via wheelchair. The entire site has also been assessed for the use of children with visual impairment and adaptations made where appropriate.

ICT equipment used by children with SEN/D is available via the technician, who is able to maintain it.

When specialist staff are visiting children for assessments etc. they are provided with appropriate accommodation. We have an accessibility plan in place and risk assessments are carried out for pupils with physical disabilities such as visual impairment.

We are a fully inclusive school, so expect all our children to have access to the broad and full curriculum. This is enabled through the strategic use of teaching assistants to support individual children who may require additional support in accessing the curriculum during the day; in PE, at playtime and for extra-curricular activities. Where appropriate, parents are invited to discuss with the inclusion manager how this may be facilitated.

How we include children with SEND in the life of our school

All children have the same opportunities within school. Sometimes, children with additional needs may require additional/specialised support and this is provided when required. The curriculum, visits, environment and resources are all chosen and developed with the needs of all pupils in mind. No child is excluded from activities based on their Special Educational Needs.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Teachers and teaching assistants receive regular in-service training, which includes effective teaching and learning strategies related to the teaching of children with

SEND.

Where more specialist training is needed – for example in the teaching of children on the autistic spectrum – our teachers and teaching assistants attend courses run by the Local Authority.

When possible, for teachers and teaching assistants external agencies, such as educational psychologists, speech and language therapists, teachers for the blind and the deaf, school nursing team, who come in to support individual children are also asked to upskill those school staff who will work with the child to ensure the best possible learning.

External support and expertise we can call upon to help us to meet children's needs

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- St Wilfrid's Free School – Alternative Provision and Outreach
- Bentley Primary Learning Centre
- School Nursing Service
- Occupational Therapy

How we prepare children to join our school

When pupils are taken on roll, all efforts are made to ensure that previous schools are contacted to ensure the relevant information regarding social and emotional welfare, progress and behaviour is obtained. Parents are encouraged to take an active involvement in the transition process through daily contact with the teachers, inclusion manager and their child. This allows our staff to effectively prepare for the successful integration of pupils into their new classes. Pupils are assigned peer buddies and staff mentors. Baseline assessments are carried out in order to do gap analysis and ascertain the appropriate level of pitch and challenge which is necessary.

How we prepare children to move on from our school

All children who are transferring at the end of Key Stage 2 will meet with their new school transition teacher and make visits to their new schools. For children with particular needs, the transition teacher – or SENCO if more appropriate – is invited into school to meet with the Inclusion Manager, child and parents to discuss their particular needs. This is usually followed up by visits to the new school, sometimes more than for other children to ensure the transition is smooth. Parents are supported with making secondary school choices, making visits and acquiring the relevant information to ascertain appropriateness of provision. Where pupils need to move into SILC's or specialist provision, meetings are held with all professionals and external agencies involved in order to ensure that all relevant information is shared so that a smooth transition can be secured.

How we deploy our resources to meet the needs of children with SEND

Directly funded by the school:

- Learning Support Assistants to provide targeted support for children with SEND.
- Outside agencies paid for by the academy but delivered in house:
- Educational Psychology Service

- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- St Wilfrid's Free School (Alternative Provision)
- Provided and paid for by the Health Service but delivered in school:
- School Nurse
- Occupational Therapy

Contacts for more information

Head teacher/ Principal: Lucy Carlisle

Chair of Governing Body: Helen Wriglesworth

Address: Coppice Road, Doncaster, DN6 7JB

Telephone: 01302 722216

Email: info@highfieldspa.org.uk

Website: www.highfieldspa.org.uk

SEND Policies and SEN Information Report link(s): www.highfieldspa.org.uk