

Mexborough Highwoods Primary School

Brief description of the school

Mexborough Highwoods is a local authority maintained community school with approximately 183 children on roll, from the age of 4 through to 11. At Mexborough Highwoods Primary School we have a group of highly dedicated professionals who educate and care for your children. We have attractive and stimulating classrooms and a variety of quality resources. Your children will enjoy the broad, balanced curriculum on offer.

“Learning Together, Growing Together Aiming High”

We aim to keep your children happy, safe and well educated. When you enter school you should feel a busy, friendly atmosphere and see children involved in a wide range of activities.

Parents and carers are welcomed into school on a variety of occasions; we hope to create a partnership between home and school which is strong, courteous and trustworthy. You are invited to help in school and join in all school events.

We have 7 classes including a Foundation Stage 2 class.

We believe that Highwoods should be progressive, dynamic and the hub of the community, providing a fully extended service for the community as a whole. It should be one where everyone feels welcome, valued, listened to, safe and secure, with mutual respect for all.

All children have equal entitlement to the very best that education can offer, leading to at least good progress. They also have equal entitlement to highly skilled professionals at all levels, leading to high quality teaching and learning through inspirational leadership.

It is a school where all children are encouraged to express ideas and opinions, to look beyond themselves, to be independent, where a lifelong love of learning is the norm and all children reach their full potential, academically, socially and emotionally, in a rich, non-judgemental and supportive learning environment, providing high quality education where all are challenged.

A school that works in partnership together, valuing the diversity of others.

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

Before starting school a child may have already been identified with a special educational need or disability. If so, we work closely with parents and any agencies already involved to ensure a smooth transition into school. We review and continue any existing support plan so that good progress is made by that child.

At Mexborough Highwoods Primary School teachers make regular assessments of children's knowledge and skills so we can carefully track the individual's progress and attainment. All school adults monitor children's emotional well-being and behaviour. Also, we listen to views and concerns expressed by parents and carers. Where any of these observations suggest a child may need additional support, we use our professional judgement to consider if he/she may have an additional need. If we consider a child may have a special educational need we discuss this with his/her parents or carers. In agreement with parents we assess the specific issue that is preventing the child from learning to his/her full potential. Parents are kept informed and included in the decision making process, and we involve the child throughout (in an age-appropriate way).

Any additional need is documented in one or more of the following ways:

differentiated planning showing differing styles of teaching that will engage the child, on the provision map, on the child's SEN Support Plan (SSP) and the child's strengths, weaknesses and aspirations for the future are recorded.

In consultation with the SENDCo, parents and child, short term targets are agreed which are then supported and measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. If a child continues to have significant difficulties, further external expertise may be requested.

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

Where we have an initial concern it is likely that your child's class teacher, or SENDCo & Inclusion Manager will approach parents/carers to arrange to discuss the issues and consider what to do next. If outside agencies become involved and it is agreed that further interventions and support is needed in order for a child to progress, then an Education Health Care Plan will be applied for in order to meet an individual's specific needs. This has to be agreed by the parents and all professionals involved and would take into account the holistic view of the child. This process would only be appropriate if all other avenues of support have been exhausted and the child's rate of progress virtually ceases.

If a child is provided with an 'Education and Healthcare Plan' there is an additional formal annual review, where all professionals and parents/carers will be invited to discuss the child's progress and to set short and long term outcomes.

In Highwoods Primary we work in close partnership with parents and carers, ensuring that the best possible outcomes are achieved for the child. At the end of each academic year the parents receive a comprehensive report, which will reflect their strengths, weaknesses, progress and attainment. Parents/carers will be invited to attend parent consultation afternoons with their child's class teacher during the year. Parents of pupils with SEND will also meet teachers and receive a copy of their child's SEN Support Plan each term and a chance to review their current targets whilst setting new targets.

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

Class teachers consult regularly with all children, monitoring their individual targets and progress. Each term a selection of children are asked to give their views, either on paper (a teaching assistant or teacher might work with a child to complete any written evidence) and/or in person at the review meeting. Every child on the SEND List has a personal paragraph on their Support Plan where they can present their likes, dislikes, hopes and aspirations.

How we match the curriculum, teaching and learning approaches if your child has SEN / How we provide additional support if your child has learning needs

Mexborough Highwoods Primary School Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensures that all pupils can experience success and challenge in their learning.

All staff with the support of the SENDCo & Inclusion Manager will help all individual pupils to reach their potential in all areas of the curriculum. This is a flexible and personalised approach and will reflect the child's individual needs.

We expect that all children will strive to reach their potential. For some children, including those with special educational needs or a disability, this may require that, for example:

- Teachers assess and evaluate planning to adapt teaching strategies, so that children have individualised learning outcomes
- Children sometimes require individual or group teaching/interventions
- Extra adult support is provided in class to allow children to access the curriculum fully

Individual learning styles are recognised and valued. This is supported through the use of additional resources.

The National Curriculum describes Inclusion in section 4 under the main subheadings of:

- Setting suitable challenges
- Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

At Mexborough Highwoods Primary we follow Section 4.3 of the SEN Code of Practice to ensure no barriers occur so that every pupil is achieving.

Mrs Schofield is the teacher who has specific responsibility for this area as the Special Educational Needs and Disabilities Co-ordinator (SENDCo). She will lead the other members of staff in delivering the most appropriate support and provision to meet the child's individual needs.

All children identified on the SEND list will be supported by a SEN Support Plan (SSP). If it is considered that support is required from an outside professional (e.g. educational psychologist, or speech and language therapist) an agency referral form is completed with parental consent.

If progress continues to be a concern it may be agreed that an application to the authority for a statutory 'Education and Healthcare Plan' (EHCP) is needed. The EHCP replaces what was previously known as a statement of special educational need.

These are some examples of areas of difficulties a child with special educational needs may experience:

- reading, writing, number work
- understanding information and following instructions
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- social and emotional difficulties
- independence
- difficulty in hearing, seeing, or moving around which may affect their learning
- Speech, Language and Communication needs.

At Highwoods Primary School we identify which strategies are effective for individual children and review this regularly. We have a varied range of interventions and support programmes that we provide, these are recorded and evaluated on the school provision map.

If a child has SEND then they may have a SEN Support Plan (SSP). It's

essential that all involved work together to achieve the agreed outcomes. The aim is for a child to no longer need a SSP and make good progress using a variety of classroom strategies.

All staff support our children in all areas of their development, however there are staff who are particularly skilled in a range of areas and these are part of a support team managed by Mrs Schofield.

Mrs Mitchell is the school's Learning Mentor and is very skilled in a variety of emotional and behavioural techniques.

Examples of Mexborough Highwoods Primary School's support in all year groups:

- Intervention programmes in class
- Mentoring by peers, support staff or teaching staff
- Visual timetables for class & individuals
- Steps to success used in every lesson (Success Criteria)

Where appropriate, we liaise with other professionals and specialist services to meet the needs of individual children within this mainstream setting. We act upon their advice and monitor and review progress and support regularly, with parents/carers and the child concerned being central to this process.

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

We currently have two support staff trained in the speech and Language programme 'Elklan'. This particularly targets pupils under-fives to develop their speech and language skills.

Children who have been referred to the Speech, Language and Communication Therapist are often provided with a programme of study which the staff at Mexborough Highwoods Primary School will then follow in school.

We work in partnership with speech and language therapists to plan and deliver support for children with specific difficulties.

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

Physiotherapists and Occupational Therapists provide specific advice and guidance for target children. They also provide training for staff. Teaching assistants support teachers in following up any recommendations by providing specific interventions to children either individually or in small groups. Mexborough Highwoods Primary School is a single floor building. All of the learning spaces are on one level so are accessible to all. It has adaptations such as disabled access toilets to ensure accessibility for all.

The school and parents can request the school nurse to visit school to carry out checks with children and to provide advice and training to staff. S/he also assists in writing Health and Care plans for children. In school most staff are trained in emergency first aid and we have five trained for paediatric first aid and two in First Aid at Work. Medicines are locked away safely in the medical fridge. Office staff and senior leaders are able to administer prescription medicines to children as directed by parents/ carers upon completion of permission documents.

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

At Mexborough Highwoods we work closely together so that a consistent application of the school's 'Behaviour Policy' is embedded in our school ethos. This helps children behave well, so that they can concentrate fully on learning. What we expect is made explicit: rewards and sanctions reinforce this.

Last year staff received TEAM TEACH training which will enable everyone to provide regular support for individual children who need guidance in developing social skills or dealing with issues that may affect their well-being and behaviour. In addition, we access a "listening ear" for vulnerable children and this is provided by Mrs Mitchell, the school's Learning Mentor.

As part of the whole school strategies to support the development of pupils' social skills and enhance self-esteem we have:

- Small group programmes such as; Rainbows, social skills activities
- Playground Leaders / buddies
- Weekly Achievers Assemblies to celebrate pupil's successes

Strategies to reduce anxiety / promote wellbeing (including communication with parents):

- Transition support and visits
- Photo-stories / social stories
- Regular contact and liaison with parents
- Visual timetables

Planning, assessment, evaluation and next steps:

- Regular reviews with parents
- Pupil progress reviews
- SEN Support Plans for SEN pupils (Plan, do, review cycle)
- All lessons differentiated to take account of individual needs
- Provision map

Personal and medical care:

- Identified medical administrative staff
- Health Care Plans for pupils with medical needs
- System for administration of medication

Support staff to assist pupils with personal care as specified by plans.

How we promote developing independence

Mexborough Highwoods Primary School is an inclusive school and may offer the following range of provision to support children with SEND, including communication and interaction, cognition and learning difficulties, social, emotional and mental health problems or sensory or physical needs.

Our School's core values inspire all children to develop the skills that they will need to develop as independent and confident individuals. Through practice and consolidation during lessons our children then can use these skills to independently demonstrate their abilities during assessments. This then informs both the teaching staff and the pupils of their next learning steps.

We recognise the need to promote independence alongside the support that we provide to children. At Mexborough Highwoods Primary School this is done in a number of ways. For example, providing structured support resources, differentiating learning, and scaffolding learning using small steps success criteria and support frames and peer support. Use of a common visual timetable across school and pictorial labels contributes to developing independence. In each class routines are encouraged and embedded so that children are familiar with the school day and the expectations.

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

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENDCo and senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher meetings with the SENDCo
- informal feedback from all staff
- pupil interviews when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data whole-school processes
- monitoring SEN support plans and targets, evaluating the impact the targets on pupils' progress
- attendance records and liaison with EWO
- regular meetings about pupils' progress between the SENDCo and the head teacher
- head teacher's report to governors
- termly SEND report to governors

Class teachers and other school adults meet periodically to review progress against planned outcomes in many forms. Pupil performance data for all children is analysed regularly. Part of this analysis focuses specifically on the performance of children with special educational needs so that any issues are identified and addressed by modifying provision appropriately.

The SENDCo monitors Support Staff teaching and other evidence to ensure that children with special educational needs or a disabilities are being met, in order for them to progress Special educational needs and disability policy is formally reviewed annually to ensure that it remains fit for purpose. Any additional support is documented in one or more of the following ways: on lesson planning, on SEND Support Plan Monitoring Forms, on Intervention Monitoring Forms or on a SEND Support Plan.

In consultation with the SENDCo, parents and the child, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties. Review meetings are held at least termly. Parents/carers, relevant external agencies and, when appropriate, pupils are invited to this review. During these reviews we discuss:

- the impact of support offered
- the progress towards targets set
- the outcomes of these meetings will be formally recorded on Support Plans
- new targets and actions
- For emotional and mental wellbeing progress Boxall profiles are used. (Roots Of Empathy).

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

Regular ongoing assessment of the child's needs helps us to make decisions about the level of support they require. The SENDCo and class teacher monitors progress of all pupils on the SEND list and if they feel that a child is not making expected progress then they may carry out further assessment to find out which aspects of learning the child is finding challenging. The learning environment, teaching styles and planning can then be adapted to meet their needs.

Our classrooms inside the main school building are accessible by a wheelchair with the exception of one classroom where alternative arrangements can be made.

Our main entrance is wheelchair accessible and within school we have a ramp linking the old part of the building to the new. We have an accessible toilet suitable for wheelchair users and a disabled parking bay in the school car park.

The school also liaises with outside agencies for training purposes as needs arise, for example if needing information on how to adapt activities for pupils with physical disabilities we would contact HEAT.

Classes are well resourced and, for children with additional needs, specialised equipment such as writing slopes, specialist pens and grips or seating can be provided. We will ensure that all staff know and understand the needs of all pupils. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice. Classroom layout, and school accessibility, is regularly reviewed to ensure all children have free movement around school.

Risk assessments are in place to ensure that hazards are assessed and managed appropriately.

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

At Mexborough Highwoods Primary School we constantly ensure that we are being inclusive with our SEND children by undertaking regular ongoing assessment of the child's needs, as this helps us to make decisions about the level of support they require. SEND children are involved fully in all aspects of school life and every activity/visit is designed to be fully inclusive.

We undertake a detailed risk assessment before undertaking any educational visit or activity outside the classroom and part of this assessment will involve reducing potential barriers to learning for pupils with SEND. This risk assessment is carried out in advance of the activity, allowing staff time to modify arrangements as necessary to ensure all pupils can be included safely. For example, it may be necessary to take additional adult support to ensure that a pupil can access activities.

When participating in activities led by non-school staff during educational visits we will ensure that the leader is made aware of any SEND needs as appropriate to ensure that all pupils are able to be fully included.

At Mexborough Highwoods we endeavour to achieve maximum inclusion of all

children (including vulnerable learners) whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

We focus on individual progress as the main indicator of success.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

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

At Mexborough Highwoods we use school training to meet identified needs of our pupils and for individual members of staff. Training needs are identified by reviewing the current need of pupils and the skills and knowledge of the staff.

The school is well supported by outside agencies when necessary, formally and informally. Therefore, if a pupil is due to join us with needs that we have not previously experienced we will seek training from outside agencies in advance of the pupil joining us.

Our Training includes:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.

Specific training includes:

Our SENDCo Mrs Schofield and Mrs Mitchell are EHM trained.

Mrs Mitchell is trained in emotional literacy support and pastoral support such as Rainbows, Roots of Empathy and Attachment and Trauma Difficulties,

All staff have been trained in Safeguarding, Anti – bullying

Various Support staff in Direct Phonics, Fischer Family Trust, English as an Additional Language (EALIP), Precision Teaching and Autism.

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

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

In line with the recommendations in the SEN Code of Practice 2015, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers

- contributing to the in-service training of staff
- attending area SENCO network meetings and training as appropriate.
- liaising closely with a range of outside agencies to support vulnerable learners.

How we prepare children to join our school

Induction Period

The induction period is a very important time when children are introduced to the different aspects of school life gradually. For this reason the children will come to school for half a day for the first two weeks and then they will begin full days after that. The details are as follows:

Home Visits:

First week in September

On these days Miss Mason (class teacher) and either Mrs Poultney or Mrs Robinson (TA's) will visit you and your child in your home. This is so that we can begin to build up a picture of your child and what they already know and can do. It is also a good time for you to ask us any questions or share any concerns you may have. The visit will be about ¾ of an hour on one of the days during this week.

Half Days:

Second week in September

During this week your child will attend for half days and they will do some morning sessions and some afternoon sessions.

On the Thursday & Friday of the second week in September the children can experience having lunch in school in preparation for starting full time on the following Monday. They will be able to have a school dinner or bring their own packed lunch. We will give you more details about the different lunch options nearer the time.

Full Days:

Your child will begin to attend for the full school day from the third week in September.

Transition into school, between classes and onto their next school is carefully managed by all the staff. At the end of each year the class teachers hold meetings with the children's new teachers. Class teachers pass on all relevant information regarding children including details of any interventions, difficulties etc. SENDCo shares any relevant information.

How we prepare children to move on from our school

For pupils leaving us for secondary education we liaise closely with the schools pupils are transferring to, providing information about strategies we have felt have been successful for the pupil and next steps for development. All SEND documentation is handed over and discussed. Transition days are provided in year 6 to ensure smooth transitions for all to secondary schools. Any annual Reviews the SENDCo of the proposed Secondary School is invited and further transitions for SEND pupils and parents/careers can be arranged. In the summer term the KS3 SENDCo invites all children with SEND and those whom there are concerns re transfer to visit the school for a special transition day. Some children will also attend extra visits to familiarise themselves with the support available, meet staff and support transition.

Transfer forms are completed by the SENDCo/class teacher and relevant documentation is transferred indicating the child's needs, relevant assessments and nature of current support.

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

This deployment of staff is constantly reviewed based on pupil progress outcomes and children's needs. Each term we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEND intervention provision.

The School Business Manager oversees the budget and when allocating any resources within school the Senior Leaders and the Head Teacher consider carefully the children's needs and the desired outcomes. Children's individual resources and equipment are kept in their classroom environment.

Contacts for more information

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SEND Policies and SEN Information Report link(s): These can be found from the homepage on the 'About Us' section under 'Policies'.