



## How we support children with Special Educational Needs or Disabilities – Highgate Primary School SEND Information Report

November 2022

### **Our vision and how we hope to achieve it**

Highgate Primary School strives to provide an outstanding primary education for the children in our community. The school approach to teaching and learning is underpinned by our aims and values:

- Love learning - we want everyone to enjoy learning and to achieve their best.
- Inclusive - we want everyone who uses our school to feel involved and included.
- Supportive - we want everyone involved with our school to feel supported.
- Green - we want our school to look and be a greener place.
- Healthy - we want our school to be a healthy place for our minds and our bodies.

Pupils, staff, parents and governors work in partnership with the Blanche Nevile School for Deaf Children and the local community to pursue excellence and enjoyment in all aspects of school life. Our teachers work hard to support all the children in our school to achieve their potential, including all children with special educational needs or disabilities.

### **Type of school we are**

Highgate Primary School is a two-form entry community primary school for the 0 -11 age range. We have a 52 place nursery for children aged 3-4. Children start our Reception class in the academic year they turn five. We have two classes in each year group, as well as children from the primary branch of Blanche Nevile School for Deaf Children.

### **Our OFSTED rating**

The school was last inspected by OFSTED in September 2017 and was found to be a good and improving school.

### **What does SEND mean?**

SEND stands for Special Educational Needs and Disabilities. The term SEND describes the needs of children who have a difficulty or disability which makes learning harder for them than for other children of the same age.

SEND can cover a broad spectrum of difficulty and disability and children may have wider ranging or specific difficulties. The different educational needs fall broadly into the following areas:

- Communication and Interaction (e.g., speech and language communication needs, autism)

- Cognition and Learning (e.g., specific or moderate learning difficulties, dyslexia, dyscalculia or dyspraxia)
- Social, emotional and mental health difficulties (e.g., ADHD, depression, attachment disorder)
- Sensory and/or physical needs (e.g., vision impairment, hearing impairment, cerebral palsy)

### **How we know if a child has special educational needs**

During the summer term before children start at the school, we invite parents into the school to meet their child's class teacher. We ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place for their child. We contact children's key workers in nurseries or pre-school settings to provide information about the children who will be joining our school. Where necessary, the Early Years Phase Leader and/or Inclusion Manager visit the nursery settings to observe children and meet with their key person. The class teacher and the Inclusion Manager may also visit the child in their home and to meet their parents.

The school will be informed of children who have been assessed by the Local Authority and have an Education Health Care Plan (EHCP) when Reception places are allocated. The Inclusion Manager/SENCo liaises with all teachers, parents and other professionals to ensure the right provision is in place.

If a child has special educational needs, it is very important that they get the help they need as soon as possible. In order to make sure that any special educational needs not known about before starting school are picked up early, all pupils are assessed in an informal manner during the first three weeks at school. We look closely at children's speech, language and communication skills and, where necessary, the school's speech and language therapist will visit our nursery and reception classes in order to discuss whether a referral, with parental permission, to Haringey's Speech, Language and Communication Service is needed.

Children's progress throughout school is closely monitored through our termly assessment and monitoring procedures, so that any special needs that may become apparent later are identified. Additional assessments and screening may be used to explore any potential issues further.

### **What we do to help children with special educational needs**

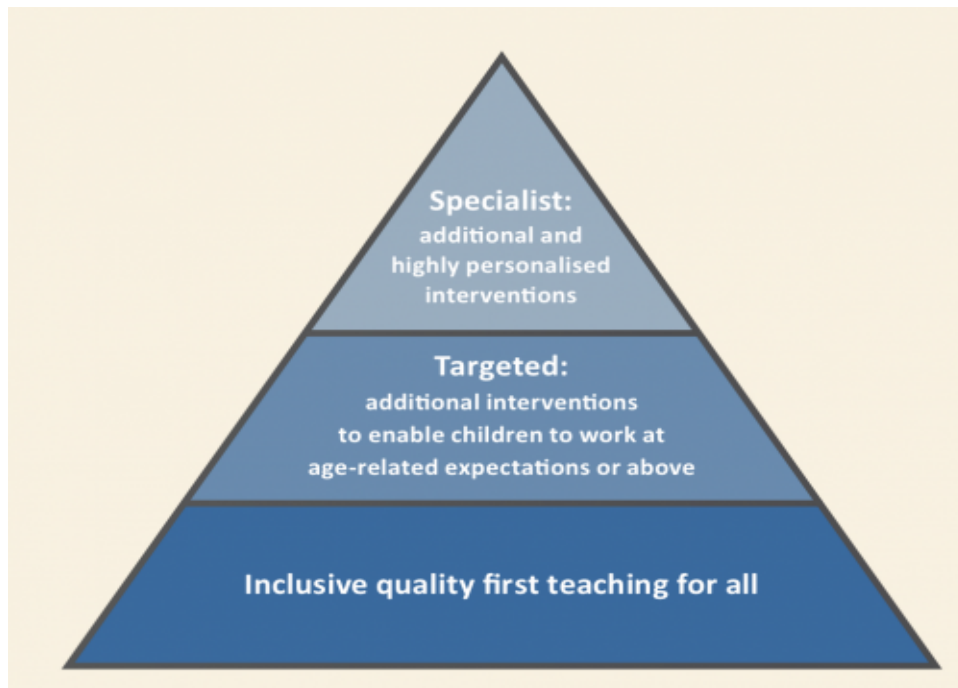
Highgate Primary School has developed a wide range of ways in which we support children with different special needs or disabilities. We plan support as follows:

- First we identify what the particular problem is. We ask parents to speak with their child's class teacher in the first instance in order to discuss their child's needs. We work hard to maintain strong links between home and school, and parents are always welcome to speak to us if they have any concerns.
- In consultation with the SENCo, we agree a programme of support that is carefully targeted on the particular area or difficulty. This describes what we will do to support a child additional to in-class teaching (SEN Support) and what we hope the support will achieve.
- We set a time-frame and review the children's progress, adapting and changing the intervention in response to its success or otherwise.
- If it is felt that further support is required, we will apply to the local authority for an Education Health and Care Plan (EHCP). This is a legal document which will include: a profile of the child; their educational, health or care needs; the outcomes sought; and the provision in place to meet those needs.

### **How we adapt our teaching for children with special educational needs**

Children with special educational needs are taught alongside other children in their class, however lessons are designed so that all children in the class learn and make progress. We do this by adapting lesson plans, so that children are able to work towards different learning goals within the lesson, or are provided with extra resources to support their learning. Every class teacher plans, monitors and provides support for pupils within their class including children with special educational needs and disabilities (the dark blue wedge at the bottom of the triangle). Additional teachers and/or teaching assistants may provide individually targeted interventions beyond normal class lessons. Class teachers can access support from the Inclusion Manager or SENCo to help

them make provision for children with special educational needs (the middle wedge). If necessary, a child with SEN may be supported with 1:1 adult support, and their timetable personalised further (the top of the triangle).



### **How we decide what resources we can give to a child with special educational needs**

Part of the school's budget is set aside for support with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We cost all the ways we support children in order to evaluate the impact of the support on children's progress. Decisions about which support programmes are best for a child are made by the Inclusion Manager and SENCo, in consultation with a child's class teacher and parents, who are invited to contribute to planning. The school may also seek advice from the school's Educational Psychologist in order to decide the most effective programmes to use with children.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds we will apply to the local authority for additional support for a child in the form of an EHCP. Parents can do this too. We are happy to discuss all of this in more detail with parents.

### **How we check that a child is making progress and how we keep parents informed**

We work hard to maintain good home/school links. We have a regular newsletter with general news about the school. We have two parent consultation evenings per year (one in the Autumn term and one in the Spring term) as well as an Open Evening to meet next year's teacher in the Summer term. Parents also receive an annual written report about their child's progress.

For children with special educational needs, the class teacher and SENCo will discuss their progress with parents each term, and more often if necessary. For children with an EHCP, the last one of these will be the Annual Review, to which we invite external professionals. We try as far as possible to arrange these meetings at a mutually convenient time for parents, teachers and other professionals.

Every term the Head Teacher and Inclusion Manager meet with class teachers to monitor each child's progress and assess the success of strategies and interventions. These meetings are called 'Pupil Progress Meetings'.

### **Support we offer for children's health and general wellbeing**

Children need to be happy and be able to behave appropriately to learn effectively. All our class teachers work with children in their class on social skills, behaviour and wellbeing. If a child has a particular difficulty, their class teacher will have help from colleagues to support the child, e.g. from learning assistants, additional teachers or the Inclusion Manager. The school's Educational Psychologist also works with us to plan groups to help children's emotional and mental wellbeing. Our 'Den' provides a special space for children to go to if they are struggling within the classroom.

The Pastoral Team plays a significant role in daily school life. We currently have the services of 6 therapists, trainee therapists and counsellors to support children. Approximately 20 pupils are currently receiving such support, either in groups or individually, although this number can and does change throughout the year.

Our School Council has class representatives from each class and each year group. Council representatives meet with the Head Teacher regularly to discuss issues that pupils wish to raise about any aspect of school life.

Highgate Primary has clear Inclusion, Behaviour and Anti-bullying policies, all of which are available on our website (<http://www.highgateprimaryschool.co.uk/our-school/policies>).

### **Specialist external services we use when we think extra help is needed**

Sometimes a child will have needs that will benefit from additional help from specialists outside the school. Depending on a child's needs we may also draw on support from:

- Speech and Language Therapy
- Occupational therapy
- Physiotherapy
- Educational Psychology
- Hearing-impaired service
- Visually-impaired service
- Language and Autism Support Team
- Social Services
- School nurse
- Parenting programmes
- CAMHS

We always communicate with parents if we think additional support is needed and receive permission before we contact other specialists.

### **Staff training**

Every year we have five staff training days attended by all members of staff including teachers and learning assistants. Teachers also have a weekly training session. At least one of these per term focuses on special educational needs to make sure that every teacher:

- Understands the varying needs of all children in their class, including those with special educational needs
- Knows how to plan and teach their lessons in a way that is appropriate for all children, including children with special educational needs
- Knows how to support the emotional needs of all children, including those with special educational needs
- Understands the importance of working closely with parents.

Support staff (including learning assistants and lunchtime supervisors) have regular in-house training sessions.

The school regularly sends teachers and support staff on external courses to develop their practice.

### **How we include children in extra-curricular activities and school trips**

Our school has many extra-curricular activities and the list is available through the school office. Through making reasonable adjustments, we try to ensure that all pupils with SEND can engage in these activities alongside their peers. Where it is felt that taking part in the activities will contribute significantly to meeting the agreed outcomes for a pupil with SEND, the school will endeavour to pay for any resources that may be required.

All trips or outings are planned to include children with special educational needs and/or disabilities. We check that all trips are fully accessible, and use part of our budget to ensure that any support needed can be provided. We always consult with parents before arrangements are finalised.

### **Our school environment**

All of our classrooms and playgrounds are fully accessible for children with mobility issues. We have a lift for the classrooms on the first floor, and is a ramp leading to the lower playground. There are disabled toilets on the ground floor and the first floor, and a well-equipped medical room just down the corridor from the Reception. We have special sound-proofing on our classroom ceilings to support our pupils with hearing impairments.

In school we have a range of equipment designed to support the development of children's coordination and motor skills in class, and to help with their regulation if needed. If any child needs additional equipment, we endeavour to get this through specialist services, e.g. Occupational Therapy.

### **Table of SEN in our school**

We currently have 56 children on our SEND Register, although this figure can and does change. We support children with a range of SEND, including but not limited to:

- Autism
- ADHD
- Cerebral palsy
- Down's Syndrome
- Dyslexia
- Emotional difficulties
- Hearing impairments
- Other specific learning difficulties

We currently have 17 pupils with Education Health and Care Plans, and the remaining 39 children are on 'SEND Support'.

### **How we prepare for children joining our school and leaving our school**

Children joining our school from our school nursery visit their new classroom several times before the start of the new school year. Reception class teachers introduce the children to the rest of the school once they start, to make sure they are confident in their new surroundings. Children joining our school from different settings are encouraged to join in with these sessions.

We invite all the parents of children joining the school to meet their child's class teacher at the end of the summer term before their children start at the school. We also ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can make sure the right support, and equipment if required, is in place for their child. Where relevant, 'transition books' are made including photographs of the child's new class and teacher etc.

We help older children prepare for secondary school through transition work. This helps the children understand for example how a typical day works in a secondary school, what their timetable might look like, and how to find out who to go to for help if they need it. Children identified as needing further support are

included in additional secondary transfer groups, and external agencies may be involved (e.g., the Language and Autism Support Team).

### **How parents are involved in school life**

At Highgate Primary we work closely with parents as partners and we hope that our parents share that belief. We are always ready to speak to parents about concerns they have about their child. We welcome hearing parents' views and suggestions, and are happy to support parents of children with special educational needs with their dealings with external agencies, including any referrals or applications.

There is an active Parent School Association (PSA) that all parents automatically join. Parents are represented on the school's Governing Body.

When we write letters or emails to parents, we always look for the simplest way to get our message across using friendly conversational English. We have staff and other parents who are able to act as translators for those parents who need help with English.

### **Who to contact for more information or to discuss a concern**

- Your child's class teacher is your first point of contact
- The SENCo – Ms Emma Healy
- Deputy Head Teacher/Inclusion – Ms Rebecca Lewis
- The Head Teacher – Mr William Dean
- Chair of Governing Body – Mr Steve Porter (Governors@highgate-pri.haringey.sch.uk)

If in doubt, please ask at the school office or telephone the school on 020 8340 7023.

The SENCo's email is [SENCo@highgate-pri.haringey.sch.uk](mailto:SENCo@highgate-pri.haringey.sch.uk)

For further information, please see the Special Educational Needs and Disabilities Policy which is on our website at: <http://www.highgateprimaryschool.co.uk/wp-content/uploads/2015/01/Special-Educational-Needs-and-Disabilities-Policy.pdf>

Please also see our Accessibility Report at: <https://highgateprimaryschool.s3.eu-west-2.amazonaws.com/wp-content/uploads/2022/05/04/140356/Accessibility-Action-Plan-2021-12.pdf>

### **Local Authority SEND Offer**

The local Authority must publish information about SEND provision that is on offer for children and young people in the borough. To find out more about the range of SEND services available in Haringey, go to: [www.haringey.gov.uk/localoffer](http://www.haringey.gov.uk/localoffer)

**Our SEND Information Report for children with special educational needs and disabilities was reviewed in November 2022. It will be reviewed again in November 2023.**

