



HIGHGATE
PRIMARY ACADEMY
Astrea Academy Trust

INSPIRING BEYOND MEASURE

SEND INFORMATION REPORT

V2 19.4.24.

Revised: September 2023
Review Date: September 2024

Introduction and Legal Framework

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

What is SEND?

Quality first teaching for all children is at the heart of what we deliver at Highgate Primary Academy. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. All classes are supported by teaching assistants and pupils are frequently offered additional small group work.

However, for some children there will be occasions when further additional support may be needed to help them to achieve their learning. At different times in their school life a child may have a Special Educational Need/ Disability (SEND) which means they need to access support over and above what is provided for all children.

There are four main areas of need, as set out in the 2014 SEND Code of Practice. These are:

- ⦿ Communication & Interaction
- ⦿ Cognition & Learning
- ⦿ Social, Emotional and Mental Health
- ⦿ Sensory & Physical Needs

Linked policies- SEND Policy - Accessibility Policy.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. We promote high aspirations, independence and equality, celebration of every success and the development of the skills necessary for adult life.

The kinds of Special Educational Needs that are provided for in school.

The primary aim of Highgate Primary Academy is that every member of the school community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by the school and the governing body. Every opportunity will be taken to ensure that these pupils, along with all others, are always treated equitably and fairly. This is an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to **4 main categories** as referred to in the reforms to the SEN Code of Practice (Sept 2014):

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

<p>Highgate Primary Academy is part of the Astrea Academy Trust. We are a mainstream primary school and we admit pupils from age 4 to 11. Nursery provision is available from the age of 3.</p>	
<p>Our current Ofsted rating is "Good" (Inspected 06 October 2022).</p>	
<p>1 What kind of Special Educational Needs are provided for at Highgate?</p>	<p>At Highgate we provide support for pupils across the following areas of need as laid out in the SEND Code of Practice 2015</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (SLD) • Autistic Spectrum Disorder (ASD) • Social, Emotional and Mental Health (SEMH) • Visual Impairment (VI) • Hearing Impairment (HI) • Physical Difficulties (PD) • Speech Language and Communication Need (SLCN)
<p>2 How do you ensure children who need extra help are identified early?</p>	<p>Pupils are identified as having SEND, and their needs assessed, through:</p> <ul style="list-style-type: none"> • Information passed on from other Nurseries, health care professionals and previous primary schools • End of Key stage results and progress data • Feedback from teaching staff and observations • Pupil Premium interventions not showing impact • Referrals/concerns from parent/carers • SEND concern forms are used by teachers to flag up concerns about progress or ask for extra support from the SENCO's • Speech and language screening in Nursery <p>Specialist assessments can be carried out by a range of services such as Speech and Language, The Educational Psychology Service and Laura Pollard SEND Co-Ordinator.</p>
<p>3a How do you judge whether the support has had an impact?</p>	<ul style="list-style-type: none"> • Progress meetings are held after each data point and individual children are discussed and their progress evaluated. • Interventions are tracked at the start and the end to monitor how effective they are. • Reports are made to the Governing Body at least annually. • Pupil voice is taken at points throughout the year
<p>3b What arrangements do you have for assessing and reviewing pupils' progress?</p>	<p>At Highgate we:</p> <ul style="list-style-type: none"> • Track data each half term and hold pupil progress meetings with teachers to review individual progress • Hold SEND reviews three times a year • Complete annual reviews for children with Education, Health, Care (EHC) plans • Hold regular parent evenings. • Regular whole staff moderation of pupil work • Graduated Approach to identification.

<p style="text-align: center;">3c</p> <p>How do you teach children with SEND?</p>	<p>Provision for SEN pupils include:</p> <ul style="list-style-type: none"> • “Quality First Teaching”, with appropriate differentiation in place • Extra adult support in classrooms. • Personalised provision through time limited interventions. • Personalised provision through the use of resources and specific teaching strategies • Lunchtime provision for children with specific SEND needs inc Music Interaction and Sensory circuits. • Through a range of inclusive strategies e.g. scaffolding, pre-teaching, refinements to resources.
<p style="text-align: center;">3d</p> <p>How do you adapt the curriculum and learning environment for pupils’ with SEND?</p>	<p>At Highgate provision includes:</p> <ul style="list-style-type: none"> • A range of different inclusive strategies that can be employed in the classroom setting eg. Personalised targets, behavior charts • Small group teaching that targets specific levels of progress • One to one support. • Measurable targets/flightpaths • Differentiated resources • Specialist resources to support learning • Access arrangements for assessments • TA support in every class. • Tailored Interventions • Scaffolding learning etc. • Inclusion Team meetings. • Curriculum monitoring.

<p>3e How accessible is your school environment?</p>	<ul style="list-style-type: none"> • Rooms used by pupils are all on one level (ground floor). • Ramps allow for wheelchair access throughout the school building and playground areas. • Large print resources are available to support children and adults with visual impairments. • There are disabled toilets. • Corridor doors are extra wide to allow for wheelchair access. • There is a disabled changing room. • Classes use visual resources such as visual timetables. • Training is arranged from specialist teams to support learners with medical needs such as epilepsy and allergies. • Inclusion Team meetings review any concerns raised by teachers. • Clear Admissions procedures -website. • SATs Guidance /Procedures used for Year 6.
<p>3f How do you support the development of good social, emotional and mental health for children with SEND?</p>	<p>At Highgate we offer:</p> <ul style="list-style-type: none"> • An anti-bullying policy that is supported by annual anti-bullying weeks. • An E safety policy that is supported by assemblies and year group lessons. • Interventions targeted to identified needs with appropriate staff training. • Pupil Voice via the School council. • Specialist support from such as CAMHS, Communication Interaction, Hearing and Visual Impairment, Joyce Squires (SEN Consultant) and the Educational Psychologist. • A Home-School Liaison Officer who provides a strong link between parent/carers and school. • Care plans for children with long term medical needs are written and reviewed annually. • A member of the safeguarding/inclusion team attends all Team around the Child/Family meetings.
<p>3g How are children with SEND enabled to engage in activities within school?</p>	<ul style="list-style-type: none"> • Individual risk assessments are written to enable ALL children to attend school trips and visits. • Support required will be identified and arranged in these risk assessments. • The school ensure that children with social and emotional difficulties and medical needs have access to after school clubs and our breakfast club. • Thrive/Boxall support.

<p style="text-align: center;">4</p> <p>Who is your SEND Co-Ordinator?</p>	<p>Our SEND coordinator for the school is</p> <p>Laura Pollard 01709 892160 Laura.pollard@astreahighgate.org</p> <p>Our Inclusion Governor is Joe Woffinden</p> <p>Parent/Carers with safeguarding concerns should contact a member of our safeguarding team: Annette Rogers, Devinder Riat, Laura Sunley, Laura Goodyear.</p>
<p style="text-align: center;">5</p> <p>What training have the staff supporting children with SEND had, or are currently having?</p>	<p>TA's have accessed training in the following areas:</p> <ul style="list-style-type: none"> • Thrive, Boxall, Zone of Regulation, • Specific Support Staff training for individual CCLP, SLP, EHCPs and where pupils have raised concerns. • Delivery of interventions such as Alphabet Arc, • Sensory Circuits • Makaton / PECS - Emotion Regulation – • Mental Health First Aid • Specific language interventions • Phonics • Nurture principles/delivery of a nurture provision • Team Teach training is on a rolling programme for key staff. • Jump Ahead • Music Intervention <p>The SENCO has completed the SENCO award The school has members of staff who have been trained by the Speech and Language Team to deliver specific language programs. Highgate acknowledges that at times we need specialist advice, and we buy in support from external agencies such as the Educational Psychology Service, BESST and the Speech and Language Team.</p> <p>Training for medical needs within school is updated annually or as needed. Staff are currently trained to support: Allergies (EpiPens) Epilepsy. Moving and Handling</p>

<p style="text-align: center;">6</p> <p>How will equipment and resources be secured?</p>	<ul style="list-style-type: none"> • Pupil Premium Funding • Funding for children with EHCPs • Every Child Matters 360 Inclusion Meetings for early identification, support and signposting. • BASI (personal Development/MHW) meetings for strategic decision making.
<p style="text-align: center;">7</p> <p>How are parent/carers involved?</p>	<p>Highgate is committed to building strong working relationships with parent/carers. This is done through a variety of ways including:</p> <ul style="list-style-type: none"> • Newsletters • Class Dojo • Emails • Being on the ground morning and evenings • School events e.g., Book and Bun • Attendance newsletters • Texts about key events • Twitter • Class Blogs • Coffee mornings • Parent/Carer workshops • Parent evenings • Celebration assemblies • SEND reviews. • Annual reviews for children with EHC plans/statements of educational need • Access to Inclusion Lead – Annette Rogers • Stay and Play sessions in the Foundation Stage • Carers of children in care have regular reviews and target meetings. • The progress of these children is monitored carefully through B-Squared, Pupil Progress Meetings and Triangulation of monitoring evidence.
<p style="text-align: center;">8</p> <p>How can my child give his/her views about their education?</p>	<ul style="list-style-type: none"> • School council • Pupil Voice interviews • Annual reviews • Children’s views are also asked as part of our lesson review process. • Questionnaires • Trusted Adults
<p style="text-align: center;">9</p> <p>How are complaints dealt with?</p>	<ul style="list-style-type: none"> • See complaints procedure which can be accessed via our school website on the ‘raising a concern’ page. However, we endeavor to resolve issue/worries/concerns by making ourselves accessible to parents to enable early discussions.
<p style="text-align: center;">10</p> <p>How are the Governors involved and what are their responsibilities?</p>	<ul style="list-style-type: none"> • The SENCO contributes information when requested which is presented at the Governors meetings. Reports give information regarding the progress of children with SEND but do not refer to individuals so that confidentiality is maintained. • We have a designated SEND governor: Joe Woffinden

<p>11</p> <p>What specialist services are available to the school?</p>	<ul style="list-style-type: none"> • The school works closely with a SEN specialist from Astrea Academy Trust who will work with children, staff and parents/carers offering support and advice on a range of SEND needs. • We work closely with outside agencies such as BESST, CAMHS, SaLT, Health Visiting team, Hearing Impaired Service, educational Psychology Service and Social Care • Highgate works closely with the Astrea SEND Team and sister schools.
<p>12</p> <p>How do you support pupils' with SEND in transition?</p>	<p>At Highgate we support transition in a variety of ways including:</p> <ul style="list-style-type: none"> • Consultation with previous settings/Health Visitors before starting school • Inductions for children starting in our nursery, including home visits and school visits. • Inductions with key staff for pupils' transferring to us mid term. • Inductions for children entering full time school including lunchtime visits • Social stories are used to support children with SEND as they move to a new year group. • All About Me profiles shared with parents and new staff • Transition days are planned to allow children to get to know their new teachers. Extra visits are planned for children with SEND. • Transition visits with secondary schools and meetings between key staff • Prompt transfer of information – all information relating to Child Protection and SEND is passed on to the new school quickly. • Extra secondary school visits for children with SEND • Ambitions and strengths are recorded in Annual Education, Health, Care Plan reviews and the SEND Team works with the school to help the child achieve these in the long term.
<p>13</p> <p>Where is our SEND policy?</p>	<p>Our SEND policy can be found on our website.</p>
<p>14</p> <p>Where is the "Local Offer" published</p>	<p>The Barnsley Local Offer is available on their website https://www.barnsley.gov.uk/services/children-families-and-education/familyservice-directory-fsd/our-local-offer-senand-disability-send/</p> <p>It is also available on our school website</p>
<p>Where is your "Local Offer" published?</p>	<p>Offer" is available on their website www.barnsley.gov.uk There is a link on the website.</p>

