



High View Primary Learning Centre

SEND information report 2020-21

Contact Details

Address: Newsome Avenue, Wombwell, Barnsley, S73 8QS

Phone: 01226 273220

e-mail: highview@ecmtrust.co.uk

Headteacher – Miss Theresa Smith

Lead SENDCO – Mrs Sian Vaughton

SENDCO – Mrs Rachel Marshall

Assistant to the SENDCO's – Mrs Lesley Dodson

If you have any enquiries please contact the school using the details above.

Overview of Provision at High View

High View Primary Learning Centre is a mainstream academy and part of the Every Child Matters Trust.

The school has 447 children on roll, aged between four and eleven years (FS1 – Y6). The school currently has 17 children with an EHCP and 40 on the SEN Register at SEN Support, with a variety of needs. The school has 14 classes and a nursery. The average class size is 30 children. There is a class teacher and at least 1 teaching assistant for each class. Exact staffing is dependant on the needs of the children within the class. The school curriculum is based on the National Curriculum subjects and is taught using a thematic approach based around topics which change every term.

Further information about the school can be obtained by contacting the Headteacher, Miss Theresa Smith, via the school office or from the school website www.highviewprimary.co.uk.

Parents/carers of potential new pupils are encouraged to arrange a visit to the school to come and look around and see all it has to offer. A visit can be arranged by contacting the school office and speaking to the headteacher. The SEND school offer is also available on the website which will offer a greater insight into provision for children with SEND and additional needs.

Due to current COVID-19 restrictions, visits to school will not be able to take place during school hours and may be offered virtually.

High View PLC became an academy in November 2015 as part of the Every Child Matters Academy Trust. The school's current Ofsted judgement is outstanding.

The Needs of Children Currently on Roll:

The children who are currently on roll, have the following needs:

- Autism and social communication & interaction difficulties
- Speech and language difficulties
- Specific Learning Difficulties (Dyslexia)
- Moderate Learning Difficulties
- ADHD
- Hearing Impairment
- Social, emotional and mental health needs
- Medical needs which do not require a specialist setting.

The school is committed to meeting the needs of all the children on roll as fully as possible.

Identifying Learners with SEND

We know and understand that children learn at different rates and in different ways, which is what makes children unique. Our progress tracking is continuous at class and whole school level. Through termly pupil progress meetings, all pupils' development, progress and emotional needs are discussed and actioned where necessary. This includes Pupil Premium children and children with SEND. Any additional needs are addressed here and actioned through these meetings.

If a child is making less than expected progress, is working well below age-related expectations or has other identified needs, extra support will be put in place. We will review the impact of this support as part of the meetings described above. If the additional support has not had an impact in improving outcomes for the child, a meeting will be arranged with parents to discuss concerns, review support that has already been provided and discuss the possibility of placing the child on the Special Educational Needs register and offering additional support which will be outlined in an individualised School Focused Plan (SFP). This plan will be created by the class teacher, in liaison with the child, parents/carers and SENCO to ensure all needs are addressed. SFPs are reviewed at least termly to ensure that they are effective in addressing need.

Where necessary, referrals to external agencies will be made for additional assessment, advice and resources. These could include:

- Speech and Language Therapy (SALT)
- Barnsley Educational, Child & Community Psychology Service (BECCPS)
- Barnsley Education Specialist Support Team (BESST). This encompasses Hearing impairment, Visual impairment and Social Communication & Interaction.
- Art Psychotherapy
- Paediatric Therapy
- Children's Disability Team
- ASD assessment team
- Community Paediatricians
- Art Psychotherapist (School based)

Accessibility at High View

The school was built as part of the governments private finance initiative (PFI) and opened in 2006. As a modern school the building is fully compliant with building regulations in terms of disability access. The school building is on two-levels with a lift to provide access to the second floor classrooms. It has wide corridors and a ramp to provide access to the school field. . There are no specific adaptations that have been put in place to support children with auditory or visual impairments, but all rooms have blinds to ensure the whiteboard can be better seen in bright light.

All classrooms have visual timetables and individual pupils also have their own timetables as required.

Each class has two toilets, with disabled access toilets available to both floors.

The playground is secure and is fully surrounded by a fence with a minimum height of 1.8m. The classroom doors that lead onto the playground are secured with flip latches which are above child height. The main entrance to the school building can only be opened by staff in the school office during school hours.

Quiet spaces are available for children who struggle with noisy environments. These are found outside classrooms in KS1 and in intervention rooms for KS2.

Adapting the Curriculum for Learners with SEND

The school has a creative curriculum underpinned by a strong commitment to the development of key skills. School staff foster a love of learning and children are supported to develop their independent learning skills. The curriculum is differentiated for all learners including those with SEND. When planning, all needs are taken into account, with work and lessons differentiated to the required levels for each child. Children with identified SEND have the same access to activities within school as all other children. Teaching assistants and support staff are in all year groups to ensure the correct levels of support are available to those who need them. As part of this teaching assistants deliver intervention sessions for small groups and individuals which help develop skills in areas where pupils may not be working at expected levels for their age.

Some of the interventions currently in place include:

- Maths intervention groups
- Writing groups
- Daily readers
- Small group phonics sessions (Based on the Read, Write Inc approach.
- Speech and Language (Following packages from SALT)
- Time to Talk & Socially Speaking (Social Skills)
- Thrive sessions
- Lego Therapy
- Memory and learning programmes
- Motor Skills programmes (Jump Ahead, Up and Away) – to develop children’s fine and gross motor skills.

Interventions are reviewed on a regular basis as a result of discussions in Pupil Progress and Inclusion Review meetings.

Staff Training to Support Learners with SEND:

The school is committed to ensuring that every teaching (good quality teaching in the classroom) is of the highest possible standard and reflects best practice in terms of inclusion. It is important to us that all of our children feel safe, secure and supported within their own classrooms.

School staff are trained to identify and support a range of needs and to deliver a wide range of interventions. The SENDCOs offer support to class teachers and teaching assistant by completing observations of children and making recommendations/suggestions to improve provision for them. Support will be given by the SENDCOs to write specific outcomes for children and implement interventions effectively. Where children have a specific need e.g. a hearing impairment, the school accesses support specific to this e.g. from a teacher for the hearing impaired to ensure that the child's needs are being met as fully as possible.

Our Lead SENDCO is a qualified intermediate Team Teach trainer which means that the majority of staff are trained, and are monitored closely in their use of this approach. We also have a large number of staff have had first aid training at different levels. Where children have specific medical requirements, staff receive specialised training to enable these needs to be met. Staff also undertake personal care e.g. nappy changing, for children who require this.

The Lead SENDCO completed the National Award for SENCO in October 2017.

Communication with parents/carers and families

High View prides itself on communication with families, using a variety of communication methods such as email, phone, text message and letter. Some students have a home-school book and all students have a reading record to help track home support for reading and as evidence for the reading reward scheme that the school has.

Parents are involved at every stage of the SEND process which includes – School Focused Plans (SFPS), EHCP applications and annual reviews. Parents work with staff to review and set new targets for children and this provides a formal opportunity for parents to voice their opinions on which approaches may work with their children. This also allows parents to support their children in achieving their targets and share responsibility and ownership for their child's development.

Parent pupil mentoring meetings happen three times a year per year. During autumn and spring it is expected that all parents attend. In summer, reports are handed out and parents are offered an open appointment to discuss these if they wish. The school operates an open door policy where parents are welcomed to come into school for meetings if and when necessary with class teachers if they have any concerns in respect of their child.

We hold parent coffee mornings on a regular basis which all parents, carers and family members are invited. Our Parent Support Adviser also runs the Webster Stratton Parenting Programme and our Lead SENDCO is a trained sleep practitioner who offers workshops and individual support to families. We also direct parents to provision offered by outside agencies as required.

Evaluation of Effectiveness of Provision for Learners with SEND

Regular observations of lessons, work and planning scrutiny, data scrutiny, learning walks and reviews are used to evaluate provision within school for all learners. Pupil Progress & Inclusion Review meetings happen every term with class teachers, SENDCO's and Head teacher and this helps to identify specific actions for vulnerable children including those identified as having SEND. As a school and a trust regular monitoring visits ensure that provision is effective, that children are making strong progress and achieving as well as possible.

Each child who is identified as having SEND or additional needs has a School Focused Plan (SFP) which is reviewed termly by parents, the SENDCO and class teacher, with a discussion about progress against existing outcomes, any additional support that needs to be put in place and what new outcomes will be. Some children may also be on a specific programme set by NHS agencies such as Speech and Language, Physiotherapy and Occupational Therapy.

Behaviour Support for Learners

All school staff have a responsibility to support children with their behaviour. The school has a clear behaviour system which is applied consistently with rewards for following the behaviour system and a graduated consequence system for children who do not. In all areas of school, the system reflects the needs and development of the children. Some learners have specific behaviour needs and these are identified on their support plan. The school's Behaviour Lead is Theresa Smith. If a significant incident occurs, a personalised handling plan (PHP) which focuses on de-escalation strategies and identifies the key triggers for behaviours is written by the SENDCO's, in consultation with parents, class teacher and the child (as appropriate). This is shared with all staff to ensure consistency of approach.

Many staff have had Team Teach training to learn de-escalation techniques and positive handling of children to keep both staff and students safe within school. As a school we use local Team Teach trainers and update teachers and support staff on a regular basis.

A proactive approach is taken surrounding attendance. The school's Attendance Officer works closely with the Parent Support Adviser and the Education Welfare Officer. Strong attendance is rewarded. Where there are concerns about attendance, parents are invited to an attendance panel meeting to discuss how school can support parents to improve this. Where further support is required, the Educational Welfare Officer may be asked to become involved.

Access to Extra-curricular Activities for Children with SEND

All children, irrespective of need, are encouraged to take part in extra-curricular activities, as appropriate to their needs. Where visits and residentials are arranged, school staff liaise with parents and carers to ensure that any additional requirements or support needs are identified and addressed.

Our Sports Co-Ordinator takes groups of SEND children to inclusive sporting events in the local area and our school is host to some of these events also.

Transition for pupils with SEND

We understand that transition points e.g. moving to a new class, moving to a new school etc. can be difficult times for any child and particularly a child who may have additional needs. We also know that this can be a worrying time for parents. Wherever possible, we start to plan for transition early; this planning includes parents, children and school staff.

The needs of all children in relation to transition will be very different and a personalised plan will be developed to ensure that the transition will be as smooth as possible. This may include:

- Meetings between existing class teacher and SENDCO and those in the new setting
- Additional visits for the child to his/her new setting
- New staff invited to meet the child in his/her current setting
- Opportunities for parents to meet with new staff
- Learning opportunities linked to the new setting/staff e.g. opportunities for children moving to high school to practice using timetables and preparing their own resources
- Multiagency meetings to ensure a joined-up transition plan is in place

Complaints

If parents/carers have a concern, they are encouraged to discuss this with the headteacher at the earliest opportunity. Our school aims to resolve all complaints and work with families to find the best possible solution. This is an informal stage of the process, however if you feel your complaint has not been dealt with appropriately or fairly please see the "complaints policy" as found on the school website for more information.