



## SEND Information Report 2024-25

| School Information   |   |
|--|---|
| <b>Headteacher:</b>  | Lee McClure                             |
| <b>SENDCo:</b>   | Rachel Marshall                         |
| <b>SENDCo Assistant:</b>   | Joanne Morley                           |
| <b>Governor with responsibility for SEND:</b>                                    | Angela Lee                              |
| <b>Contact details:</b>  | 01226 273220<br>highview@ecmtrust.co.uk |
| <i>If you have any enquiries, please contact school using the details above.</i> |   |

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| <b>Number of pupils on roll</b>          | <b>445</b> |
| <b>Number of pupils on SEND register</b> | <b>91</b>  |
| <b>Number of pupils with an EHCP</b>     | <b>18</b>  |

| <b>Types of SEND provided for:</b>  |
|---|
| <p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> <li>○ Communication and interaction, such as autistic spectrum disorder, speech and language difficulties</li> <li>○ Cognition and learning and specific learning difficulties such as dyslexia, dyspraxia</li> <li>○ Social, emotional and mental health difficulties, such as attention deficit hyperactivity disorder (ADHD)</li> <li>○ Sensory and/or physical needs, such as visual impairments, hearing impairments, processing difficulties, epilepsy, hydrocephalus, cerebral palsy, subglottic stenosis, congenital myopathy</li> <li>○ Moderate and multiple learning difficulties.</li> </ul> |

| <b>Identifying pupils with SEND and assessing their needs:</b>   |
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| <p>We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> <li>○ Is significantly slower than that of their peers starting from the same baseline</li> <li>○ Fails to match or better the child's previous rate of progress</li> <li>○ Fails to close the attainment gap between the child and their peers</li> <li>○ Widens the attainment gap.</li> </ul> <p>This may include progress in areas other than attainment, for example social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.</p> <p>The SENDCo will support class teachers in making assessments of pupils who meet any of the above categories.</p> |

Class teachers will begin by initiating support for the child and monitoring the impact of this over a short period of time. If this support is not effective, a more detailed plan will be set up with the support of the SENDCo.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child requires support which is different from and/or additional to that of their peers, it may be advised that they are put on the school's SEND register.

If this is the case a School Focused Plan (SFP) will be written in collaboration with the child, parent, class teacher and SENDCo to outline the support they will require to make progress.

#### **Consulting with pupils and parents:**

We will involve the pupil and their parents in discussions when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

We will formally notify parents and involve them in the decision-making when it is decided that their child would benefit from being on the school's SEND register and receiving SEND support.

Pupils and parents will be involved in the setting of outcomes and the regular review of progress against these. These reviews will take place termly.

#### **Assessing and reviewing pupils progress towards outcomes:**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and/or behaviour
- Other teachers' assessments, where relevant
- Observations completed by the class teacher and/or SENDCo
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

This assessment will support the setting of outcomes, and the allocation of appropriate support and provision to help the child meet these outcomes.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Our approach to teaching pupils with SEND, including additional support:**

In accordance with the SEND Code of Practice, the school uses a graduated approach when meeting the needs of children with SEND.

#### Quality First Teaching (class teacher input via excellent targeted classroom teaching).

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

For a child this would mean:

- That the teacher has the highest possible expectations for them and all pupils in their class.
- That all teaching is based on building on what the child already knows, can do and can understand.
- Different ways of teaching are in place so that the child is fully involved in learning in class. This may involve things like using more practical learning resources.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support the child to learn.
- The child's teacher will have carefully checked on the child's progress and will have decided that the child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

#### Specific Small Group Work.

This group, often called 'intervention' or 'target groups' by schools, may be run in the classroom or outside, by a teacher or a teaching assistant.

Examples of small group interventions that we provide in school are:

- Communication and interaction: Time to Talk, Socially Speaking, Music Interaction, Lego Therapy, Friendship Circle
- Cognition and learning: Maths and literacy intervention groups, Read Write Inc target groups, memory interventions
- Social, Emotional & Mental Health: Harmony, Incredible Me, Mindfulness
- Physical and/or sensory: Sensory breaks, fine motor interventions, Jump Ahead.

#### SEND Register

If the child's class teacher has identified that the child may need extra support in school then they would be referred to the SENDCo, and possibly placed on the SEND register at SEND Support.

For the child this would mean:

- They meet with the class teacher, SENDCo and their parents to agree some outcomes and what support they would need to work towards these.
- He/ She will engage in group sessions with specific targets to help him/her to make more progress. A teaching assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.
- Outside agencies such as Educational Psychologist or Speech and Language Therapy may become involved to provide advice and support.

Where a specialist professional is involved, they will work with the child to understand their needs and make recommendations, which may include:

- Making changes to the way the child is supported in class, e.g. some individual support or changing some aspects of teaching to support them better
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- Group or individual work with an outside professional.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

#### Specified Individual Support

This is usually provided via a Health and Care Plan (EHCP). This means the child will have been identified as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually the child will also need specialist support in school from a professional outside the school. This may be from outside agencies such as Inclusion Services, Physiotherapy, Speech and Language therapy (SALT).

For the child this would mean:

- The school or parent can request that the Local Authority carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that will be provided for the child and identifies whether the school requires additional funding to provide this support for the child.
- A decision may be made that an EHCP is required for the child. The EHC Plan will outline the objectives, provision and the range of extra funding that will be given to school to support the child.
- Any funding allocated will be used to provide support in order for the child to make progress. This could be in the form of an additional adult used to support the child with whole class learning, small group intervention or individual programmes. The funding may also be used to provide equipment that the child may need to access the curriculum.

#### **Adaptations to the curriculum and learning environment:**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- As explained in our school accessibility policy we are committed to providing an environment that enables full curriculum access, that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- High View is one building, on two storeys, housing EYFS through to KS2 children. In addition to two sets of stairs leading to the first floor, there is a lift for transporting children / adults with restrictive mobility. It is big enough to accommodate those using mobility scooters and similar. All entrances into and within the school are flat and all have wide doors fitted. Fire doors on the corridors are fitted with door guards so that they close automatically once the fire alarm is set off. On-site car parking for staff and visitors includes three dedicated disabled parking bays. There are disabled toilet facilities available on the ground and first floor. Toilets in the majority of classrooms are fitted with handrails and soap dispensers and hand dryers have been fitted at a lower level for wheelchair users. The school has internal emergency signage and escape routes are clearly marked.

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.

- As outlined in our accessibility plan ([ecm\\_accessibility-plan.pdf \(highviewprimary.co.uk\)](http://ecm_accessibility-plan.pdf_highviewprimary.co.uk)) we increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, school trips, leisure activities and sports events. It also covers the provision of additional/specialist equipment which may assist pupils in accessing the curriculum. We improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education. In class, where needed, we adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

#### **Support for improving emotional and social development:**

We provide support for pupils to improve their emotional and social development in the following ways:

- Prioritising wellbeing through the use of Incredible Me! (a Trust-developed wellbeing intervention and assessment system)
- Providing interventions such as Socially Speaking, music interaction and Lego therapy to support the development of social skills
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to take part in after-school clubs
- Pupils with SEND are given opportunities to take part in sporting competitions
- Providing additional support on the playground to model social skills
- Ensuring staff have access to appropriate training
- We have a zero tolerance approach to bullying.

#### **Working with outside agencies:**

Where necessary, referrals to external agencies will be made for additional assessment, advice and resources that will ensure a child's needs are met effectively.

The agencies we refer to for support are:

- 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 (ASDAT)
- Community Paediatrics
- Child and Adolescent Mental Health Service (CAMHS)
- TADS (therapies for anxiety, depression and stress)

- 0-19 Public Health Nursing Service

We also use the Early Help assessment process to further engage other agencies to ensure that families have access to the correct support. Through this process, referrals are often made for targeted support so that families have access to additional input from family support workers.

We refer to children's Social Care if we have concerns around the care of a child and feel families require more intensive support.

Where a child is looked after or adopted, we work closely with the relevant agencies.

### **Securing specialist equipment and facilities:**

For children with an EHCP, funding may be allocated to securing specific equipment. Any specified equipment is provided.

For some children, specialist equipment may be provided by outside agencies, such as Paediatric Therapy.

In addition to EHC plans, the school provides, through its own budget and Element 3 funding:

- ICT for some children with dyslexia, motor skill difficulties or visual impairments
- Raised tables and work stations
- Specialised lighting equipment
- Adapted chairs
- Necessary adaptations to toilet facilities
- Equipment to aid fine motor control, such as weighted pencils and grips.
- Sensory equipment
- Regulation areas.

### **Supporting pupils on transition between year groups, key stages or settings:**

The needs of all pupils 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 practise using timetables and preparing their own resources
- Multi-agency meetings to ensure a joined-up transition plan is in place
- Sharing of information between the current and new setting.

### **Expertise and training of staff:**

Our SENCO has four years' experience as SENDCo at High View PLC.

They have achieved the National Award for SEN Co-ordination and have experience of supporting a range of needs in class using a range of strategies.

Our SENDCo has a sound knowledge of the Early Years and the benefits of hands on Early Years' experiences for all children, particularly those with SEND across school. They also have valuable experience of supporting children and families in their home environment. Our SENDCo is skilled at

forming successful relationships with staff, parents and outside agencies. They are able to have difficult discussions and raise issues, whilst maintaining positive relationships. Our SENDCo forms part of the school's SLT and is involved in managing the effectiveness of school with a specific focus on SEND.

To manage SEND provision in school our SENDCo has taken on the role full time and is no longer class based.

We have a team of 29 teaching assistants, plus 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Staff have accessed training in:

- Read Write Inc
- Elkan 5-11
- Nuffield Early Language Intervention
- Phonology
- Building Vocabulary
- Team Teach
- Incredible Me
- Trauma Informed Practice
- Socially Speaking
- Lego Therapy
- Music Interaction
- Makaton
- Deaf awareness
- ASD awareness
- Dyslexia
- Social stories
- Specific medical training for individual children, such as EpiPen, Epilepsy medication, PEG feeding, use of oxygen equipment.

#### **Evaluating the effectiveness of SEND provision:**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals at least termly
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCo (data, observations, learning walks, book looks, talking to pupils)
- Using SFPs and provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Termly meetings between teachers and SENDCo
- Reporting termly to the governing body and responding to any questions from them
- Discussions with parents and pupils.

#### **Enabling pupils with SEND to engage in activities available to those who do not have SEND:**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.
- All pupils are encouraged to go on our residential visits.
- All pupils are encouraged to take part in sports day, school plays, special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Here is the link to our accessibility plan [ecm\\_accessibility-plan.pdf](http://ecm_accessibility-plan.pdf) ([highviewprimary.co.uk](http://highviewprimary.co.uk))

Here is the link to our admissions policy [CONTENTS \(highviewprimary.co.uk\)](https://www.highviewprimary.co.uk)

#### **Contact details for support services for parents of pupils with SEND:**

##### **Barnsley SENDIASS**

The Barnsley SENDIASS Service offers free confidential and impartial information, guidance, advice and support.

Contact number: 01226 787234 Email: [SENDIASS@barnsley.gov.uk](mailto:SENDIASS@barnsley.gov.uk)

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/sendias-advice-and-support/>

##### **Barnsley Local Offer Monthly Drop-in**

A chance to chat face-to-face with SEND services, including: Disabled Children's Team, Parent Participation Officer, FIS, Targeted Youth Support, EHC Team. Find out about support available, get help with a short breaks application, sign up to the Disabled Children's Register or find out about how you can get involved with SEND decision-making.

<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/advice.page?id=kXqh6MsApXE>

##### **SMILE - Parent / Carer Support Group**

SMILE is a free support group run by volunteers, for families who have a child/children with additional needs.

Email: [smilebarnsley@gmail.com](mailto:smilebarnsley@gmail.com)

<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/service.page?id=Asg11T1UhIE>

##### **Barnardo's Family Linx Service**

A service supporting families with children who have a diagnosis of autism or who are on the ASD pathway to a diagnosis, that are aged under 11. The service offers different areas of support - Cygnet parenting programme, one-to-one targeted support, sleep service and a weekly peer support group.

Telephone: 01226770619

<https://www.barnardos.org.uk/what-we-do/services/family-linx-service>

#### **Complaints about SEND provision:**

- Complaints about SEND provision in our school should be made to the child's class teacher, the SENDCo or headteacher in the first instance. They will then be referred to the school's complaints policy. Here is the link to our complaints policy: [highviewprimary.co.uk](https://www.highviewprimary.co.uk)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

#### **Barnsley's local offer:**

Our school offer forms part of Barnsley Local Authority's local offer which can be found here:

<https://www.barnsley.gov.uk/services/education-learning-and-childcare/schools-and-colleges/education-for-children-and-young-people-with-special-educational-needs/send-local-offer>