

	<p>If our staff think that your child has a SEND (Special Education Need and/or Disability,) this may be because they are not making the same progress as other children; for example, they may not be able to follow instructions or answer questions. We will observe them, assess their understanding of what we are doing in school and use tests to find out what is causing the difficulty. Should we require further help, we will contact specialist external services, such as The Advisory Teaching Service.</p> <p>If you tell us that you think your child has a SEND, we will discuss this with you and look into it. We will share what we discover with you, agree with you what we will do next and explain what you can do to help your child.</p> <p>When children have already been identified with SEND before they start here, we work with the people who already know them and use the information already available, to identify what their SEND will be in our school setting and how we can manage it.</p>
<p>What are the first steps our school will take if special educational needs are identified?</p>	<p>When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the Special Educational Needs and Disabilities Coordinator (SENDCo).</p> <p>Our school has meetings every term between each class teacher and a member of the Senior Leadership Team, to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. From here, our identification process will begin and through close monitoring, the specific needs of your child will be established.</p> <p>Targeted teaching or interventions may be used, whereby your child may receive additional support either in or outside of the classroom. These are often run by skilled Teaching Assistants under the direction of the class teacher or the SENDCo. They usually include small groups of children working towards the same/similar targets. Examples are:</p> <ul style="list-style-type: none"> • Small group phonics sessions • Maths interventions • One to one tuition • Booster classes (Y5 & Y6) • Small group English teaching • Friendship buddies <p>If, as a result of these interventions, your child is identified as not making good progress, the school will set up a meeting to discuss this with you in more detail. The meeting will be to:</p> <ul style="list-style-type: none"> • Listen to any concerns you may have • Plan any additional support your child may receive • Discuss with you any referrals to outside professionals to support your child's learning • Discuss placing your child on the SEND register • Put in place a Pupil Passport, listing specific targets, Pupil Voice, Interventions and Hints for home.
<p>What should parents/carers do if they think that their child has SEND? How can they raise concerns?</p>	<p>If you have concerns about your child's progress, you should speak to your child's class teacher, initially.</p> <p>If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCo (Miss A. Thomas) or Head teacher (Mr S. Dean).</p> <p>If you are still not happy, you can speak to the school's SEND Governor Mrs R. Orchard.</p>

<p>How will our school include parents and pupils in planning support?</p>	<p>As their parent/ carer, you know your child best and as such, you are one of school's greatest resources in addressing their special educational needs. We aim to involve parents and, where appropriate, pupils, at every level of support.</p> <p>We would like you to talk to your child's class teacher regularly so that we know what they are doing at home and so that we can share with you what we are doing in school. We hope this will ensure that we are doing similar things to support your child both at home and school and can discuss what is working in both places.</p> <p>The Headteacher is always available to meet with you to discuss your child's progress or any concerns/worries you may have.</p> <p>All information from outside professionals will, wherever possible, be discussed with you with the person directly involved, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</p> <p>My Plans will be reviewed with you and your child's involvement at least twice a year, setting new targets and evaluating the previous targets that have been set.</p> <p>A home/school book may be used to support communication with you, when this has been agreed to be useful for you and your child.</p>
<p>How will our school teach and support children with SEND?</p>	<p>Class teacher input via excellent targeted classroom teaching - also known as Quality First Teaching. This is an extremely important area in meeting all children's needs, and particularly those with SEND by:</p> <ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Using specific strategies (which may be suggested by the SENDCo) to support your child to learn. <p>Specific group work within a smaller group of children. This group may be: Run in the classroom or outside. Run by a teacher or most often a Teaching assistant, who has had training to run these groups.</p> <ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • He/ She will plan group sessions for your child with targets to help your child 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 plans, or a recommended programme. These are often called 'Intervention' groups.

Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups

AND/OR Individual support

- If your child has been identified as needing more specialist input instead of, or in addition to, excellent class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission in order for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to better understand your child's particular needs and be able to further improve the support in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to improve support
 - 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 or sensory circuit
 - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Specified Individual support - *Education, Health and Care Plan (EHCP)*.

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process. The school would support this if all of the stages outlined above had been put in place and that good progress in the identified areas of need had not been made. We would seek the opinions of other professionals, such as the Educational Psychologist, as to their views of your child's skills needs in this respect.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and whether they need more than 20 hours of support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline: the number of hours of individual/small group support your child will receive from the LA, how the support

	<p>should be used, what strategies must be put in place as well as long and short term goals for your child.</p> <ul style="list-style-type: none"> As part of the EHC Plan, the additional adult may be used to support your child with whole class learning, run individual programmes or run small groups to include your child. <p>Click on link to access funding information- Parent Partnership Service</p>  <p>Click on link to access Gloucestershire County Council</p> 
<p>How have we made this school accessible to children with SEN? (Including after school clubs etc...)</p>	<p>The school is accessible to children with physical disability via a ramp. We ensure that equipment used is accessible to all children, regardless of their needs.</p> <p>The school has an accessible toilet and a new wet-room hygiene suite equipped with ceiling sling and shower.</p> <p>Enrichment activities are extended to all pupils, irrelevant of their needs. All extra-curricular clubs are fully inclusive and, if necessary, school will make additional arrangements.</p> <p>We have wraparound care via a before and after school club that is available for all and we have strong links with Highnam Under 5s, on site.</p> <p>As part of our inclusive curriculum, all school trips (including the residential trip) are available to all pupils, with any extra SEND provision being made where applicable.</p>
<p>Who will be working with your child?</p>	<p>Within our school your child will have a class teacher and teaching assistant(s). Your child may work with the SENDCo who will be overseeing their SEND provision.</p> <p>Other people or external agencies that may be involved include:</p> <ul style="list-style-type: none"> Family support worker Attendance officer Advisory teaching service Educational psychologist Occupational health Physiotherapy Speech and language service
<p>How are the teachers in school helped to work with children with a SEND and what training do they have?</p>	<ul style="list-style-type: none"> The SENDCo's job is to support the class teacher in planning for children with SEND. The school has a duty to provide continual professional developments opportunities for all staff, to improve the teaching and learning of all children (including those with SEND.) This includes whole school training on SEND issues such as ASD and dyslexia etc. Whole staff training takes place to disseminate knowledge, strategies and experience, to ensure consistency with the school's approach for children with a SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
<p>How does our school provide support to improve the emotional and social developments of our SEND pupils?</p>	<p>Our school has invested in resources to aid pastoral care, including:</p> <ul style="list-style-type: none"> A family support worker Many staff are first aid trained, including midday supervisors; however, we are unable to administer medication, unless through prior arrangements made with the Head teacher. Our school has a policy of zero tolerance towards bullying and all relevant policies are available on the school's website.

<p>How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?</p>	<ul style="list-style-type: none"> • Intervention evaluations are completed by all staff leading additional support groups. • P-levels and progression guidance can be used to measure progress for some SEND pupils. • Steps of progress are used to measure progress made by some SEND pupils. • Termly progress meetings are held with the class teachers and members of the Senior Leadership Team. • Target Tracker is used to record, monitor and analyse assessment data for all core subjects. • My Plans, My Plan+ and EHCP are reviewed mid-term/ annually as appropriate, for all SEND pupils. • Information is shared with parents at parent consultation evenings and through their child's annual report. In addition to class consultation evenings, additional meetings are held to discuss a child's plan.
<p>How do we arrange and support SEND pupils transfer to another school/educational establishment?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will ensure that all relevant records about your child are passed on as soon as possible. • When moving classes in school: <ul style="list-style-type: none"> ○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. • In Year 6: <ul style="list-style-type: none"> ○ The SENDCo will discuss the specific needs of your child with the SENDCO of their secondary school, as appropriate. ○ Your child may be invited to additional visits at their new Secondary school, designed for pupils with SEND. <p>Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.</p>
<p>Where can you find our SEND policy(s) and what is the role of the governors?</p>	<p>As an Academy we are accountable to our governing body, which in turn is accountable to parents and to the community. Parent and staff representatives are elected to the governing body. In addition, the governing body can appoint its own community and foundation governors; traditionally, the governing body use these posts to ensure a wide range of representation from local community. The governing body is responsible for the conduct of its school, and must promote high standards of educational achievement at the school.</p> <p>The SEND governor must do their best to ensure that the school makes the necessary provision for every pupil with SEND. A SEND governor provides the link between the governing body and the school, in relation to pupils with SEND. It is their role to help raise awareness of SEND issues at governing body meetings and give up-to-date information on SEND provision.</p> <p>Additional governors are appointed to monitor the provision for Looked After Children and Gifted and Talented children. Our school has a strong ethos of inclusion for all. This is reflected in our SEND Policy. Please refer back to website for the SEND and Inclusion Policies.</p>

Summary of Provision:

Strategies to support English and Maths

- Withdrawal in a small group by TA, teacher or SENDCO for planned catch up programmes.
- Withdrawal for 1:1 planned programme intervention by TA or SENDCO.
- Small group support in class through guided teaching.
- Additional support material for home learning.
- Differentiation of learning objectives.

Strategies to support behaviour

- Use of the behaviour policy (available on the school website) www.highnam.gloucs.sch.uk
- Circle time (social skills / behaviour modification groups).
- Social Stories
- Home School Behaviour Log
- Visual timetable
- Referral to Behaviour Support Team or Behavioural Specialist.

Strategies to promote emotional and social well-being

- Work alongside the Family Support Worker
- Work with outside agencies such as Health and Social Services

Strategies to support curriculum delivery

- Small group support from TA
- 1:1 support in the classroom from a TA to facilitate access
- Use of amended curriculum
- Alternative recording available
- Communication – cards used for non-verbal children
- Visual impairment/ hearing – provision in class/ seating in class accessible.

Strategies to support independent learning

- Use of visual timetables and checklists
- Access to personal ICT/Computing (PC and iPads)
- Use of individualised targets and success criteria

Support at unstructured times of the day

- Allocated Midday Supervisor/s at lunchtime
- Funded cover for children with an EHCP
- Lunch time clubs

Planning and Assessment

- Provision Mapping – each class
- Intervention timetables
- Individual targets – My Plans/ My Plan +/- EHCP
- Review of targets with pupil and parent/s or carers
- Utilisation of Dyslexia Screening Kit
- ATS – Advisory Teacher Service support

Medical Support

- Support for administration of personal medication
- Qualified First Aider on site (As a staff we have regular training and updates of conditions and medication affecting individual children so all staff are able to manage medical situations)
- School Handbook - Red Alerts for children with recognised medical conditions – also given to any adults supervising playtimes etc.

	<p>Access to strategies/ programmes to support Occupational Therapy / Physiotherapy needs</p> <ul style="list-style-type: none"> • Signposting of pupil to Occupational Therapist / Physiotherapist / Speech Therapist • School / Specialist liaison • Provision of equipment advised by specialist <p>Liaison / Communication with Professional attendance at meetings</p> <ul style="list-style-type: none"> • Liaison with a wide range of professionals e.g. Educational Psychologist, Gloucestershire Behaviour Support team, Speech and Language support team and the SEND monitoring and support officer, Gloucestershire County Council.
<p>What to do if you are not happy?</p> <p>Who can you contact for more information?</p>	<p>You first point of contact is always the class teacher, the SENDCo and the Head teacher.</p> <p>If you wish to discuss your concerns further or do not feel that they have been resolved, we will arrange a meeting for you with our Chair of Governors who can be contacted through the school.</p>
<p>Completed by:</p>	<p>Miss A. Thomas – SENDCo (Special Educational Needs Coordinator), Phase Leader and Year 4 Class Teacher</p>
<p>Date Completed:</p>	<p>October 2018</p>