

LB ENFIELD: Highfield School SEN Information Report

<p>Name of the school/college</p>	<p>Highfield Primary School</p>
	<p>HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES</p>
<p>What is the school's vision and mission statement How does this relate to children and young people with special educational needs and disabilities?</p>	<p>Our school vision statement is, 'Together we can Achieve More'. Our school has three core values of: respect, kindness and co-operation. These values ensure that all members of the school community are committed to working in partnership and this includes: parents, pupils, school staff, school governors, outside agencies and the wider community.</p>
<p>What type of school is Highfield? What age children does the school admit? If a special school/college what special educational needs do you cater for?</p>	<p>Highfield Primary School is a 3 form entry mainstream primary school with a 60 place nursery that currently has 600 on roll. Highfield Primary School caters for children from 3 – 11 years of age. Highfield Primary School has an additionally resourced 6/8 place classroom staffed by a teacher and an SEN Teaching Assistant that can cater for children with a SEN that benefit from being educated in an environment with fewer pupils and where pupils follow bespoke parallel curriculums.</p>
<p>What is your current Ofsted rating?</p>	<p>Our last inspection was carried out in February 2011 and the school was graded GOOD.</p>
<p>How does Highfield school ensure that children who need extra help are identified early?</p>	<p>Highfield Primary School knows that a pupil has an SEN by a variety of ways. - Parents may inform the school prior to or during admission.</p>

<p>What should a parent do if they think their child may have special educational needs? <i>How do you identify children/young people with special educational needs?</i> <i>How can a parent raise any concerns they may have?</i></p>	<ul style="list-style-type: none"> - Outside agencies may contact the school prior to/during admission or whilst the child is a pupil at the school. - Class teacher may identify concerns re progress or behaviours and Phase Leaders, Senco or Learning Mentors may become involved in a school based programme. - It may be that the school seeks additional information from a screen by a specialist teacher eg a dyslexic screen or additional consultation or assessments completed by outside agencies eg Educational Psychology Service, Behaviour Support Service, Child and Adolescent Mental Health Service, Occupational Therapists, Speech and Language Therapists. - Initially parents can raise concerns with the class teacher then the Phase Leader or Senco as necessary. - Make an appointment with the class teacher to discuss initial concerns. This may lead to an appointment with the Senco.
<p>What does the school/college do to help children/young people with special educational needs?</p> <ul style="list-style-type: none"> ▪ If you have one, explain how you use a provision map to set out and evaluate additional interventions? ▪ How do school/college staff support children/young people with special educational needs? ▪ What are the different staff roles? ▪ Who oversees and plans a child/young person's education programme? ▪ How does school / college know how effective its arrangements /provision for children and young people with special educational 	<p>Support for children with special educational needs: <u>Provision Map</u> – offers support in wave one, wave two (school support), wave 3 (school Support), wave 3 (statement, EHCP, individual needs). Interventions evaluated pre, mid and post to assess effectiveness.</p> <ul style="list-style-type: none"> - Access to Sensory/Nurture Room for am sessions as needed. - Sometimes within whole class. Each class has a SEN box of resources for Early Intervention, a Sensory/Nurture Room and Sensory garden. - Class teacher and class support staff initially and raise concerns with parents or vice versa. Then speak to PL re: progress and then Senco who can refer to outside agencies. - Class teacher/Phase Leaders and Senco if outside agencies are involved. - Children's levels are tracked termly and analysed. - Pupil Progress meetings held termly to discuss all pupils attainment and progress. - The Local Authorities Local offer is published on www.enfield.gov.uk/SEND.

<p>needs are?</p> <ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Pupils with a SEN make progress eg small steps on P levels or Steps age appropriate levels. - Frequent data analysis.
<p>How do teachers match the curriculum to an individual child/young person's needs?</p> <ul style="list-style-type: none"> - What is the school's / college's approach to differentiation? - How does that help individual children/young people? 	<ul style="list-style-type: none"> - All lessons are matched to children's individual needs and lessons differentiated accordingly. - Work provides a sufficient amount of consolidation and challenge to ensure progress/new learning is made.
<p>How are your school's / college's resources allocated and matched to children's/young people's special educational needs?</p> <p>How is the school's / college's special educational needs budget allocated?</p> <p>How decisions are made about what type and how much support an individual child/young person will receive?</p> <ul style="list-style-type: none"> - Describe the decision making process. - Who makes the decision and on what basis? - Who else is involved? - How are parents involved? <p>How does the school / college judge whether the support has had an impact</p>	<p>Resources available to children with special educational needs:</p> <ul style="list-style-type: none"> - Identified by Senco and HT. - SEN SEF completed April identified areas of strength and development. <p>Budget allocated</p> <ul style="list-style-type: none"> - Dependant on individual needs and concerns. - Children with a SEND needs will receive specialist support, sometimes in the Sensory/Nurture Room. From September 2014 the school have employed a SEN teacher who along with a SEN TA will offer specialist provision in the mornings with a parallel curriculum. Some support with majority of School Support children will take place within classrooms. - Specialist SEN TA for KS1 pupils. - Specialist SEN TA for KS2 pupils. - Joint Service for Disabled children may provide support for pupils in the EYFS. - Parents involved in writing a Child Support Plan reviewed at Parents Evenings or at Annual Review of Statement for pupils with a statement/EHCP.
<p>How do you monitor a child/young</p>	<p>Keeping parents informed</p>

<p>person's progress and how do you communicate with parents about their child's progress?</p> <ul style="list-style-type: none"> - How will both the school and the parent know how a child/young person is doing and how do you help parents to support their child's/young person's learning? - How do you explain to parents how a child/young person's learning is planned and how they can help support this outside of school / college? - How and when will parents involved in planning my child's education support? - Do you offer any parent training or learning events? 	<ul style="list-style-type: none"> - Regular, daily contact with parents if necessary. - Home/School booklet for comments from home and school. - Resources can be provided to support at home eg visual timetables, transition books. - Child Support Plan discussion, input and parents given a copy. Discussion with school staff re: the planning/provision of learning. - Initial discussions, Parents Evenings, Annual Reviews of Statements/EHCP. - Outside speakers at SEN family coffee mornings – termly. - Early start, referral to outside agencies eg Russet House, Early Bird Programme. - BSS Family Support.
<p>What support does the school offer for children and young people's overall health and wellbeing?</p> <ul style="list-style-type: none"> - What is pastoral, medical and social support available in the school / college for children and young people with special educational needs and disabilities? - How does the school /college manage the administration of medicines and providing personal care? - What support is there for behaviour, avoiding exclusions and 	<p>Support offered for children's health and general wellbeing:</p> <ul style="list-style-type: none"> - 2 Learning Mentors, access as necessary. - 1 CAMHs therapist ½ day a week. - List of staff who are EpiPen trained to administer. - Personal care can be provided by medical and other members of staff. Administration of medicines in line with individual care plans. Some medicines will need to be administered by parents before school and by arrangement within the school day. - Attendance at Fair Access Panel. - 2 Learning Mentors with individual and/or group programmes. - Consultation and sometimes individual support by BSS. - Attendance Officer to work in partnership with parents to increase attendance. - If appropriate pupils to attend meetings that relate to them.

<p>increasing attendance?</p> <ul style="list-style-type: none"> How can children / young person contribute their views? How does school / college support children / young people to do this? 	
<p>What specialist services and expertise are available at or accessed by the school?</p> <ul style="list-style-type: none"> Are there specialist staff working at the school / college and what are their qualifications? What other services does the school /college access including health, therapies and social care services? 	<p>School-based expertise and specialist services accessed:</p> <ul style="list-style-type: none"> 2 Learning Mentors who have access with range of CPD. CAHMS therapist one day a week. Senco who holds Module 1 & 2 of Masters in Special and Inclusive Education (IOE, London). Most current staff completed ASD training 4 sessions SEN TA staff. EYFS Makaton trained. 1 Braille trained TA. Educational Psychology Service, Behaviour Support Service, Child and Adolescent Mental Health, Speech and Language therapists, Occupational therapist, Social Care. Can direct parents to a network of support at school, within the LA and wider community eg Parent Support Groups and Charities.
<p>What training have the staff supporting children and young people with special educational needs and disabilities had? include recent and future planned training and disability awareness training</p>	<p>Staff training</p> <ul style="list-style-type: none"> Senco – Module 1 & 2 passed of Masters in Special & Inclusive Education. Wide range of outside agency support eg Russet House (ASD school) 4 sessions, Makaton. CAMHs therapist offers CPD to individual staff and groups/whole staff. Senco, Speech and Language Therapist, Educational Psychologist all deliver staff training.
<p>How are children/young people included in activities outside the classroom including school trips?</p> <ul style="list-style-type: none"> Are they be able to access all of the activities of the school/ college offers and how are they assisted 	<p>Activities and school trips</p> <ul style="list-style-type: none"> Pupils with additional needs/SEN are included in all extra curriculum activities. Individual risk assessments are completed if necessary and additional measures/adult support is put in place as necessary. Parents will be consulted re: trips and additional provision.

<p>him or her to do so?</p> <ul style="list-style-type: none"> How do you involve parent carers in planning activities and trips? 	
<p>How accessible is the school / college environment?</p> <ul style="list-style-type: none"> Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How will equipment and facilities to support children and young people with special educational needs be secured? 	<p>Our school environment</p> <ul style="list-style-type: none"> The ground floor of the school building is fully wheelchair accessible. Visual impairment provision re: yellow lines/Braille labels. Auditory impairment provision re: acoustics and support from Haringey School Support Team. The existing building and recent new build have a disabled shower and toilet facilities for children and adults. Some equipment and facilities will be provided from the school's special educational needs budget. Additional provision eg Specialist computers/Braille equipment may be resourced additionally by the LA.
<p>How does the school/college prepare and support children/young people when they join?</p> <p>How does the school/college support children/young people when they transfer to a new school / college or the next stage of education and life?</p> <ul style="list-style-type: none"> What preparation is there in the school / college? What preparation is done with the child/young person? 	<p>Preparing for children joining our school and transition to other schools.</p> <ul style="list-style-type: none"> Transition books made and started beginning of July and taken home for the summer holidays. Additional visits to new class/meet new staff. Transition Programme (compiled by BSS but suitable for all pupils) undertaken if necessary. Additional visits to new school. Additional meetings arranged between Highfield School, parents, pupils and receiving school.
<p>How are parents involved in school/college life?</p> <ul style="list-style-type: none"> Describe the school's / college's approach to involving parents in 	<p>Parents involvement in school life</p> <ul style="list-style-type: none"> Parents are consulted in decisions relating to their children's time at Highfield School. Staff will discuss what the provision looks like on a day-to-day basis and will consult with parents re: any adjustments

<p>decision making and day-to -day school life including for their own child</p> <ul style="list-style-type: none"> How does the school / college communicate with parent carers and parent carers whose first language is not English? 	<p>being made.</p> <ul style="list-style-type: none"> Access to a London based translation service School website all letters and information can be translated into a variety of languages. Have a wide range of employed staff who can translate into community languages.
<p>Who can a parent contact for further information? Who would be the parent's first point of contact if they want to discuss something about their child? Who can a parent talk to if they are worried? Who should they contact if I they are considering whether child/young person should join the school /college? Who is the SEN Coordinator and how can I contact him/her?</p>	<p>Contact for more information or to discuss a concern:</p> <ul style="list-style-type: none"> First point of contact will be the child's class teacher. Any concerns to the Senco re: the provision for pupils with SEN. Further concerns in writing to the Governing Body. If parents feel their child may need additional support or have a SEN they can contact the Senco. <p>Sarah Shaughnessy (Assistant Headteacher & Senco) contact through the school office initially.</p>
<p>Date of this document</p>	<p>Our offer to children with special educational needs and disabilities was prepared on 1st September 2014 (This report and SEN Policy may still use term 'Statements' as not all Statements will be converted to Education Health & Care Plans (EHCP) in the first round.)</p> <p>This report was reviewed and updated in September 2015. It will be reviewed in September 2016.</p>