

## SEND Report 2015 -2016

### SENCo: Rachael Mcveigh

Highfield is proud to be an inclusive school. At Highfield we believe that every child has an equal opportunity to succeed and reach their potential. We follow local authority admissions procedures and fair access arrangements. The SEND policy and school local offer is on the school website for parents to access.

In line with the SEND reforms of the Children and Families Act of 2014, Education and Health Care Plans (EHCP) have replaced all Statements of Educational Needs. EHCP are written by the SENCo with the class teacher and teaching assistant and in conjunction with all the agencies who work with the child. They provide the opportunity for parents and pupils to have a voice and be involved in the development of their EHCP. Parents of children who are on the SEND register, but do not have an EHCP, are invited to an additional parents meeting in the spring term, where they have the opportunity to discuss their child's progress with the SENCo and class teacher. Both the SENCo and class teachers are available to discuss the needs of children with SEND with parents throughout the year. The use of Individual Education Plans (IEPs) supports the class teacher and SENCo with monitoring and assessing the needs of pupils with SEND. IEPs are shared with parents at consultation evenings and reviewed throughout the year.

The range of SEND at Highfield includes Visual Impairment, global delay, autism, communication, Speech and Language, cognitive, genetic chromosome disorders, ADHD, Down Syndrome and dyslexia. Support and training is provided for class teachers, teaching assistants and 1:1 specialist support teaching assistants. Training this year has included Autism awareness from the STARS team, Attachment and Education from the Adoption Team, an Introduction to Picture Exchange Communication System (PECs), Supporting Pupils with Speech and Language Development, Sharing Effective Classroom SEND Resources and Strategies and Understanding Levels of Progress for pupils with SEND.

In the classroom, teachers and support staff offer an inclusive learning environment to support all pupils. The curriculum is taught to enable all learners to achieve, using strategies such as pre teaching, over teaching, small groups, 1:1 support and a differentiated curriculum. Supportive equipment such as seating supports, sentence recording aids, coloured overlays for reading, pencil grippers and assistive technology are used throughout school.

Within the curriculum, pupils with SEND have opportunities to attend inclusive sporting events, learn to touch type, participate in music therapy sessions as well as choir performances, receive emotional and social support from the school Learning Mentor and access transition programmes both from nursery and to high school provision according to their needs.

Highfield continues to collaborate effectively with specialist SEND agencies including Visual Impaired Team, Occupational and Physio Therapists, Special Educational Needs Inclusion Team, Play Therapists, High school transition teams, Speech and Language therapists and Educational Psychologists.