



## High Bank JIN School

### Special Needs Offer (SEND Information Report)

### Updated September 2020

All Kirklees maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and or Disability being met in a mainstream setting wherever possible, where families want this to happen.

Type of School	Junior, Infant and Nursery
Age range	3-11 Years
Specialist provision on site	None
Headteacher	Kathryn Chubb
SENDcO	Victoria Meek
Governor with responsibility for SEND	Graeme Sunderland
School Email	<a href="mailto:office@highbankschool.co.uk">office@highbankschool.co.uk</a>
SENDcO Email	<a href="mailto:vicki.meek@highbankschool.co.uk">vicki.meek@highbankschool.co.uk</a>
Telephone	01274 875330
Local offer Website Link	<a href="http://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx">www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx</a>
Funding	Kirklees LA

## What are Special Educational Needs and Disabilities (SEND)?

The SEND code of practice 0-25 states that:

**A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.** A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a **significantly greater difficulty in learning than the majority of others of the same age, or**

Has a **disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others if the same age...**

(Section 20 Children and Families Act 2014)

## What are additional needs?

At High Bank, we believe that **all children are entitled to access an education where they can make the best possible progress by barriers to learning are minimised.** We strive to enable every child to have access to a broad and balanced curriculum whilst providing opportunities for specific specialist support to meet the needs of the individual. We believe parents/carers to be experts where their children's needs are concerned and place pupils and their parents/carers at the centre of our approach. **Any child may have additional needs at some point during his/her school career. 'Additional Needs' is the main term used with school for needs presented by a pupil that cannot be met by whole class teaching approaches.** This is the term used for children who require short term additional intervention outside of the classroom to support their learning and who have a pupil passport in place.

## What are the areas of SEND?

### Communication and Interact

Children and young people with speech, language and communication needs (SLCN) have **difficulty in communicating with others.** This may be because they have **difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.**

### Cognition and learning

Learning difficulties cover a wide range of needs, including **moderate leaning difficulties (MLD)** and **severe learning difficulties (SLD)**, where children are likely to need support in all areas of the curriculum. **Specific learning difficulties (SpLD), AFFECT ONE OR MORE SPECIFIC ASPECTS OF LEARNING.** This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, Emotional and Mental Health

Children and young people may experience a wide range of **social and emotional difficulties.** These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour.** These behaviours may reflect **underlying mental health difficulties** such as anxiety or depression. Other children and young people may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.**

### Sensory/Physical

Sensory/physical needs include **visual impairment (VI), hearing impairment (HI)** or a **multi-sensory impairment (MSI)** which requires specialist support and/or equipment to access their learning. Some children and young people with a **physical disability (PD)** require additional ongoing support and equipment to access all the opportunities available to their peers.

**Who are the best people to talk to at High Bank School about my child's difficulties with learning/Special Educational Needs/Disability (SEND)?**

Your child's class teacher is **recommended as the first point of contact** if you have any concerns. S/He is responsible for:

Ensuring that all children have access to **first quality teaching** and that the curriculum is adapted to meet your child's individual needs.

Checking the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc) and discussing amendments with the SENDcO as necessary.

Ensuring that all staff working with your child in School are supported in delivering the planned work/programmes for your child, so they can **achieve the best possible progress** from individuals starting points. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

**Implementing recommendations** from external agencies working in conjunction with the SENDcO and other adults working with the child.

Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any Special Educational Needs or Disabilities.

They can be contacted by: speaking to them at the end of the school day and arranging an appointment or by telephoning the school office.

**Mrs Meek is the SENDcO at High Bank**

She is responsible for

Coordinating all the school for children with special educational needs (SEN) and or disabilities, and developing the School's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school

Ensuring that **you are involved in supporting your child's learning** through termly Individual Pupil Passport view meetings

Ensuring that **you are kept informed about the support your child is receiving and the rationale behind the additional support.**

Ensuring that **you are fully involved in planning ahead for them.** This includes transitions within school or to and from other settings.

Liaising with all the other people, who may be coming into school to help support your child's learning eg Speech and Language Therapist, Educational Psychologists, Health Professionals, Occupational Therapists, Physiotherapists, Hearing impairment team etc

Providing specialist support for teachers and support staff in School so they can help your child (and other pupils with SEND in the school) to achieve their potential and make at least good progress from their individual starting points

Supporting your child's class teacher to write Pupil Passports that specify the targets set for your child to achieve, working in partnership with parents/carers and specialist advise from outside agencies

Organising training for staff so they are aware and confident about how to meet the needs of your child and others in School.

Ensuring that your child has access to an inclusive curriculum including before and after school provision.

Mrs Meek can be contacted by asking the class teacher to arrange for her to contact you or by telephoning the School Office

### **Head teacher- Mrs Chubb**

She is responsible for:

The day to day management of all aspects of the School, this include the support for children with SEND. She will give responsibility to the SENDcO and class/subject leaders but is still responsible for ensuring that your child's needs are met.

She must make sure that the Governing Body is kept up to date about any issues in school regarding SEND.

Mrs Chubb can be contacted by contacting the School office to make an appointment.

### **SEND Governor- Mr Sunderland**

He is responsible for:

Making sure that the School has an up to date SEND Policy, school offer and the information is published on the school website

Making sure that the School **has appropriate provision and has made necessary adaptations** to meet the needs of all children in the school.

Making sure that the **necessary support is made available for any child** who attends the school who has SEND.

Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential at High Bank. This includes meeting the SENDcO, talking to children and observing interventions.

Mr Sunderland can be contacted by writing to the SEND Governor via the School office.

### **How we identify children with Special Educational Needs and Disabilities**

High Bank School is **committed to the early identification of Special Educational Needs**. There are a number of reasons why staff may think that your child has a Special Education Need (SEN). It may be because they are **not making the same progress** in class as their peers **despite targeted support** being in place. If we are concerned, we will invite you into school for a meeting with the class teacher and SENDcO (where necessary) where we will share our concerns with you. We will discuss how we would like to **support your child** and if we would like to refer your child for an assessment from an outside agency. If we need to do this, we will ask for your **consent before making any referrals. We will always keep you informed and involved in the process**. This information will help us to have a greater understanding of the help your child may need both in school and at home. This may include referrals to the Educational Psychologist, Speech and Language service or other outside professionals.

**Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes**. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school, including the extended curriculum.

**Parents/Carers can speak to their child's class teacher if they are concerned about their child's learning, progress or well-being**

### **How we involve pupils and their parents/carers in identifying SEND and planning to meet their needs.**

We are **child and family centred** so you will be involved in all decision making about your child's support. When we assess for SEND, the SENDcO, alongside the class teacher, will discuss our concerns and if these concerns/behaviours are the same at home; we take this into account and work with you so that we are all helping your child in the same way to make progress.

We write and review Pupil Passports and Provision Maps with pupils and parent/Carers. You may be asked to attend a **Education Planning meeting** to discuss your child's strengths, what's important to them, what's working well, what they need help with and what's important for them in the future. This may involve professionals from outside agencies eg health professionals, Educational Psychologists or Speech and Language.

We may use home-learning to repeat and practise activities that are new and present an **achievable challenge for the individual pupil**. You will be invited into school to be shown how to do activities and will be given resources to help your child with their learning at home.

### **How we modify and change the curriculum to meet the needs of SEND children**

**All teachers at High Bank are teachers of children with SEND** and plan and deliver quality first teaching that ensures all children are included and work is set at an **appropriate level** but with an element of challenge in it. Where required teachers will make some **adjustments to the curriculum** and environment.

If it is felt that your child would benefit from smaller group work to support their learning, the **clearly planned intervention programmes** are run outside the classroom by an adult who has had training to run these groups. The intervention programme will have **clear outcomes, targeted support and regular reviews**. The programmes used are tailored to children's requirements to help them make progress. From time to time **Specialist groups** may be run outside of the classroom after consulting and working with **outside partnerships** eg Speech and Language or occupational therapists.

We recognise that a small proportion of children who have SEND are working significantly below their end of year expectations and **require personalised support**. Teachers are able to make appropriate adjustments to the curriculum and environment where required. Children who are working below their End of Year Expectations will be taught appropriate objectives. This is to **ensure there are no gaps in their learning and we can track their progress**.

For children with **complexed needs**, 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 and you can find more details about this in the Kirklees Local Offer. After a request has been sent to the LA they will decide whether they think your child's needs **severe, complex and lifelong** and if they need **additional funding** to make good progress. If this is the case they will write and **Educational Health and Care Plan (EHCP)**. The EHCP will offer additional funding and **advice regarding how the support should be used and what strategies must be in place**.

An **additional adult** may be used to support a child with the whole class learning, run individual programmes or run small groups including your child.

All children, including those with SEND, are given the opportunity to participate in after school clubs. Classes participate in offsite visits. Risk assessments are completed, and, where appropriate, **children's individual needs identified and catered for**.

### How do we support pupils to make decisions about their education?

The targets on **Pupil Passports** are written to be **child friendly** and it is expected that the children discuss these with their class teacher and parents/carers. There is a section included on the Pupil Passport which shows the children how they can help themselves achieve their target along with their teachers and parents/carers and this will be shared with the child by the class teacher. The Kirklees **My Support Plan** includes a section on pupil's views. It is important that children with SEND can identify the **areas that they would like most support with** and receive this intervention, making it **pupil-led learning**.

Children's views **are gathered both formally and informally** throughout the academic year through different forums including the **Pupil Voice** questionnaire and the **School Council**.

### What provision is available at High Bank to support a child with SEND?

A **graduated approach** to meeting the needs of pupils is taken in school. **Pupils and their parents/carers are at the centre of this with pupils and parents/carers fully involved at each and every stage.** There will be a focus on pupil well-being as well as academic achievement.

The first stage of this appropriately differentiated work as part of first quality teaching.

**Step 1 SEND Support:** where support additional to that of normal class provision is required in order for your child to 'catch up' with his/her peers, your child will be given SEN support. This will usually involve your child working on an **accelerated learning programme for a set period of time** and may also include some additional 1:1 support led by the teacher or ETA. If, after monitoring, it is felt that advice from specialist professions is needed, this will be discussed with you and any interventions or support programmes planned for your child will be informed by the advice from the specialist professional.

**Step 2- Educational, Health and Care plans-** Where concerns remain, despite sustained intervention, the school will consider requesting an Education, Health and Care Plan (EHCP). The EHCP will set out in detail your child's strengths as well as areas of need and detail the provision for your child in the areas of education, health and social care.

At every stage of the above graduated approach, the school will ensure delivery of the provision detailed therein and hold regular reviews with parents/carers and pupils about the appropriateness of the current provision.

### What is the graduated response?



The Graduated Response is a cycle of Assess, Plan, Do, Review.

The class teacher **identifies any issues/next steps**.

The class teacher **plans an appropriate way of supporting the child**. This may be done alongside the SENDcO and parents/carers.

The class teacher or support assistant **delivers the plan** for a specified time.

The plan is **reviewed and impact is considered**.

**Next steps identified** (The cycle starts again).

For some children this cycle may only happen once. If a child makes sufficient progress they may cease to require SEND support.

For some children the cycle may happen several times. For other children, after several cycles, it may be decided that an assessment for an Education, Health, Care Plan is required. Children who are identified as moving towards an assessment for EHCP have a **My Support Plan** in line with Kirklees procedures.

Children who are at SEND support are given Pupil Passports which are used regularly and continually monitored. Formal reviews with children and parents/carers take place termly.

### What support is available for improving social, emotional and mental health of pupils with SEND?

All pupils are well supported by:

There being a strong focus on Safeguarding and close liaison with appropriate authorities eg LADO/Thriving Kirklees

Regular sessions on Internet Safety, Cyberbullying and other areas relating to individual emotional and mental health needs.

A Learning Mentor and **trained Mental Health First Aid worker** in school who work closely to provide support in self-esteem building, resilience, anger management, bereavement etc

Training undertaken by staff from children's mental health team **CAHMS** (Child and Adolescent Mental Health Service).

A range of resources and platforms are used and accessed by all children throughout school to promote positive well-being and mindfulness

Targeted support for individual pupils, when required, is accessed through **ESCAYP** (Emotional Support for Children and Young People), **CHEWS** (Children's emotional Wellbeing Service), and **CAHMS** (Child and Adolescent Mental Health Service).

### How will I know my child is making progress?

Children's **academic attainment is monitored termly. Additional data is also collected half termly** as part of the pupil progress cycle, this may include reading ages, maths ages, spelling ages, age standardised scores and other progress measures as appropriate.

Classroom observations, formal and informal discussions with staff, book looks, and discussions with pupils are part of an ongoing monitoring cycle to ensure **effective learning is taking place for all children.**

**Progress for children with SEND is monitored termly** in line with the schools processes. This also considers as part of the Graduated Response and provision mapping cycle.

We check how well pupils understand and make progress in each lesson through discussions with the child and what they have learnt/produced.

Teachers are also involved in half termly pupil progress meetings where we discuss what we are doing to make sure all pupils **make good progress from their starting points and to diminish the difference with their peers.**

For pupils with SEND, teachers discuss progress with parents/carers every term or more often if we believe this will help, when reviewing the children's Pupil Passports and individual targets.

### What specialist services and expertise are available at or accessed by the school to support my child?

We access a wide variety that are available by Kirklees Local Authority. These services include:

Educational Psychology  
Family support Programmes  
Autistic Spectrum Disorder Support  
Sensory Service for children with visual or hearing needs  
Speech and Language Therapy  
Occupational therapy  
Physiotherapy  
Professional training for school staff to deliver medical interventions  
Counselling services at CAHMS, Northorpe Hall and ESCAYP  
School Nurse

We pride ourselves at High Bank as being **welcoming and fully co-operative with any external agencies** involved in the care of your child. We always carry out any **individualised/personalised programmes** they prescribe and sustain **good working relationship** with all such agencies

### **How do we work with parents/carers of children with SEND?**

Alongside Parents' Evenings, parents/carers of children with SEND will be invited to a termly meetings with the class teacher. This will include a discussion of Pupil Passports and My Support Plans **and enable parents to share their views**. More frequent meetings will be held as needed. Parents are able to request a meeting with their child's teacher or the SENDcO if they wish.

### **How are staff trained to deal with children?**

**Regular training is undertaken by all staff in relation to children and young people.**

Mrs Meek is undertaking the National Award for SENDcO and attends regular network meetings with Kirklees and the Strong together Partnership schools.

Annual safeguarding training is undertaken by all staff and Governors

All staff and Governors have been trained in GDPR

Key staff members are Team Teach Trained

Specialist expertise is engaged from external services eg Autism Outreach, Educational Psychologist Support and Speech and Language Therapy.

If children are identified as needing support from Specialist Services, class-based staff and the SENDcO will make appropriate referrals.

### **Are extra-curricular activities available for pupils with SEND?**

We have a breakfast club and a number of after school activities, which are publicised on the school website and are advertised termly to parents via a letter. **All pupils with SEND are included in clubs and activities that they wish to take part in.**

We have regular educational and residential visits. **Pupils with SEND are always included** in these and where required, we provide additional adults to support their full inclusion. We choose visit that are accessible to all. All children with EHCP plans or those who are vulnerable have an individual risk assessment.

### **How do we prepare and support pupils when joining and transitioning to a new school?**

Prior to your child starting our school, we work with the people who already know them and use information already available **to identify what their additional need will be in our school setting**. This may involve early years staff/Well-being Lead or/and SENDcO attending the pre-school/home or school setting to observe and collect information about your child. This will help us to **plan the transition and the level of support needed to ensure they remain inclusive**. A home visit may be arranged so that your child meets their teacher in the comfort of their own home and we will encourage a visit to school where they will be shown around by a member of staff and introduced to key members of staff who will support them. There will be a chance for you to ask any questions that you may have and meet the SENDcO of the school.

We will provide children with SEND with a phased intake (if recommended from outside agencies) to allows them to **familiarise themselves with the setting**, routines and the activities and will **work in partnership with** outside agencies to implement the recommendations.

When your child is in Year 5, a meeting will be held with yourself, the SENDcO and Educational Psychologist to discuss the needs of your child and advise on the best school for them. When your child is in Year 6, their teacher and SENDcO will liaise with the secondary school to ensure that there is a smooth transition for your child.

**Additional transitional meetings can be arranged if it is felt that this is necessary.**

We will meet with the SENDcO of the new setting to share information on a specific pupil, the child's strengths and next steps.



#### **What to do if you are not satisfied with a decision?**

**Your first point of contact is always the person responsible.** This might be the class teacher, the SENDcO or the Head teacher. Please explain your concerns and worries at them first. If you feel that your concern has not been addressed, then you are welcome to contact the school's Chair of Governors, Mr Sunderland.

If you are not satisfied with a decision that has been made by the Local Authority, **KIAS CAN BE CONTACTED.** The service offers information, advice and support relating to a child or young person's special educational needs and/or disabilities and is available to anybody living within the Kirklees area. Parents/carers and young people can self-refer via telephone, email or through the contact page on their website-however a professional can also refer with your consent.

**KIAS** is based in Dewsbury Town Hall and all of their service is free, impartial and confidential, with the exception of child protection.

<http://www.kias.org.uk/contact-us>

Telephone: 01484 225422

#### **Where can I find the school's SEND policy and other related documents?**

High Bank School can provide copies of the SEND policies on request. Alternative they can be accessed via the school's website: <https://www.highbankschool.co.uk>