

High Bank J, I & N School
SEN LOCAL OFFER

Type of school	Junior, Infant and Nursery School
Specialist provision on site	None
Headteacher	Mrs Kathryn Chubb
SENco	Miss Lindsay Ayres
Governor with responsibility for SEN	Mr Graeme Sunderland
Contact details	
School office Email	office@highbankschool.co.uk
Senco Email	lindsay.ayres@highbankschool.co.uk
School office Telephone	01274 875330
SENco team Telephone	01274 875330
Local offer website link	https://www.kirkleeslocaloffer.org.uk
Age Range	3 – 11 years
Funding	The school budget, received from Kirklees Council, includes money for supporting children with SEN. There is also additional funding for children with specific needs from the High needs top up allowances from the LA.

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 a Special Educational Needs and or Disability being met in a mainstream setting wherever possible, where families want this to happen.

Admissions

Students with SEN are allocated places in two separate & distinct ways:

- Those pupils with statements or EHCPs have a separate admissions procedure overseen by Kirklees SEN team.
- Those pupils who have SEN but do not have a statement or EHCP are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at High Bank J, I & N School both if your child has statement of special educational needs, or if he has special needs but does not have a statement, can be found on the following link:

<http://www.kirklees.gov.uk/myservices/education/schools/school-admission>

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?</p>	<p>The SENCO - Miss Lindsay Ayres</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs and disability (SEND) 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: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.

	<p>Class teachers</p> <p>Head teacher - Mrs Kathryn Chubb</p> <p>SEN Governor – Mr Graeme Sunderland</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and monitoring any additional help that your child may need (this could be things like targeted work or additional support) and letting the SENCO know as necessary. • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school’s SEN and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach. <p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN. • She will give responsibility and delegate to the SENCO and class/subject teachers 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 the school relating to SEN. <p>He is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEN.
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HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service

<p>What are the different types of support available for children with SEN in this school?</p>	<ul style="list-style-type: none"> • Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support. • When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. This will be added to the provision map. If the pupil meets the criteria for special educational needs or disabilities (SEND), a pupil passport will be created, detailing the exact support the pupil will receive at Wave 1, Wave 2 and Wave 3; a copy of this will be provided to parents. • We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. • Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO on the progress of pupils with SEND. 	
<p>Wave 1 teaching Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</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 kinaesthetic (practical) learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	<p>All children in school should be getting this as a part of outstanding classroom practice when needed.</p>
<p>Wave 2 Specific group work within a smaller group of children. This may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by an adult who has had training to run these groups. 	<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. • A Learning Support Assistant, Teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or within the classroom setting 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>At this point children may or may not be on the SEN register, depending on their specific need.</p>
<p>Wave 3 Specialist groups run by</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input 	<p>Children with specific barriers to learning that</p>

	<p>or in partnership with outside agencies e.g Speech and Language therapy or Occupational therapy groups</p> <p>AND/OR Individual support</p>	<p>instead of or in addition to outstanding class room teaching and intervention groups.</p> <ul style="list-style-type: none"> • 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 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 understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your 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 for teachers to implement ○ A group run by school staff under the guidance of the outside professional e.g a social skills group ○ 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. 	<p>cannot be overcome through Quality First Teaching and intervention groups.</p> <p>Children will be on the School's SEN register and will have an IEP</p>
	<p>Specified Individual support for your child in school.</p>	<ul style="list-style-type: none"> • 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 detail about this in the Kirklees Local Offer. • 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 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need additional funded support in school <p><i>This is usually provided via a</i></p>

		<p>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. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus.</p> <ul style="list-style-type: none"> • After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additional funded support in school to make good progress. If this is the case they will write an Educational, Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the support at School Action Plus 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 EHCP will outline the amount of additional funding that your child will receive from the LA, advice regarding how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. It will not specify the number of hours during which your child should receive additional support or how the funding must be used. The funding may also be used to support the child at home, if this is agreed to be the most appropriate support. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	<p><i>Statement of Special Educational Needs which are being replaced by Education, Health and Care Plans (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.</i></p> <p><i>Usually your child will also need specialist support in school from a professional outside the school.</i></p>
<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual pupils so that they can plan and differentiate the learning within the curriculum to ensure that all pupils are able to make progress and are learning at the appropriate level. • Tasks and activities are planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or visuals to support them to understand new vocabulary. • Parents and carers are consulted to discuss where changes or adaptations can be made to the curriculum to support a child's individual needs. Half termly class plans are also sent home, detailing the learning objectives, how these may be 		

	<p>addressed, trips planned and how you can help your child at home.</p> <ul style="list-style-type: none"> • Streamed groups for maths lessons enable teaching to meet the needs of all pupils. • A range of teaching and learning styles are used to ensure that all children can access the curriculum. • Children's interests and ideas, as well as the level at which they are currently working are taken into account when planning topics and lessons to ensure that they are motivated to learn.
<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<ul style="list-style-type: none"> • Annual reports and once termly Parents' Evenings give all parents and carers regular, honest feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. • Ideas for supporting children at home will be discussed at Parents' Evenings. • Progress Data is tracked termly through an Assessment Week as well as daily classroom assessments and any concerns regarding a child's progress or achievement is discussed with the SENCo in order that appropriate support is put in place. • When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and additional ways in which they can help their child at home: this may be a phone call or an arranged meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting. • Parents/carers are welcome to come into school formally or informally to discuss their child's progress with their class teacher and/or the SENCo/Headteacher at an agreed time • Pupil Passports are shared and discussed with parents. Parents/ carers and pupils are involved in developing their targets and monitoring the progress they make towards achieving them. • Pupils with a Pupil Passport, or who have taken part in an intervention, may have an achievement book that is shared with all, to add information, comments and work to highlight progress.
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's Teacher initially. • The concerns may need referring to the SENCo if your child is still not making progress and it is felt that additional support either from within school or an outside agency is appropriate. • If you continue to feel that your child is still not making progress you should speak to the Headteacher or the school SEN Governor.
<p>How will the school let me know if they have any concerns</p>	<ul style="list-style-type: none"> • When a staff member or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO • There are regular reviews and then subsequently meetings between the Headteacher, SENCo and class teacher to ensure

<p>about my child's learning in school?</p>	<p>all children are making good progress. This is another way in which your child may be identified as not making as much progress as they could be.</p> <ul style="list-style-type: none"> • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> ○ To listen to any concerns you may have too and to discuss any reasons why your child may be struggling ○ To plan any additional support your child may receive. This will involve agreeing targets for their learning. ○ To discuss with you any referrals to outside professionals to support your child's learning.
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • Quality First Inclusive Practice with appropriate differentiation (Wave 1) is the expectation for all teaching. • Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are planned by the class teacher (with support where necessary) and are monitored for impact throughout. Learning outcomes are clearly defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Governor. • The school budget, received from Kirklees Council, includes money for supporting children with SEN. This is used to provide resources and additional staff and anything else deemed to be required by a child in agreement between the school, the parent/carer, the school governing body and other professionals involved in the child's education. • The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENCO team discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. <p style="margin-left: 40px;">and then use this information to decide what resources/training and support is needed for specific children, and more generally within the school.</p> • All resources, training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with an SEN in this school?	A. Directly funded by the School	<ul style="list-style-type: none"> • Teaching Assistants - Training includes: • Learning Mentor • ESCAYP counselling • Dyslexia training • BRSP • Targeted phonics training
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Looked After Child team • Social Services • Autism Outreach Support • Pupil Referral Unit
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Physiotherapy
What training have the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions). <p>Relevant Staff Training includes: Dyslexia, British Sign Language, ELKLAN, Nursery Nursing, Makaton, Team Teach, CAF, Restorative Practice, Dyslexia, ASD Support, SALT, Drawing and Talking Therapy.</p> <ul style="list-style-type: none"> • Our Special Educational Needs Co-ordinator (SENCo) is a qualified and experienced teacher receiving ongoing SEN training in specific areas. • All our teachers hold qualified teacher status and all staff members, including TAs, receive regular training (in school and provided by other agencies) to best support our pupils with SEND, for example in dyslexia, Autism or speech and language needs. 	
How are the teachers in	<ul style="list-style-type: none"> • The role of the SENCo is to support the teachers in planning for children with SEN. The SENCo has completed the National Award for Special Needs Coordination to enable her to support other staff. 	

<p>school supported to work with children with an SEN and what training do they have?</p>	<ul style="list-style-type: none"> • All teachers and support staff are invited to suggest and request training that they feel is necessary for them to meet the needs of the children whom they work with. • The school has an annual and termly training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEND issues such as ASD, dyslexia etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service. • The SEN budget is used to support staff training needs.
<p>How will the teaching be adapted for my child with learning needs (SEND)?</p>	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and this will ensure that your child's learning needs are met. • Teachers and support staff will support your child's learning in the classroom. This may include additional support during lessons, visual resources to support learning such as work mats, visual timetables or pre-prepared and discussed mind maps to link ideas. • Specific resources and strategies will be used to support your child individually and/or in groups. These may have been advised by outside agencies such as the Educational Psychologist or Speech and Language Therapist. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. • Quality First Inclusive Practice (Wave 1) is the expectation for all teaching. • This includes streamed classes where appropriate following discussion between staff, the child and parents/carers. • Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Governor.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by their teachers along with the SENCo and Headteacher. • Their progress is reviewed formally every term and a National Curriculum level is given in reading, writing and maths. • If your child is not at level 1 (and is not in Nursery or Reception), your child will be assessed using another scale of levels that assess attainment up to Level 1. The levels are called 'P levels'. • At the end of Key Stage 2 the school is required to report English, Maths, SPaG and Science National Curriculum levels for your child. This is something the government requires all schools to do and the results that are published nationally.

	<ul style="list-style-type: none"> • For children on the SEN Register, progress towards set targets on their Pupil Passport will be discussed regularly, generally upon completion of an intervention intended to support the child in meeting these targets. Parents/carers and the child will be invited to discuss progress and set new targets. • The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. Progress towards agreed targets is discussed during this meeting. • The teacher and SENCo will also check that your child is making good progress within any individual work and in any group that they take part in. This will be through observation and monitoring of work, relating these to the targets set for the child on their Pupil Passport and also the learning objectives for the intervention.
<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations. This can be through face to face meetings, newsletters, reports, over the phone or during Pupil Passport or Annual Review of EHCP meetings • We operate an open-door policy to allow parents to contact their child's class teacher with ease. • We would like you to talk to your child's teachers and/or the SENCo regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure there is continuity between home and school. • All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework will be adjusted as needed to your child's individual needs. • The school website provides information regarding our SEND policy, school curriculum and teaching and learning policy. • Friends of High Bank is a group for parents to get involved in planning activities (often to raise funds) or supporting school events and is an excellent way to meet other parents and get involved with school life.
<p>What support will there be for my child's/young person's overall well-being?</p>	<ul style="list-style-type: none"> • The well-being of all of our pupils is our primary concern at High Bank J, I & N School. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) is integral to our curriculum and is also taught explicitly on a weekly basis. • Our well attended Breakfast Club provides a calm, nurturing start to the school day. • Sulp is taught in some class groups weekly to enable children to communicate effectively. • Family SEAL (Social and Emotional Aspects of Learning) sessions invite parents to work with their children, supported by a

	<p>member of school staff.</p> <ul style="list-style-type: none"> • After school clubs are planned to meet the needs of pupils and often involve nurture activities and social and emotional aspects to support children’s well-being and development. • Additional support from our well trained Learning Mentor is arranged as needed for individual pupils and small groups, both in and out of the classroom; a tailored Pupil Passport with clear targets may be put in place for children who require this • Where further support is deemed to be required, ESCAYP are invited into school to provide counselling and therapeutic play for individual children. • Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place throughout school. • Clear expectations of behaviour are explained in suitable language with visuals to support understanding where necessary. • We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. • Relevant staff are trained to support children’s needs and whole-school training is arranged where appropriate. • Pupils’ views are sought through the school council and other forums. • Advice from the Pupil Behaviour Unit is sought if this becomes necessary. Behaviour plans may be put in place following a initial period of observation and consultation.
<p>How have we made High Bank J, I & N School accessible to children with SEN?</p>	<ul style="list-style-type: none"> • We are an inclusive setting that welcomes all children regardless of their abilities. • The school building is all on one level and doors, entrances and exits are wheelchair accessible. • We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010. • We monitor the languages spoken by families in our settings and endeavour to arrange for a translator to attend meetings when necessary. • We ensure that equipment used is accessible to all children regardless of their needs. Seating plans ensure appropriate seating position for children with sensory requirements. • Makaton and visual resources are used across the school to support learning. Interactive whiteboards and visualisers are used in each classroom to aid presentation for all learners.

<p>How will we support your child when they are joining or leaving this school?</p> <p>OR moving to another Year?</p>	<ul style="list-style-type: none"> • We have an Induction programme in place for welcoming all new learners to our setting. We ensure that communication between ourselves and previous settings highlights needs. The transfer of information will include levels of attainment and any provision for SEN in place. • Key Workers in our EYU provide consistency for new children. • Visits to the school prior to transfer are encouraged. Home visits may be undertaken for children starting the school if these are considered to be in the best interest of the child. • If the child is on the SEN register at the feeder school the SENCo will contact the SENCo at the feeder school to discuss the child's needs and provision. If a child on our SEN register leaves, the new school will be provided with details of the child's learning need and what has been put in place on their Pupil Passport. • If the child has a statement or EHCP in place and has worked with one member of staff for a significant period of time, communication between staff at both schools will be as regular as possible. Staff may work between the settings for an agreed period of time if this is considered to be in the best interests of the child. • We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. • When transferring to High School further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.
<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> ▪ Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. ▪ Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning. ▪ Our high Staff to Pupil ratio ensures that children's safety is paramount during all learning activities, particularly those out of the classroom.
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo.

