Bringing out the **Best**

Highlees Primary School SEND Information Report 2024-2025

Contents.

Page 3 - Peterborough local offer statement

Page 4 - Highlees Primary SEND offer

Page 5 - Who can help?

Page 5 - Identification of SEND at our Highlees

Page 8 - Implementation of additional support.

Page 13 - Monitoring your child's progress

Page 14 - Transition

Page 15 - Contact Details

Amended September 2024

PETERBOROUGH SCHOOLS: LOCAL OFFER

The Local Authority is committed to all pupils, regardless of their specific needs, making the best possible progress in their educational setting which, wherever possible and with the agreement of the family or the young person, will be in a mainstream setting.

All Peterborough's schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities. Maintained schools have access to a range of professional services provided by the Local Authority which include the Educational Psychology Service, the Autism Outreach Service, the Sensory Support Service and the Specialist Teacher for pupils with ADHD.
Academies and Free Schools within the city also have access to these services though the funding mechanisms differ to those in place for maintained schools.

An inclusive school may offer the following 'additional and different' arrangements to support children with SEND. This provision is over and above 'Quality First Teaching' which is the entitlement for all children.
Children/ Young People in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

Advice and support from the School's Special Educational Needs Co-ordinator and other members of staff within the school.

- Staff who visit the school from the Local Authority central services such as the Educational Psychologist, Specialist Teachers for autism, ADHD or from the Sensory Service (for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language Therapy (S&LT) Service.

Amended November 2026

Handling Complaints About SEN Provision

We are committed to working in partnership with parents and carers to deliver the best possible support for pupils with Special Educational Needs and Disabilities (SEND).
We encourage parents to contact us as early as possible if they have any concerns about their child's support or progress.

If you have a concern or complaint regarding the SEN support provided for your child please speak directly to your child's Class Teacher in the first instance.
If your concern is not resolved, please put your concern in writing and email our school office on highleesoffice@hefed.org and we will arrange for you to speak with our **Special Educational Needs Co-ordinator (SENCO)**, Mrs S Hallam.

Highlees Primary School Special Educational Needs and Disabilities Offer

At Highlees Primary School we are determined to meet the educational needs of all of our pupils. We believe that all children have equal rights to develop their skills and abilities regardless of gender, disability, social and cultural backgrounds and ethnic group.

This policy is to be read alongside the SEND Policy.

SEN is a term used nationally for children who need any additional learning support that is different from or additional to that provided for other children of the same age within the school.
An additional need can be a number of different things. Here are some things you may hear mentioned when discussing your child's needs in school.

- General learning difficulties – children who's learning progresses at a slower pace.
- Speech and Language and Communication needs (SLCN).
- Difficulties with reading, writing and spelling.
- Difficulties with motor skills and organisation.
- Difficulties with number work.
- Dyslexia, Dyspraxia, Dyscalculia.
- Autism
- ADD/ADHD (Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder)
- Other physical/medical needs.

The Code of Practice states that there are four main areas which cover Special Educational Needs. These are:
Communication and Interaction - This incorporates those students with speech, language and communication needs (SLCN) who have difficulty understanding and communicating with others. This may include children and young people with ASD, including Asperger Syndrome and Autism.

Social, Emotional and Mental Health - Those children who may have become withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviour. The code states these behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Cognition and Learning - This focuses on those children and young people who learn at a slower pace than their peers, as well as those with Specific Learning Difficulties (SpLD), including dyslexia, dyscalculia and dyspraxia.

Sensory and Physical - This encompasses children with a disability that prevents or hinders them from making use of the educational facilities generally provided – including those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities.

Who can help?

The first point of contact in school will usually be your child's class teacher. You may also like to talk with the SENDCo, Mrs Sue Hallam. Appointments can be made through the class teacher or via the school office. The school can also work with you to complete an Early Help Assessment, a process used by a wide range of professionals to identify additional support early in the development of a problem and coordinate the support around the family.

The SEND Partnership Service offers information, impartial advice and support to parents. This team can be contacted on 01733 863979 or pps@peterborough.gov.uk.

Family Voice are a charity who offer help and support to parents, and can be contacted on 01733 685510 or have a look at their website www.familyvoice.org.

Information regarding all SEND services in Peterborough can be found on www.peterborough.gov.uk/residents/special-educational-needs/local-offer/

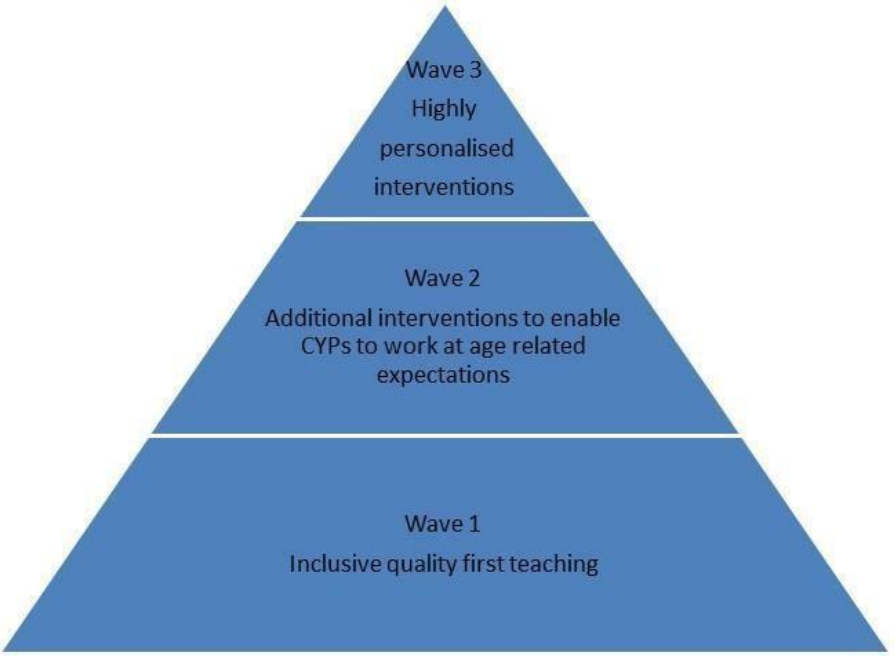
Identification of SEND at Highlees

At Highlees we believe early intervention is key.
Class teachers and school staff identify children with special educational needs/disability using:

- Parental Knowledge
- School assessments
- Progress and attainment data
- Observations by teaching staff and other professionals
- Advice from outside agencies

- Carrying out individual assessments on children

Parents can raise concerns by discussing them firstly with the class teacher and then with SENDCo. At Highlees Primary school we use the 3 wave approach. Pupils can move in between each wave depending on the level of support they need at that time.



Wave 1

What do inclusive teachers do?

They plan lessons carefully so that all children;

- Are able to participate;
- Can access the key learning at their own level
- Take some new learning away with them

In successful lessons, children are made aware of;

- What is to be learned;
- How this fits in with what they already know;
- What the next steps in their learning will be;
- Where the learning is going over time

During lessons, inclusive teachers;

- Secure access to the key points of the learning for all;
- Scaffold the involvement of children
- Model good practice

Wave 2

SENDCos will be supporting their colleagues on a regular basis at this level by observing lessons and making suggestions as well as coaching and monitoring.

Wave 2 interventions are designed to support children who are working 2 years below age related expectations and need some additional focused teaching to get there. Wave 2 interventions tend to be delivered to a number of children and are not individualised. Examples of Wave 2 interventions are; crossing the midline, fine motor skills etc. Wave 2 interventions can be adapted for use at Wave 3.

Wave 3

Wave 3 interventions are highly individualised and based on fine-tuned assessments. Interventions at Wave 3 tend to be focused and time limited and need to be rigorously evaluated to ensure that pupils are making accelerated progress.

Implementation of additional support.

Area of Difficulty	Wave 1	Wave 2	Wave 3
	High Quality first teaching for all.	Additional interventions to enable children to work at age related expectations.	Highly personalised and targeted interventions.
Cognition and Learning	**Pupils working within the stage may have the following provision:** - Letters and Sounds work - Phoneme mats - Tricky word mats - Writing frames - Checklists	**Pupils working within the stage may have the following provision:** - 1st Class at numbers - Five minute boxes - Precision teaching - My cognition - Project X - Ready Set	**Pupils working within the stage may have the following provision:** Individualised programmes created using advice from outside professionals e.g. Speech therapy,
	- Visual reminders - Concrete materials - Practical "hands on" materials - Coloured background if required	Remember	Educational Psychologist, Occupational therapist, advise taken from specialist hubs.

Communication and Interaction	**Pupils working within the stage may have the following provision:** - Class visual timetables - Visual resources - Speaking and listening activities - Adults modelling clear speech - SALT - Caterpillar Club	**Pupils working within the stage may have the following provision:** - Individualised visual timetable - Work station - Remodelling of speech - Social stories - Visual picture communication - Bespoke SALT interventions and targets - Black Sheep - Choice board	**Pupils working within the stage may have the following provision:** Individualised programmes created using advice from outside professionals e.g. Speech therapy, Educational Psychologist, Occupational therapist, Autism Outreach, SALT

Social, Emotional and Mental Health	**Pupils working within the stage may have the following provision:** - Sticker Charts - Zones of Regulation work - Comic Strip Conversations - Marbles in jar - Jig- Saw materials - Worry boxes - Talking to a named adult. - -Sensory Circuits - -SensoryBreaks - Red beast box - Agreed chill out areas - Work station - Talking and listening to children - Forming partnerships with parents and carers - Liaising with outside agencies - Access to the School nurse at the request of the parent/carer, individual care plans provided by the school nurse as appropriate.	**Pupils working within the stage may have the following provision:** - Social stories - Circle of friends - Emotion fans - Conferencing - Sensory Circuits - Sensory Breaks - Small group work	**Pupils working within the stage may have the following provision:** Individualised programmes created using advice from outside professionals e.g. PRU, Education psychologist, CAMHs

	- Seeking advice through other Health Care - Professionals - Ensuring that all staff are up to date with Safeguarding procedures		

Sensory and Physical	**Pupils working within the stage may have the following provision:** - Pencil grips - Training scissors Hands at work and play - Sensory circuits - Brain Gym activities - Heavy Work - Isometric exercises - Movement breaks - Hands up for handwriting - Sensory room -	**Pupils working within the stage may have the following provision:** - Paston Pack interventions (write from the start, fine and gross motor skills etc) - Touch typing (Dance mat programme) - Alternative methods of recording e.g. scribing, typing, oral recording - Sensory circuits Sensory Breaks	**Pupils working within the stage may have the following provision:** Individualised programmes created using advice from outside professionals e.g. Hearing and visually impaired specialist teachers, Occupational Therapists

Role of the SENDCo	Early Identification	Testing/identification/assessment	Role of SENCo and monitoring
	A referral will be made when; - A pupil is assessed to be working in the lowest stage (wave 1) - Pupil progress meeting will take place - A child has had Wave 1 high quality provision and not made progress for 2 terms - SENCo will make a decision as to whether to add the child to the SEN register - Information will	The following assessments are used: - RAVENS - British Skills - Vocabulary First Language assessment DASH (year 6) Speed writing and reading assessments - Silver Shoe - SALT Teacher assessments External agency assessments - Salford reading test	- Termly structured conversation meetings - Annual review meetings - Work alongside teachers to support planning - Work directly with pupils - Completion of case studies - Monitoring of data - Learning walks and classroom observation - Regular meetings with parents - Referrals to external agencies - Advise teachers

	be maintained on Scholar pack ***Procedure: Class teacher will complete a referral form after having a conversation with the child's parent. A meeting will be arranged with the SENCo to discuss the child's progress and the provision/interventions***		and TA about strategies and programmes

Monitoring your child's progress

We monitor the effectiveness of our arrangements and provision for all pupils, including SEND by:

- Carrying out lesson observations and monitoring the support provided for individuals
- Holding regular pupil progress meetings
- Carrying out learning walks
- Reviewing and measuring progress of children on any support programme given
- Talking to your child about how they are progressing
- Reviewing achievement with staff and parents/carers at parent evening and at other meetings where necessary
- Annual reviews for children with an Education, Health and Care Plan

- Meetings, as needed, between pre-schools, primary schools and secondary schools as settings change.
- Telephone based discussions
- Where children's wider ranging needs have been recorded through the EHA process, regular Team Around The Family (TAF) meetings will take place
- Provision Mapping. Teachers create and review these each term. They highlight children who are involved in specific intervention and support programmes; describe the programmes and the adults responsible for them. The programmes are reviewed each term to evaluate progress and effectiveness.

Who will be supporting your child.

- Your child's class teacher
- The SENDCO or class TA
- Principal
- A member of the welfare team
- Visiting specialist who may advise on your child's needs

Transition- Transition to and from our school setting can be difficult for everyone concerned so we try to support pupils and their families through this by:

- Transition meetings with pre-schools prior to starting date
- Nursery visits and additional visits to school
- Liaison with parents/carers
- Home visits for reception children
- Transition meetings with secondary schools prior to start date
- Part time induction for newly arrived children

- Visits to new settings which are not at usual transition points, for parents/carers and the child
- Transition meetings and sharing of information with any new setting between key personnel
- Visits to secondary schools where appropriate
- Transition meetings between current and future teachers
- Organising 'move up ' day for all children
- Organising individual transition packages as needed
- Working with outside agencies to support the move
- Where helpful, releasing TAs to accompany children on additional visits
- Visiting children in their pre-school settings
- Arranging for former pupils to return to school to discuss their positive secondary school experiences with Y6 children.

Contact Details

- SENDCo - Mrs Hallam
- SEND Assistant - Mrs Frith
- Family Support Worker – Mrs Edwards
- Principal – Mr Venables

Handling Complaints About SEN Provision

We are committed to working in partnership with parents and carers to deliver the best possible support for pupils with Special Educational Needs and Disabilities (SEND).
We encourage parents to contact us as early as possible if they have any concerns about their child's support or progress.

If you have a concern or complaint regarding the SEN support provided for your child please speak directly to your child's Class Teacher in the first instance.
If your concern is not resolved, please put your concern in writing and email our school office on highleesoffice@hefed.org and we will arrange for you to speak with our **Special Educational Needs Co-ordinator (SENCO)**, Mrs S Hallam.