

Highwood Local Offer

Highwood Primary School is one of nine schools represented in the Woodley cluster. The school is a one from entry school and has a Speech and Language resource for children who have been diagnosed as having Specific Language Impairment as their primary need. Speech and Language therapists from the National Health Service are based at the school to provide support for the pupils in the resource.

The school has a nursery with morning and after school provision. The school is very diverse in its make up and has above national averages of children with statements and those who are eligible for free school meals. The school works closely with the Wokingham SEND department, which is based on the Highwood site but is not part of the school. Highwood is graded as a good school by Ofsted.

1. Identification of special educational needs and disabilities (SEND)

1.1 How does the school identify children with SEND?

- On-going teacher observations, assessments and discussions.
- Screeners e.g. dyslexia, reading, spelling, Progress in Maths
- Outside agency reports
- Talk to parents and use their knowledge
- Experiences shared from previous school and settings.
- On-going teacher observations, assessments and discussions.

1.2 What should I do if I think my child has SEND?

- Contact class teacher initially regarding concerns.
- Meet with school SENCo
- Meet with Head Teacher if concerns persist

2. Support for children with SEND

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

The Class Teacher with the SENCo

2.2 How will I be informed/ consulted about the ways in which my child is being supported?

- An arranged meeting with the class teacher
- A meeting with the SENCo
- Through the child's Individual Education Plan (IEP) and review.
- Parents evening
- Annual reports

2.3 How will the school balance my child's need for support with developing their independence?

- IEP
- Visual timetables
- Visual learning aids
- Differentiated work
- Small group

2.4 How will the school match/ differentiate for my child's needs?

The curriculum will be differentiated based on each child's individual needs, taking into account teacher assessments, advice from outside agencies, the need for small group or 1:1 if needed or specific interventions.

2.5 What teaching strategies will the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, speech and language difficulties?

Each child's needs are looked at individually to determine the best strategies for them.

Strategies include:

Differentiated activities

Visual learning aids including pictures, writing frames, word banks

Visual timetables

Reward systems

ICT support

The learning environment of the class

Small step success criteria

Multi- sensory approaches to learning (where appropriate)

2.6 What additional staffing does the school provide from its own budget for children with SEND?

- Reading recovery and numbers counts teacher
- EAL support worker for those EAL children with SEND (where possible or appropriate)
- Pastoral support assistant
- Social Skills group

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

If the entry criteria are met we have:-

- Reading recovery – 1:1
- Numbers counts

2.8 What resources and equipment does the school provide for children with SEND?

This will vary for each child and will be at the discretion of the school. We will, however, endeavour to provide resources as each children with SEND requires.

- Sloping desks
- Pencil grips

- Posture pads
- Wobble cushions
- Appropriate ICT programmes

2.9 What special arrangements can be made for my child when taking examinations?

This will depend greatly on the support and provision the child receives in class but this can include.

Applications are all made through DFE for:-

- Additional time
- Scribes
- Readers

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

- On-going teacher assessment
- Standardised tests that give standardised scores and comparative ages
- IEP meetings and parents evenings
- Annual reviews for children with Statements.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

- SEE ABOVE
- IEPs must be updated throughout the term depending on teacher observations and assessment. All efforts will be made to keep you informed of your child's progress through the term.

3.3 In addition to the schools normal reporting arrangements, what other opportunities will there be to discuss my child's progress with school staff.

- SEE ABOVE
- The staff at Highwood are always happy to arrange meetings to discuss your child's progress at any time.

3.4 What arrangements does the school have for regular home to school contact?

- Where appropriate the school uses home school diaries.
- Highwood has an open door policy at the beginning and end of day for you to talk to the teacher.
- All teachers are happy make appointments to meet with parents at a time that is convenient to the parent.

3.5 How can I help support my child's learning?

- Listen to your child read regularly at home
- Support your child with their homework
- Ensure the children do their SLT homework where appropriate
- Praise your child when they share their achievements with you.
- Come to meetings when arranged

3.6 Does the school offer any help for parents/carers to enable them to support their child's learning, e.g. training or learning events?

- The school sends a curriculum overview home every term to ensure that you can support your child in their learning at home.
- There are occasional training sessions on how to support your child in reading etc. Any training available is mentioned in letters home.
- You can also arrange a meeting with the class teacher to go through any strategies that are used in school or would help your child.

3.7 How will my child's views be sought about the help they are getting and the progress they are making.

- The children's views are sought for annual reviews of children with statements.
- Teachers carry out structured conversations with some children.
- Children are welcome at parents evening to give their views.
- All provision is discussed with the child before it is begun to ensure that they understand what is going to happen and whether they are happy with what the provision will entail.

3.8 N/A

3.9 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

- Monitoring progress through teacher assessments and standardised tests.
- With the support of outside agencies who review objectives set and progress made towards them.
- Through the impact of interventions.
- Discussions with children and parents as appropriate.
- Children are aware of learning targets and next steps.

4. Support for my child's overall well-being.

4.1 What support is available to promote the emotional and social development of children with SEND?

- Specific interventions E.G. Circle time, circle of friends etc
- Access to the school pastoral team, where appropriate.

- Liaison with Berkshire woman's aid.
- Foundry College.
- Daisy's Dream

4.2 What support does the school put in place for children who find it difficult to conform to school behaviour expectations and how do you support children to avoid exclusion?

- A Robust behaviour policy
- Clear and consistent behaviour goals.
- Clear guidelines of choice.
- Support in decision making.
- Behaviour support plans.
- Individual provision can be decided.
- Quiet, time out areas can be arranged.
- Pastoral Support Plan (PSP)

4.3 What medical support is available in the school for children with SEND?

- Trained first aid staff and equipment
- Staff will be trained as and when needed to support children.

4.4 How does the school manage the administration of medicine?

- Through the schools medicine policy.
- All medicine is arranged through the school office.

4.5 How does the school provide help with personal care where this is needed, e.g. toileting, eating etc?

- Disabled toilet.
- 1:1 support with personal care where appropriate

5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for the hearing impaired and visually impaired, ASD advisory teachers, behaviour support teachers etc?

At times it may be appropriate to access outside agencies these may include:-

- Family support workers
- CAHMs doctors
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- School Nurse

- Behaviour support workers
- Visually impaired services

5.2 What should I do if I think my children need support from one of these services?

- Speak to the class teacher and / or SENCo who will advise you of next steps and make referrals as appropriate.

5.3 How are Speech and Language Therapists, Occupational therapists and physiotherapists accessed?

- Referrals are made to the appropriate service through the Children and Young Person's Integrated Therapies Service (CYPIT).
- Professionals come in to assess the children where necessary and set objectives, programmes and/or next steps.
- In school staff carries out any programmes left for the child.
- Professionals then either come in from time to time to assess progress made or the school request them back into school to assess children.
- Most of these services can also be accessed through the GP.

5.4 What should I do if I think my children need support from Speech and Language Therapists, Occupational therapists and physiotherapists?

- Speak to the class teacher and / or SENCo who will advise you of next steps and make referrals as appropriate.
- These services can also be accessed through the GP.

5.5 What arrangements does the school have for liaising with children's Social Care services?

- School has access to Children's social care services as required.

6. Training of school staff in SEND

6.1 What SEND training is provided for School staff?

- Termly SEN staff meetings
- Time to discuss children with SEND and their needs is allocated to every Senior Management meeting agenda.
- Training is provided depending on current needs.
- SENCo and/or Head teacher attend SEND training where appropriate and feed back to staff.

6.2 Do teachers have any specific qualifications in SEND?

- 1 teacher with a masters in speech and language needs.
- University Accredited Special Educational Needs Co-Ordinator qualification.

6.3 Do teaching assistants have any specific qualifications in SEND?

- Teaching assistants are given opportunities to attend courses and training to further develop their knowledge and understanding of areas of SEN.
- All staff are part of ongoing CPD in line with the school and pupil's needs.

6.3 Do teaching assistants have any specific qualifications in SEND?

- As above

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- All children are included in outdoor activities and trips in discussion with parents. Risk assessments are carried out in line with the local authority guidelines. Parents may accompany child if necessary or 1:1 support may be provided depending on the level of need.

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- We are a single storey school with mobility access throughout.

8.2 Have adaptations / improvements been made to the auditory and visual environment?

- None at this time

8.3 Are there accessible changing and toilet facilities?

- Yes – we have a disable toilet near the centre of the school.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- We have children with a wide variety of SEND that use our facilities successfully and we adapt where necessary.

8.5 How does the school communicate with parents / carers who have a disability?

- As previously stated.

8.6 How does the school communicate with parents / carers whose first language is not English?

- We have an EAL team who speaks a variety of languages and interprets for the school.
- Where necessary we buy in interpreters or ask family members to help communicate information for key information.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the school?

- Home school visits, where arranged, including school staff and school SENCo.
- Liaison with current pre-school setting and visits to meet the child in a familiar setting.
- Planned transitions, including visits into school.
- Photos or booklets with team information.
- Meetings with the family and specialists involved with the family if possible.
- School staff to attend TAFs, annual reviews etc if appropriate.

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- Teacher to see child in current class setting.
- Parents to meet with class teacher prior to the move.
- Teachers to pass on information and meet to discuss the needs of the child in question. Including social, emotional, physical and medical needs.

9.3 How will my child be prepared to move on to his or her next school?

- As above
- Liaising with and in line with the future schools policy.

9.4 How will you support a new school to prepare for my child?

- Meet with the school and pass on information regarding the child's needs. Share strategies and practices that have been successful.
- Invite them to the annual review, if appropriate.
- Invite the new school to visit the child in current setting.
- Suggest where additional transition days may be necessary.

9.5 What information will be provided to my child's new school?

- As above

9.6 How will the school prepare my child for the transition to further education or employment?

- N/A

10. Who can I contact to discuss my child?

- Class teacher
- SENCo
- Deputy Head teacher
- Head teacher

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

- The Class teacher.

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

- Welfare assistant gives specific support to parents if required.
- We have a pastoral co-ordinator who parents can speak to if they have concerns.
- School can contact the Family and Parenting Support team or vulnerable children's education team should home schooling be needed at any time.

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

- School tries to keep up to date contacts for agencies and is always happy to help parents/carers find support groups as needed.

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

- The school has an open door policy and invites parent's constructive comments.
- Appointments can be made with the SENCo and the Head Teacher to discuss any matter, be it positive feedback or an area of concern.
- The school has a complaints policy; complaints can also be made to the chair of governors.
- The school gives out annual questionnaires to parents.