



SEND policy including SIR

Highwood Primary School



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1. Aims

Our special educational needs and disabilities (SEND) policy aims to:

Make sure our school fully implements national legislation and guidance regarding pupils with SEND

Set out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life [mainstream schools add:] so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Highwood we not only promote academic and sporting excellence, but we also place a huge emphasis on teaching children the skills they need to become effective learners. Our learning behaviours are Perseverance, Teamwork, Curiosity, Creativity, Reflection, and Independence. We strongly believe that if our children continually develop these skills alongside making academic progress, then we have been successful in preparing them for our ever-changing world. This is the ethos for all pupils at Highwood School including pupils with SEND.

At Highwood, we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- o [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- o [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- o The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities



- o The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- o The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- o The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5 . Definitions

Definition of Special Educational Needs and Disabilities (SEND)

A pupil is considered to have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which requires **special educational provision** to be made for them.

Learning Difficulty or Disability

A pupil is regarded as having a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of the educational facilities normally provided for pupils of the same age in mainstream schools.

Special Educational Provision

Special educational provision refers to educational or training provision that is:

- Additional to, or different from, that which is generally made for other pupils of the same age in mainstream schools; and
- **Above the ordinarily available provision provided to all pupils in all classes.**

This provision is designed to ensure that pupils with SEND can access the curriculum, make progress, and participate fully in school life.



Ordinarily Available Provision

Ordinarily available provision refers to the high-quality teaching, adjustments, and pastoral support that all pupils should receive in a mainstream school without the need for additional SEND funding or formal identification of SEND. This includes:

- Quality First Teaching (QFT) that is responsive to the needs of all learners
- Differentiation and scaffolding within lessons
- Targeted classroom interventions led by teachers or teaching assistants
- Reasonable adjustments as required under the Equality Act 2010
- Inclusive classroom practices, behaviour expectations, and routines
- Access to whole-school pastoral systems and wellbeing support

This level of provision is funded through the school's core budget and is expected to meet the needs of the majority of pupils, including many with emerging or lower-level SEND.

K Stage - SEN Support

SEN Support is the system schools use to identify, assess, and provide help for pupils who have Special Educational Needs and Disabilities (SEND) but do not have an Education, Health and Care Plan (EHCP). It is part of the *graduated approach* outlined in the SEND Code of Practice (2015).

SEN Support involves:

- Identifying that a pupil may have SEND through teacher observations, assessments, and discussions with parents/carers
- Assessing the pupil's needs in more detail, using internal and external expertise
- Planning targeted support and interventions that are additional to or different from the ordinarily available provision
- Doing (delivering) the interventions and adjustments
- Reviewing the pupil's progress regularly and adapting support as needed

This cycle is often referred to as Assess–Plan–Do–Review.

SEN Support may include:

- Differentiated teaching tailored to the pupil's specific needs
- Targeted small-group or 1:1 interventions
- Specialist advice from external agencies (e.g., educational psychology, speech and language therapy)
- Reasonable adjustments to ensure access to learning
- Individual support plans or pupil profiles outlining needs and strategies

SEN Support is funded through the school's delegated budget (including the notional SEND funding). It is designed to ensure pupils with SEND can make progress, access the curriculum, and participate fully in school life.

Education, Health and Care Plan (EHCP) Support

An Education, Health and Care Plan (EHCP) is a legally binding document for children and young people aged 0–25 whose SEND requires support beyond what is ordinarily available in a mainstream setting.

EHCP support includes:

- A detailed description of the child's special educational needs
- The outcomes they are expected to achieve



- The special educational provision necessary to meet those needs
- Any required health or social care provision
- The school or educational setting named to deliver the provision
- Any additional funding (above the school's notional SEND funding)

EHCP provision must be delivered exactly as written in the plan and reviewed at least annually through a statutory Annual Review.

6 . Roles and responsibilities

6.1 The SENDCO

The SENDCO is Lindsay Padbury. senco@highwood.wokingham.sch.uk 0118 9265493.

They will:

- o Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- o Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- o Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- o Advise on the graduated approach to providing SEND support
- o Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- o Be the point of contact for external agencies, especially the local authority (LA) and its support services
- o When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- o Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- o Ensure the school keeps the records of all pupils with SEND up to date and accurate

6.2 The SEND governor

The SEND governor is Lois Beaver. She will:

- o Help to raise awareness of SEND issues at governing board meetings
- o Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this



- o Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.3 The headteacher

The headteacher will:

- o Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- o Have overall responsibility for the provision and progress of learners with SEND
- o Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- o Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- o Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- o Make sure that the SENCO has enough time to carry out their duties
- o Have an overview of the needs of the current cohort of pupils on the SEND register
- o Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- o With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- o With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- o With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.4 Class teachers

Each class teacher is responsible for:

- o The progress and development of every pupil in their class
- o Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- o Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- o Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- o Ensuring they follow this SEN policy
- o Communicating with parents regularly to:
 - o Set clear outcomes and review progress towards them
 - o Discuss the activities and support that will help achieve the set outcomes
 - o Identify the responsibilities of the parent, the pupil and the school
 - o Listen to the parents' concerns and agree their aspirations for the pupil



6.5 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- o Explaining what their strengths and difficulties are
- o Contributing to setting targets or outcomes
- o Attending review meetings
- o Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND information report

7.1 The kinds of SEND that are provided for

At Highwood Primary School we will ensure that we meet the needs of **all** our pupils through the resources we have available, and the advice and support of specialist professionals and practitioners. Our school currently provides additional and/or different provision for a range of needs, including:

- o Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- o Cognition and learning, for example, dyslexia, dyspraxia
- o Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- o Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- o Moderate learning difficulties

7.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, this can include discussions with parents or carers and professionals who have worked with the pupil.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- o Is significantly slower than that of their peers starting from the same baseline
- o Fails to match or better the child's previous rate of progress
- o Fails to close the attainment gap between the child and their peers
- o Widens the attainment gap



This may include progress in areas other than attainment, for example, social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

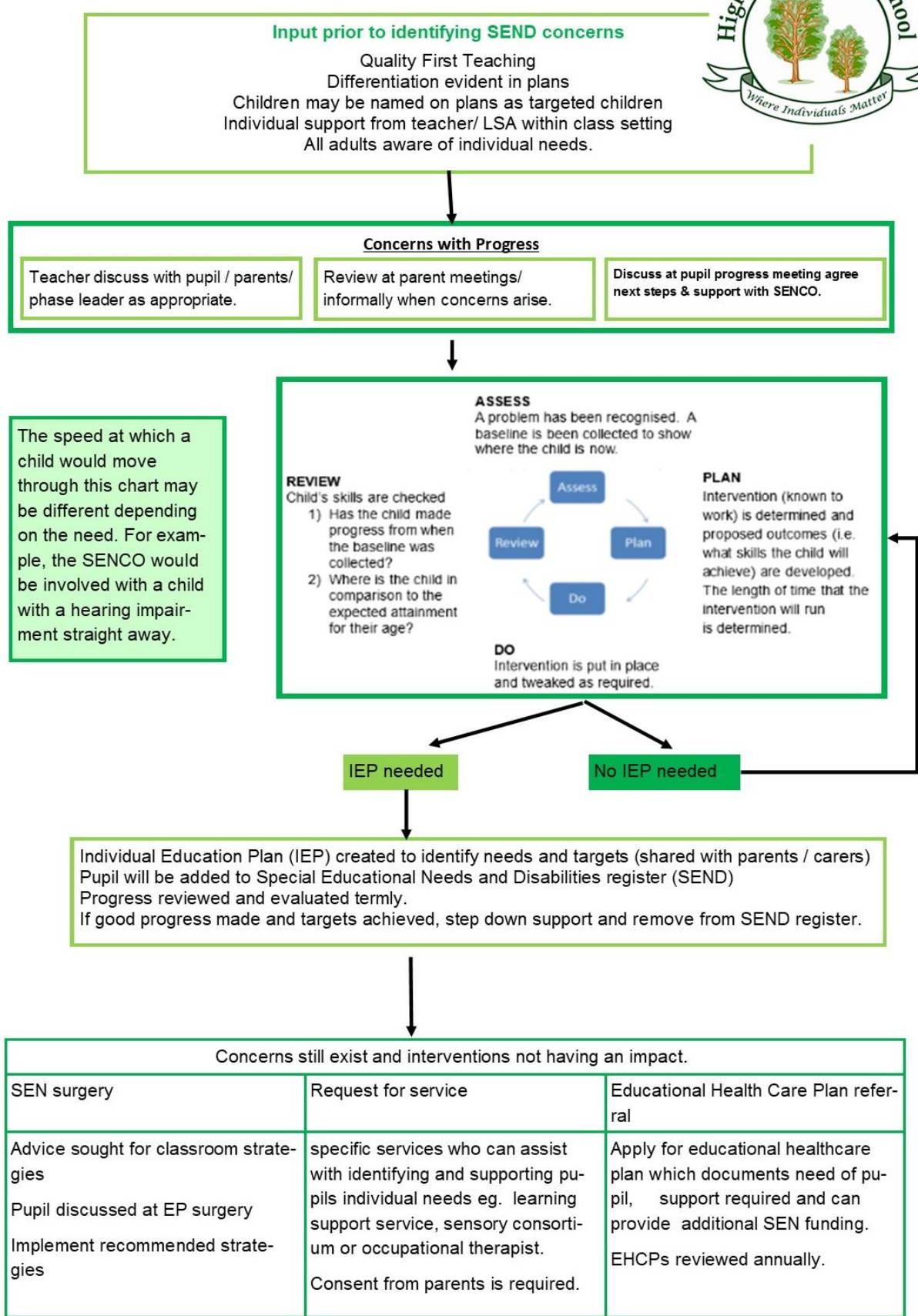
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our ordinarily available support, or whether something different or additional is needed.



Graduated Approach at Highwood Primary School



7.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

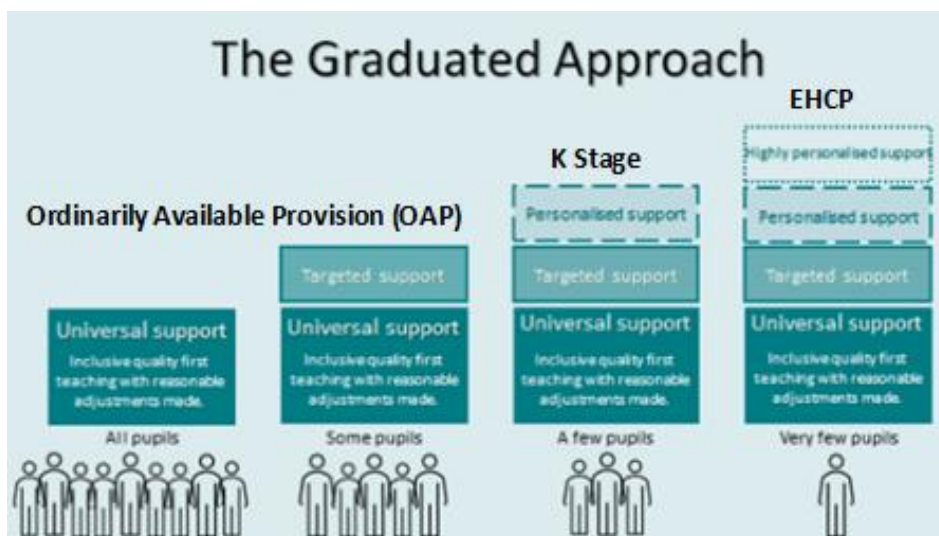
- o Everyone develops a good understanding of the pupil's areas of strength and difficulty
- o We take into account the parents' concerns
- o Everyone understands the agreed outcomes sought for the child
- o Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents if it is decided that a pupil will receive SEND support.

7.4 Assessing and reviewing pupils' progress towards outcomes

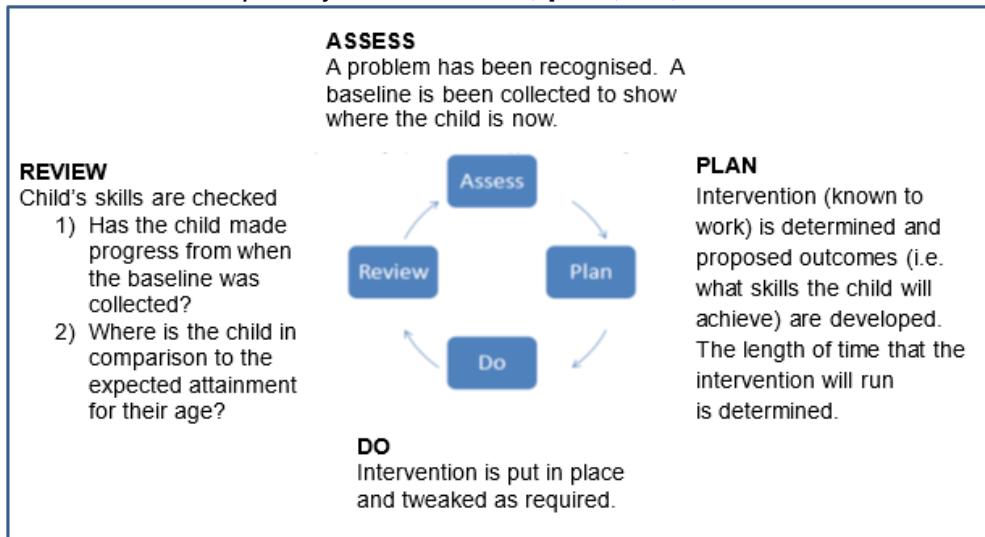
We follow the graduated approach.



(Picture source: Milton Keynes Council – Parents Guide to a Graduated Approach.)

All pupils access universal support often referred to as “ordinarily available” support through quality first teaching with reasonable adjustments made. Some receive targeted support. A few pupils are given personalised support. Very few pupils receive highly personalised support.

We follow the four-part cycle of **assess, plan, do, review**.



Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess:

The class or subject teacher will work with the SENDCO to assess the pupil's needs. This will draw on:

- o The teacher's assessment and experience of the pupil
- o Their previous progress and attainment or behaviour
- o Other teachers' assessments, where relevant
- o Wokingham LEA's Ordinarily Available SEND checklist
- o The individual's development in comparison to their peers and national data
- o The views and experience of parents
- o The pupil's own views
- o Advice from external support services, if relevant

Plan:

Staff will decide what support is needed. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Do:

The intervention will be put into place and modified if necessary.

Review:

We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.



This approach increases our understanding of the pupil's needs and helps us understand how to support them.

8 Levels of support

8.1 Ordinarily Available Provision – Level of Support

Ordinarily Available Provision refers to the range of support, teaching strategies, and environmental adjustments that all mainstream schools are expected to provide for every pupil, including many with additional needs, without requiring SEN Support or an EHCP. This provision is funded through the school's core budget and must be accessible to all pupils as part of high-quality, inclusive practice.

At this level, pupil needs are met through strong Quality First Teaching (QFT) and whole-school systems rather than specialised interventions. It forms the foundation of the graduated approach.

What is Included at the Ordinarily Available Level

High-Quality Teaching for All

- Clear, explicit teaching
- Carefully sequenced lessons
- Opportunities for overlearning and practice
- Regular formative assessment to check understanding

Differentiation and Scaffolding

- Breaking tasks into smaller steps
- Visual supports and modelling
- Pre-teaching and over-teaching of vocabulary
- Adapted resources (e.g., writing frames, word banks)
-

Reasonable Adjustments (as required under the Equality Act 2010)

- Seating arrangements
- Access to technology
- Modified recording methods (e.g., using a laptop, scribe, voice notes)
- Sensory adjustments such as movement breaks

Pastoral and Behavioural Support

- Positive behaviour approaches
- Consistent routines and expectations
- Access to well-being or pastoral systems used across the school



Short, Targeted Classroom Interventions

- Teacher-led or TA-led support within the classroom
- Retrieval practice, fluency tasks, or guided group work

Collaboration With Parents/Carers

- Early discussions around emerging needs
- Sharing strategies for home and school

What Ordinarily Available Provision Is Not

- X** It is **not** personalised or specialist provision written into an EHCP.
- X** It is **not** intensive 1:1 support.
- X** It is **not** long-term intervention programmes requiring external specialists.
- X** It is **not** provision that is substantially different from what is offered to peers.

When Ordinarily Available Support Is Not Enough

If a pupil requires provision that is additional to or different from this ordinarily available offer, they may move to SEN Support within the graduated approach.

8.2 School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

8.3 Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).



On the census these pupils will be marked with the code E.



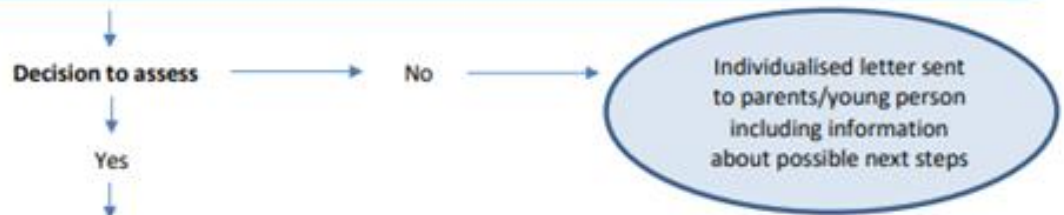


The Education Health and Care Needs Assessment Process

Setting request assessment
All reports from professionals involved should be included with the request

Parent/young person request assessment
Assessment profile completed including names of professionals involved

First stage – Education, Health and Care request received
Notification is sent to any setting and professionals involved with the child / young person to inform them an Education, Health and Care (EHC) assessment may be carried out.
When a parental / young person request is received Settings are asked to provide a full report and any reports from other professionals involved.
The local authority has **6 weeks** to make a decision whether to carry out an Education, Health and Care needs assessment



Second Stage – Education, Health and Care assessment
Education, Health and Care professionals known to the child/young person are asked to assess their special educational needs
Professionals have an obligation to provide reports **within 6 weeks** of the Local Authority notifying them the assessment is going ahead
EHC panel decide whether to issue an EHC plan or Summary of Assessment

Agree to issue an EHC Plan

Third Stage – issuing an Education, Health and Care plan
Draft Education, Health and Care plan and letter sent to parents/young person, professionals and setting **within 16 weeks** of the date the request for an assessment was made.
Parents or young person then have **15 days** from the date of the letter to reply to the Draft EHC plan
Parents / young person to express preference for education setting. Local Authority seeks placement
Final EHC plan issued **within 20 weeks**, confirming placement

EHC Plan not required

Summary of Assessment issued and letter sent to parents/young person, professionals and setting and inform parent **within 16 weeks** of the request for an assessment



8.4 Supporting pupils moving between phases and preparing for adulthood

Pupils are supported with their transition to a new class. Support in place is tailored to the individual child's needs and could include extra visits, meeting with parents, SENDCO to SENDCO professional discussions, additional time with their new teacher, social story, and transition book. We ensure that information about pupils is shared with their new teacher. We will share information with the new school the pupil is moving to.

8.5 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

8.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- o Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- o Adapting our resources and staffing
- o Using recommended aids, such as sensory chews, therabands, visual timetables, larger font, etc.
- o Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8.7 Additional support for learning

All pupils at the school have access to Wokingham's Ordinarily Available Provision (OAP), in line with the approach used across all Wokingham schools. (click on links below to see Wokingham's Ordinarily Available Provision)

[Ordinarily Available Provision - guidance for early years settings](#)

[Ordinarily Available Provision - guidance for schools](#)

OAP provision at Highwood:

Cognition and Learning

- High quality first teaching - 2 key principles of spaced practice and interleaving included— spaced practice is the design of revisiting ideas at key points. Interleaving is the design of other learning being introduced to give children the chance to forget before reinforcing the same concepts. The research shows that this supports long term memory.
- 3D Curriculum - shaped by the process of revisiting of key concepts across terms and across year groups with the purpose of aiding learning being transmitted into long term memory.
- Revisit learning to help embed learning and build upon their previous learning.
- Key Question approach gives a full term for children to be completed immersed in the curriculum content via multiple subjects.



- All classes display mastery flow, learning loop and Audience and purpose displays. Children are taught how to effectively use them.
- Emphasis on teaching children the skills they need to become effective learners, as well as knowledge.
- Learning behaviours of Perseverance, Teamwork, Curiosity, Creativity, Reflection and Independence are taught and help to ensure pupils succeed and are motivated to continually improve.
- Effective monitoring and evaluation schedule in place for senior and curriculum leaders to check standards of teaching and learning.
- Use of assessment to support learning building from children's starting points
- EYFS provide firm foundation on which our 3D curriculum and school ethos is built.
- Continual Professional Development of teachers and teaching assistants
- Inclusive learning environment Differentiation of the curriculum and teaching
- Teaching resources are accessible and appropriate
- Knowledge organisers
- Multi-sensory approach to learning
- Pre and post teach
- Experienced governing body provide effective support and ensure high academic standard across the school.
- Rigorous processes for monitoring attendance.

Communication and Interaction (including speech and language)

- All staff, including site team, reception, admin, dinner controllers, LSAs and Teachers at Highwood Primary School received ELKLAN training and were awarded the Communication Friendly Setting Accreditation in September 2023.
- Strong emphasis on speaking and listening and phonics teaching
- Oracy Project – Modelling high quality talk - staff training & implementation across the school.
- Communication friendly learning environments – clear consistent visuals across the school.
- Visual timetables and structured days.
- Differentiation by level, outcome and grouping
- High quality first teaching with appropriate pitch and pace Personalised support within the class
- Explicit pre-teaching of vocabulary. Additional TA support within class
- Continual Professional Development of teachers and teaching assistants

SEMH (social, emotional, mental health)

- School ethos: "Where Individuals Matter" – providing a positive, supportive and nurturing environment.
- Opportunities for pupils to develop as positive citizens within society e.g., school council.



- PSHE curriculum – PSHE association program
- Meet and Greet
- Consistent application of the school's behaviour policy
- Family Support Worker supports well-being with focused nurture groups
- Anti-bullying week and work in PSHE
- Supporting pupils with transitions especially between key stages.
- Social stories used in many contexts including to prepare pupils for change and explain situations.
- Pre and Post Teach to promote self-esteem and self-confidence
- Professional Development of teachers and teaching assistants.
- Highwood is developing a Therapeutic School Ethos

Sensory and Physical

- **Wide** range of adapted PE equipment e.g., blind football.
- Planned disability sports PE lessons e.g., seated volleyball.
- Provision of specialised equipment, including tech.
- Adapted curriculum
- Seating position within class prioritised
- Continual Professional Development of teachers and teaching assistants
- Multi-sensory approach to teaching with practical reinforcements.

Additional focussed support to meet the additional needs of some children who may or may not have an EHCP.

We will provide the following support and interventions:

Cognition and Learning

- Curriculum is adapted to meet the needs of pupils
- Targeted intervention programmes including Individual Education Plans
- Child friendly targets
- Differentiated resources
- Specific and measurable interventions that support transferable skills into the classroom and demonstrate impact
- Access to ICT equipment and alternative methods of recording
- Access to small teaching and learning groups
- Additional in class LSA support
- Additional specialist teaching support
- Educational Psychology assessment / support
- Advice and support from The Foundry
- Advice and support from Addington Outreach



- Advice and support from Reading Portage
- Advice and support from Dingley Children's Services
- Learning support service interventions

Communication and Interaction (including speech and language)

- Radio Aid system
- Advice from Wokingham mainstream speech and language therapist.
- Advice from The Grove Speech and Language Outreach Service.
- Only resource DLD pupils have access to intensive SALT therapies and social skills in Resource base.

Interventions highlighted below are planned, implemented, assessed and reviewed:

- Individual learning styles understood with a personalised curriculum e.g., teach.
- PECs
- Colourful Semantics
- Colourful stories Task managers
- Visuals
- Barrier Games
- 1:1 speech and language support
- Advice and support from Addington Outreach
- Speech and Language interventions
- Educational Psychologist
- Social Stories

SEMH (social, emotional, mental health)

Interventions highlighted below are planned, implemented, assessed and reviewed:

- 1-1 nurture
- Zones of regulation
- Sensory Circuits
- Social Stories
- Adaptations to the physical environment e.g., space for a 'time out' and additional support during unstructured times e.g. 20:20:20 lunchtime support.

Specialist Support Services:

- CAMHS
- Educational Psychologist
- Daisies Dream (bereavement)
- The Foundry College
- Dingley Children's services
- Emotional wellbeing hub



Sensory and Physical

- Access to sensory room
- SEND PE competitions e.g., boccia and curling.
- Liaison with medical professionals
- Personalised adaptations to learning environment: Learning environment modified to meet individual children's needs
- Individual health care plans for children with physical or medical needs
- Additional resources adapted and modified to reduce individual barriers to learning e.g., sloping boards, fidgets, TheraBand.
- OT exercises completed in school as per OT guidance.
- 3 disabled toilets
- Wheelchair access to whole school.

External agency support:

- Regular visits from the teacher of the deaf
- Occupational Therapy
- Physiotherapy

Our Learning Support Assistants (LSAs) are trained to support pupils on a 1:1 basis and in small groups, support the whole class teaching and deliver interventions such as Speech and Language and colourful semantics.

9 Expertise and training of staff

Our SENDCO has worked full time in this role since September 2022 with 19-years prior experience working as a teacher, in both mainstream, SEMH and Autism schools.

We have a team of 27 teaching assistants and 6 Early Year Practitioners including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff training has included, safeguarding, Little Wandle Phonics Training, Epilepsy and Buccolam Training, Behaviour support, supporting sensory needs, Maths SALT pure sound training, OT provision training, widget visuals training, physio training, intensive interaction training and ordinarily available training.

Nationally accredited by Elklan and OCN London



Georgina Godfrey (Speech and Language Resource Teacher) and Lindsay Padbury (SENDCO) completed stage 4 Elklan training and have provided Elklan training to all staff. Highwood School became an accredited communication friendly setting in

September 2023. Staff receive ongoing communication friendly setting training.

8 members of staff have current Team Teach Training.

10 Working with other agencies



At Highwood Primary School, we are committed to working with other professionals and practitioners to swiftly respond to emerging need. We use Wokingham Local Offer to gain appropriate advice and guidance to support our pupils.

Agencies include:

- Integrated Early Help service
- Children Around Family team
- CAMHS
- Educational Psychology Service
- Targeted Prevention Team
- Education Entitlement Service
- Multi-agency safeguarding hub
- Learning Support Service
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Sensory Consortium
- Foundry College (Behaviour support)
- ASSIST (ASD support)
- Addington Outreach
- Family Support Workers
- Social care team
- The Grove Speech and Language Outreach
- Mental Health Support Team
- Multi- Agency Inclusion Clinic (MAIC)

We also liaise with voluntary bodies who can support the pupil, their family or school.

Agencies include:

- Parenting Special Children
- Daisy's Dream
- Promise Inclusion
- Nerve Tumours UK

We invite relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational need.

We welcome support from all agencies who can support the needs of our SEND pupils.

11. Admission and accessibility arrangements

11.1 Mainstream Admission arrangements

[Highwood Primary School Admission Arrangements for 2025/2026 Entry](#)

[Highwood-Primary-School-In-Year-Admission-Form-2025-2026.368890044.docx](#)



11.2 The Grove Developmental Language Disorder (DLD) Speech and Language Resource Base admission arrangements

The Grove, our Resource Base at Highwood Primary School is specifically for children with Developmental Language Disorder. We support children aged 4-11 with long-term speech, language and communication needs as their primary need.

Developmental Language Disorder is identified by speech and language therapists, when a child has persistent difficulties with language development that impacts significantly on social interactions or educational progress. This occurs in the absence of autism spectrum disorder, intellectual disability or other known conditions.

To access our DLD language resource children require:

- An EHCP
- Have speech and language difficulties as their primary need
- Presenting with Developmental Language Disorder
- Are able to access intensive Speech and Language therapies
- Are able to cope with transitions and engage in mainstream whole class inputs.

Unfortunately, pupils with a primary need of complex needs, ASD, SEMH, Global Delay, Physical & Health needs are not appropriate for our specialist developmental language disorder provision.

Pupils in Highwood Mainstream Primary School have access to the same support and resources as all Wokingham schools. They cannot access the provision from the DLD Resource.

11.3 Securing equipment and facilities

We look at the needs of our current pupils. We will ensure that pupils have access to the required specialist equipment for their needs and staff are appropriately trained to use the equipment.

11.4 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to go on our residential and day trip(s).
- All pupils are encouraged to take part in school performances, workshops, and sporting events such as sports day.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.
- The whole building is wheelchair accessible.



- When required, we source specialist advice from medical professionals, occupational therapists and/ or physiotherapists to ensure that all pupils to enable pupil inclusion.

11.5 improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to join school clubs to promote teamwork/building friendships.
- Referral to Emotional Wellbeing Hub, when needed.
- We have a zero-tolerance approach to bullying.
- Highwood are moving towards a therapeutic approach to support all pupils

12 Complaints about SEND provision

We know that all parents and carers want the best for their child, and we seek to resolve these concerns quickly.

Where parents/carers have a concern about the provision being made for their child, they should initially contact their child's class teacher. If this does not resolve the situation, they should then request a meeting with the SENDCO. If a parent or carer is still not satisfied, then they should request an appointment with the Head Teacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

12.1 Contact details of support services for parents of pupils with SEND

Wokingham Council offer SEND support through their Local Offer. It offers advice, information, and support for 0 - 25 year olds with special educational needs and/or disabilities (SEND).

[Local Offer for 0 - 25 year olds with additional needs - Wokingham Borough Council](#)



12.2 Contact details for raising concerns



F1@highwood.wokingham.sch.uk

F2@highwood.wokingham.sch.uk

year1@highwood.wokingham.sch.uk

year2@highwood.wokingham.sch.uk

year3@highwood.wokingham.sch.uk

year4@highwood.wokingham.sch.uk

year5@highwood.wokingham.sch.uk

year6@highwood.wokingham.sch.uk

Mrs Lindsay Padbury
Senco@highwood.wokingham.sch.uk

Mr Matt Hickey
Head@highwood.wokingham.sch.uk

Highwood Primary School: 0118 9265493

Fairwater Drive, Woodley, Reading, RG5 3JE

13. Monitoring and evaluating arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- o All staff's awareness of pupils with SEND
- o How early pupils are identified as having SEND
- o Pupils' progress and attainment once they have been identified as having SEND
- o Whether pupils with SEND feel safe, valued and included in the school community
- o Comments and feedback from pupils and their parents
- o SENCo Meeting held half termly with Orchard Learning Alliance to review and improve our SEND practices.

13.2 Monitoring the policy

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.



13.3 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- o Reviewing pupils' individual progress towards their goals each term
- o Reviewing the impact of interventions termly
- o Monitoring by the SENDCO
- o Using provision maps to measure progress
- o Holding annual reviews for pupils with EHC plans

14. Links with other policies and documents

This policy links to the following documents:

- o SEND report to Governors / SEN information report
- o The local offer
- o Accessibility plan
- o Behaviour policy
- o Equality information and objectives
- o Supporting pupils with medical conditions policy
- o Attendance policy
- o Safeguarding / child protection policy
- o Complaints policy

