



Inclusion at High Green Primary School

What levels of additional needs are provided for?

As an inclusive school, High Green Primary School provides support for a range of SEND. We have extensive experience of supporting children with general and moderate learning difficulties. We also support children with specific learning difficulties such as Dyslexia, Dyspraxia and ADHD. We support children with Autism Spectrum needs and those with Global developmental delay, visual and hearing impairments and those with medical problems.

Whatever the barrier to learning, we aim to adapt our practices to ensure that all children are able to access all areas of the curriculum.

Policies for identification/ assessment of SEND

Some children arrive at High Green with diagnoses of Special Educational or Disabilities. For those who do not, we have a rigorous system of assessment that runs throughout school. We assess progress every half term and this identifies the children who are not making the expected progress. From this, class teachers will plan and implement extra support/ interventions to boost progress for those children. In cases where the extra support does not lead to an increase in progress, it may then be necessary for specialist support agencies to become involved. They assess the needs of the children and offer support and guidance so that the needs of the child can be met. Regular review of support takes place both formally, at termly reviews and informally through discussion with class teachers, parents and the SENCO.

Arrangements for consultation/ involvement of parents in the education of their children.

Parents and carers are a vital part of the support process for children with SEND. We invite parents to discuss all areas of their children's learning. There are 2 parents' evenings each year as well as a transition meeting in the summer term for children with SEND. Parents are also invited to take part in termly SEND review meetings. We actively encourage their views both in writing and verbal. Parents are fully involved in the decision making about the education of their children.

A parents' group was fully involved in the writing of the school's SEND policy.

Arrangements of consultation/ involvement of children in decisions made about their education.

Children are asked to review their own learning at the end of every lesson. They are also asked to give their views on their progress, prior to termly SEND reviews. We ask for their views, both verbal and written.

Arrangements for assessing and reviewing progress towards outcomes.

The progress of every child is recorded every half term. For this data, children are identified and interventions planned for to ensure that any gaps in learning are addressed. This provides targeted support to meet the needs of children.

Arrangement for transition through phases.

We have close contact with nursery schools and children have transition visits prior to them starting in the Early Years setting. We develop support plans prior to the beginning of term to ensure a seamless, successful transition.

Every year group in school holds a transition meeting with the next year group in order to discuss the specific needs of each child. This ensures that support is in place from the beginning of the year. All paperwork pertaining to each child is transferred to the next class.

When children transfer to secondary school, we work closely with our colleagues to ensure that all information is passed to the next school. We hold review meetings, in the summer term, to which parents and our secondary colleagues are invited, to ensure that children's needs are met completely. Extra transition activities are arranged to ensure that the children are completely comfortable with the move and know what to expect.

Approaches to teaching children with SEND.

All children at High Green Primary School are treated as individuals and, as such the teaching approaches are differentiated to meet the needs of all. We take account of all learning styles and differentiate learning so that it provides challenge, but is at the correct level for each child. Children are taught in small groups but there are occasions when 1:1 sessions deliver interventions that are appropriate to individual needs. We are an inclusive school.

How are adaptations made to the curriculum and learning environment for children with SEND?

Lessons are simplified or made more challenging, to meet the needs of all learners. Concrete apparatus is used to support learning and work can be printed on coloured paper, or enlarged, if this is appropriate. Tablets are available for children to record their work. Extra support is given to children who need a scribe or further explanation. We also use a variety of pencil grips or pens to suit individual children. Support is also given in creative lessons and PE to ensure that all children are able to access all of the curriculum.

What training do the staff receive?

All new staff are given training on the SEND process and the Code of Practice. The school audits staff training needs and then develops a training programme to meet the needs of, not only the staff, but also the children in school. We also access training that has been facilitated by the Locality A SENCO team.

Training is given both internally and by external providers.

How do we enable children with additional needs to engage with learning?

We plan differentiated learning opportunities, to meet the needs of all children. This learning is delivered in short bursts that maintains the interest of all learners. Children work as part of a small group, in pairs or independently.

Each lesson has a 'hook' to engage the children straight away.

What support is available to increase the emotional and social development of children, including pastoral support?

Assemblies are held daily, in class or with other year groups in the hall. They cover PHSE issues as part of the SMSC work at High Green.

If children have a particular area of need around social and emotional difficulties, an individualised support plan can be created. This might involve some 1:1 support by a TA. The impact of this support will be monitored weekly. There are targeted interventions to support areas around social development, such as Lego Therapy.

How do we involve other agencies and voluntary organisations?

We have good links with the local community. We also have a strong parents' group, FOTS, who support the school with social events.

We have access to the Fusion TSA who provide learning support, Educational psychology, the speech and language service, Multi-agency Support Service (MAST), the Hearing Impaired service, the Visually Impaired service, The Ryegate Children's Centre, the Sheffield Parent/ Carer forum and the Parent Partnership Service.

Referrals are made to these organisations following consultation with parents. The support services are invited to reviews, when appropriate.

Complaints

Complaints will be treated seriously and courteously and given the time they require to be heard.

Please refer to the school's complaints policy.

Arrangements for children who are looked after.

- Any SEND needs are quickly identified and appropriate provision is made.
- Systems are in place to identify and prioritise when children in care are underachieving and have early interventions to improve this. Regular contact is made with the Sheffield Virtual School. PEPs are updated regularly and the Designated Teacher attends PEP meetings.
- If the child or young person has an EHC plan, the annual review coincides with one of the 6 monthly PEP reviews.

Local Offer

The Local Offer is published on the Local Authority website:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

How do we secure equipment for children with SEND?

If extra equipment is required, the Equipment Loans Service will be contacted at The Sheffield Local Authority. If not available, the school will source equipment so that children are able to access their learning.

