School SEN Information Report

Relevant legislation

In accordance with section 69(2) of the Children and Families Act 2014:
'This section imposes a duty on the governing bodies of maintained schools and maintained nusery schools in England, and proprietors of Academy schools in England to prepare a report containing "special educational needs information". Special educational needs information is information about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs, and information as to the arrangements for the admission of disabled pupils to the school, as well as; the steps taken to prevent less favourable treatment of disabled pupils, the facilities provided to assist access to the school by disabled pupils and the accessibility plan which schools must publish under the Equality Act 2010 regulations will set out the information to be provided.'

Please see the SEN policy for more information.

1.Special needs at Highbank

Highbank is a mainstream school. We aim to actively include children with a broad range of special needs. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

2. Identifying children with special needs

How does the school know if children need extra help?

Children are identified as having SEND in 2 main ways; All children are regularly assessed and progress is tracked and monitored. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored. Some of the strategies we use to assess are included in the SEND policy. Children are also assessed by outside agencies and specific diagnosis made. Where outside agencies are involved the school will work alongside them in collaboration with the family.

What should I do if I think my child has special educational needs?

Any concerns about a child's needs should be raised through the class teachers or the SENDCo: Helen Reed

3. Provision for children with SEND

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process: Assess-Plan-Do-Review This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess: How does the school decide if a child needs extra support?
The class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests as well as the views of parents and pupils is used to identify needs. Advice may also come from external support services.

Plan: What type of support and how much support will my child get?
Information gathered is then used to develop interventions and adaptions to the environment and to the curriculum. Advice from outside agencies including the Inclusive Education Service (Learning Support Team, Educational Psychology Team and Autism Team) the Educational Psychologist, the NPST pathway and speech and language therapists may be accessed. Class teachers work alongside the SENDCo to plan the most appropriate strategies and interventions.

DO: How will the school staff support my child?
Interventions may involve group or one-to-one teaching both in class and away from the main teaching on specific schemes of work. It may also involve use of different equipment or the adaption of the curriculum. The curriculum may be adapted through differentiation, using prompts, adapted resources and by support from teachers and teaching assistants. In some cases specific schemes of work (including for social and emotional difficulties) and interventions will be used. Examples of the interventions we use include literacy interventions such as Beat Dyslexia, precision teaching, additional phonics, speech and language programmes; maths interventions such as Numicon, pre and post-teaching and use of concrete resources; and Emotional Literacy for children experiencing social and emotional difficulties. We have appointed a new Learning Mentor in September 2025 who is skilled in active learning and will have completed the training for ELSA (Emotional Literacy Support Assistant) training. Children who have a special need may have the targets and strategies they are working on recorded on a Provision Map. If so, this will be reviewed termly and discussed with both the pupils and their families at review meetings. Some children will have higher level needs that require the school to request support and additional funding from the Local Authority.

Review: How will school and I know how my child is doing?
Intervention work is reviewed termly by the SENDCo with class teachers and teaching assistants, using teacher assessments, specific test results and observations. The SENDCo and class teachers regularly monitor progress. Parents will be offered a chance to discuss progress at parent meetings but can request additional meetings with the class teacher and/or SENDCo at other times. Multi- agency meetings where support from other agencies is necessary may also happen as termly review meetings. A home school communication book can also be set up where daily contact is needed.

Additional Support
Some children will have extra help from another adult to achieve targets from their Provision Map. A few children may benefit from support and advice from other sources and specialists. Some children will have higher level needs that require the school to request support from the Local Authority, Speech and Language Therapy or services such as Physiotherapy and Occupational Therapy.

Funding

Element 2 funding (school level Special Educational Need).
Some children will need additional support other than that normally provided by the classroom teacher. This funding comes directly into the schools budget.

HLN funding (higher level need).
Children may have a specific diagnosis that requires additional help. This may be complex or more severe needs which require more consistent adult support to access the curriculum The SENDCo has to put in a request to the Local Authority to access this funding and it is decided on by the Local Authority SEND panel.

Medical funding if a child has complex medical needs which require some form of physical intervention we may be eligible to access this funding.

How will the school support my child to be included in activities outside school including school trips?

We will aim to include all children in extra activities. Where necessary we will work alongside families and support services to ensure children access a broad and balanced curriculum. We also aim to make sure all children are have equal access to school life including clubs, school council and in the day to day roles and responsibilities in school.

4. SEND Coordinator (SENDCo)

The SENDCO has responsibility of ensuring that there is a consistent approach to special needs and that the above process of: Assess-Plan-Do-Review is completed and monitored for its effectiveness. It is also the responsibility of the SENDCo to ensure the views of families and pupils are taken into account and that there is clear communication. Information about the roles and responsibilities in school concerning SEND can be found in more detail in the SEND policy. Further information about SEND at Highbank can be found in our SEND policy available on the school website and from the SENDCo: Helen Reed, via: admin@highbank.nottingham.sch.uk

5. Specialist Expertise

What specialist services and expertise are available or accessed by the school?

Highbank invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with other agencies. (see policy for more information).

What training have the staff supporting SEND ?

Many of our staff have attended specialist training including: autism awareness, ADHD, play therapy, dyslexia, Makaton, social and emotional wellbeing and positive behaviour management. Our school operates the following training programmes:

- Transform Academy Trust – all staff have opportunities to attend a variety of training through the Trust and Trust schools.
- Transform Academy Trust SENDCo Network - the SENDCo will attend a specific SEND training event termly.
- Local Authority SENDCo Network – the SENDCo will attend a specific SEND training event termly and also attends the Local authority annual conferences.
- Teachers and TAs may attend Local authority professional development
- Specialist training from external agencies such as Inclusive Education Service, Educational Psychology Service, Speech and Language Therapy, Health Service Community Training.
- Individual staff also attend training to support specific needs.

6. Equipment and Facilities- how accessible is the school both outdoors and indoors?

Physical Environment

To ensure that we make 'all reasonable adjustments' (Code of Practice Introduction, Section XX) the leadership team seeks advice from relevant services when new children are admitted who may have additional physical needs and accesses the higher cost equipment fund where necessary to assist with any adaptations.

Early Years and KS1 building
The building is fully adapted to accommodate children with a physical need. There are no steps to the single level building and doorways are large enough to accommodate wheelchairs. There are 4 sets of children's toilets in the building as well as a disabled toilet with a medical bed.

Key Stage 2 building.
The single level building is fully adapted to accommodate children with a physical need. Access to KS2 through the Main Entrance is on one level and the doors are all wide enough to accommodate wheelchairs. There is a disabled toilet.

7. How can parents get involved?

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher.
Parents/carers are invited to Parents' Meetings and, where relevant, review meetings on a termly basis to discuss concerns, progress and their child's Provision Map and targets. Information on support agencies is available from the SENDCo.
Parents/carers receive a letter about Special Educational Needs if their child is included in the Special Educational Needs register and details about Special Educational Needs provision at Highbank is also available on the school website. Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office. The SENDCo, Helen Reed, can be contacted by phoning the school office or emailing: admin@highbank.nottingham.sch.uk
In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the Children's Centre and other specialist organisations where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted in relation to SEND matters.

8. Pupil view

Where able, children may be asked to review meetings to contribute their view on the provision they are accessing and how they feel they can best be supported. They also complete pupil voice questionnaires once a year and the SENDCo uses their opinions to shape provision and to feedback to parents at review meetings. For children who struggle to communicate, we also take their opinions and feelings into account through the use of photos, videos and communication boards.

9. Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head of school and senior leadership team will aim to resolve any complaints as soon as possible. The School complaints Policy is on the school website or available on request from the school office.

10. Role of Governors in accessing support for SEN

Governors have a responsibility to ensure children with SEND can access services by:

- Determining school's general policy
- Lydia Cartwright is our SEND governor
- Having regard to the Code of Practice in all decisions
- Establishing the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Ensuring that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- Ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- Working with the governing bodies of other schools in the area where necessary to co-ordinate special educational provision.
- Ensuring that necessary provision including accessing other services is made for any pupil who has special educational needs and that all pupils are fully included.

11. Important contacts for Parents / Carers

Parents/Carers seeking advice if they have a concern about their child can contact the following:

- Helen Reed, school SENDCo : admin@highbank.nottingham.sch.uk Tel: 0115 9152965
- Clifton Children's Centre; Tel: 0115 8762625
- Ask Us Nottinghamshire (advice for families with a child with a disability or special educational need): 0115 8041740, Email - enquiries@askusnotts.org.uk; www.ppsnotts.org.uk
- Autism East Midlands: www.autismeastmidlands.org.uk
- NPST Neurodevelopmental Pathway and Support team – queries regarding possible ADHD and Autism. Tel: 0115 8761716, Email: NPST.enquiries@nottinghamcity.gov.uk
- More information about the local offer available in Nottingham City can be found on the Nottingham City Council website: http://www.nottinghamcity.gov.uk/education-and-schools/special-educational-needs-service
- Information for children and young people with disabilities in Nottingham and Nottinghamshire can also be found through Ask Iris: www.askiris.org.uk 12.

12. Transition

Transition into school, between classes and onto their next school is carefully managed by all the staff. At the end of each year the class teachers hold meetings with the children's new teachers. Class teachers pass on all relevant information regarding children including details of any interventions, difficulties etc. The SENDCo forwards all relevant information and class/individual provision maps to new class teachers.

As part of our admission arrangements, parents are asked on induction about their child's Special Educational Needs. If there are external services involved, contact details are sought and contact will be made by the SENDCo. The child's previous school will also be contacted to seek advise on the best support methods for the child.
Transfer to KS3

The SENDCo liaises with the SENDCo from each of the surrounding secondary feeder schools to discuss and pass on relevant information. Children take part in transition programmes and, where necessary, additional visits and meetings can be arranged for children with additional concerns and/or special Educational Needs. Parents can also request additional visits and meetings. The children may also produce a passport to support their transition. Transfer forms are completed by the SENDCo/class teacher and relevant documentation is transferred indicating the child's needs and placement on register, relevant assessments and nature of current support.

13. The Local Offer

The information in this report outlines the local offer at Highbank Primary and Nursery school. Details of the local offer provided by Nottingham City Council can be found on their website:
www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7

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