

# Highley Primary School



## S.E.N.D. Information Sharing Report

SEND(Special Educational  
Needs/Disabilities) information for  
Parents/Carers

If you feel your child may have Special Educational Needs/ Disabilities or you are concerned about an aspect of their development. Please look through the following information and relevant links.

If you require any further assistance or would like to discuss your concerns please contact school SENCo Mrs J. Griffiths:

Phone Number 01746 861541

E mail [admin@highley.shropshire.sch.uk](mailto:admin@highley.shropshire.sch.uk)

People Who Support Children With Special  
Needs and /or Disabilities In Our School:

Class Teacher is responsible for:

- o Ensuring that the school's SEND policy is followed in their classroom.
- o Ensuring that all children have access to quality first teaching and that the curriculum is adapted to meet each individual child's needs.
- o Providing additional help and support within the classroom through their planning and provision of any resources and adaptations necessary.
- o Ensuring that all members of staff working with your child in school are aware of your child's individual needs and /or conditions.

SENCo is responsible for:

- o Co ordinating all the support for children with special educational needs and/or disabilities.
- o Developing the school's SEND policy to ensure all children have a consistent, high quality response to meeting their needs.
- o Updating the school's SEND record of need and making sure there are appropriate records of your child's progress and needs.
- o Providing specialist support for teachers and TAs to help SEND children reach their potential.
- o Involving parents in their children's progress and review of their child's specialised provision.
- o Liaising with a range of specialist outside agencies that can offer additional advice and strategies on specific needs.
- o Monitoring the support that your child is receiving.
- o Monitoring the training of staff to ensure they can meet the needs of your child.
- o Liaising with the head teacher Mr Paul Smith and Governor responsible for SEND Mrs Ritchie-Simmons.

How we share information with our parent/carers of children with SEND:

- o The class teacher/SENCo is available to discuss your child's needs and to share information about your child.
- o Any additional support for your child will be noted on a personal plan for your child. This will be reviewed on a termly basis with you, your child, class teacher and SENCo.
- o All referrals to outside agencies and any information provided will be discussed with you fully.

## How we support our SEND children at times of transition:

- o If a child is entering our school we arrange a 1:1 meeting with parent/carers to discuss your individual child's needs.
- o When your child moves from one year group to another all relevant information is passed onto the new teacher so they are fully aware of any specialised requirements for your child.
- o If your child requires additional support a transitional booklet will be prepared for them.
- o If your child moves school the SENCo from the new school will be contacted and made aware of the individual's needs.
- o When your child moves to secondary school special needs records and details of individual requirements will be discussed and passed on to Secondary SENCo
- o Additional transition visits can be arranged with Family Support Worker to new school.
- o If your child has a statement or Education Health and Care Plan the Secondary SENCo will be invited to their Y6 annual review to ensure the new school is aware of your child's individual needs.

## Provision for pupils with SEND

### Communication and Interaction:

#### *Speech, language and Communication Needs*

Any children identified as having speech difficulties or communication difficulties will be referred to the speech and language team.

If a program is put in place this will be implemented by class teacher and reviewed regularly by the Speech and Language Therapist in conjunction with the SENCo.

Progress will be discussed with parents, class teacher, and SENCo and noted on their personal plan.

If your child requires more specific speech work, they may receive 1:1 blocks of therapy with a member of the speech team either in school or at the clinic.

If necessary we also have access to the SSLIC Team (Specific Speech and Language Impaired Children's Team) which will provide specialist support on a 1:1 basis.

#### *Cognition and Learning:*

If your child is identified as having difficulties with some or all aspects of their learning this will be highlighted by the class teacher and discussed with parent/carer and SENCo.

After assessment a personal plan will be put in place to focus on specific targets that will help your child move on in their learning or close gaps in their learning. This will be reviewed on a termly basis with the class teacher, parent, child and SENCo.

If your child requires a more detailed assessment we will be able to refer your child to our Learning, Support, Advisory Teacher (LSAT) Mrs Jackie Lewis. She will meet parent/carers, make observations of your child, specific assessments and will complete a report which will be shared with parent/carers, class teacher and SENCo and

used to set targets and interventions for your child's personal plan.

Social and Emotional Difficulties:

Any child identified as having social or emotional difficulties will have their individual needs taken into account. This will involve discussions with parent/carers /teacher, SENCo and Family Support Worker. If necessary advice and guidance will be sort from appropriate outside agencies depending on the nature of the individual need.

Agencies we currently use:

CAMHS- Child Adolescent and Mental Health Service

Woodlands Outreach (behaviour and ASD specialist service)

School Nurse- Gail Fitzpatrick

Educational Psychology Team

Severndale Specialist Services

Harlescott Education Centre

West Midlands Autism

Lifelines-Bereavement Services

ENHANCE- Parent Support Programs

Parent Partnership-Charlie Fogg

We also have a specialised Nurture Room on site (The Sunshine Room) which has two experienced nurture room leaders Mrs Leather and Mrs Powell. They provide extra support for up to eight children.

The Nurture Room runs four afternoons per week and can cater for children that may have social and emotional or speech and language needs. Children

are assessed, using a BOXALL Profile, when they enter the Sunshine Room and specific targets are identified for the Nurture Room leaders to develop. There are close links with the child's class teacher, parent/carer, Family Support Worker and SENCo. Progress is reviewed regularly and new targets are set. When we feel the child is ready an assessment is completed and if possible the child will begin a staggered start back to a full class timetable.

For further details please see our Nurture Room Policy.

#### Physical or Sensory Difficulties:

Children in our school who have physical or sensory difficulties will have their specific needs addressed through a personal plan. Their specific requirements will be agreed with class teacher/parent/carer and SENCo. Any additional advice or guidance will be sort from outside agencies.

We currently have access to:

Occupational Therapy

Physiotherapy

Hearing Impaired Service

Visually impaired service

Shropshire Diabetic Department

Provision for pupils that require an Education and Health Care Plan

Any child that has been identified as needing an Educational and Health Care Plan in our school will follow the application procedure as set down by the Shropshire Authority, Advice about the process and application will be given to you by the SENCo .

Further details are also available on <https://www.shropshire.gov.uk>

If your child does have a Statement or Education and Health Care Plan it will be reviewed on an annual basis with the class teacher, SENCo, parent /carer, and authority representative if necessary.