



Welcome to Highgate Infant School

Mrs C Kirby, Headteacher

SEND Information Report for Parents

2024-25

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Our SEND Report

The aim of this report is to inform all how we at Highgate support children with Special Educational Needs.

As a member of Unity Education Trust (UET) we are supported by the trust as well as the Local Authority to ensure that we are always striving to include and meet the needs of children with SEND.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad areas of need are

- Communication and Interaction (which includes Speech & Language and Social Communication needs such as ASD)
- Cognition and Learning,
- Social, Emotional and Mental Health Difficulties,
- Sensory and Physical Needs.

Our SEND Information Report is part of Norfolk's Local Offer, and it is reviewed every year. Anyone can see details of the Local Offer on Norfolk County Council website at <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

What is the local offer?

It gives information on all the support available for children and families both county wide and locally with regard to SEND.

The LA Local Offer

- The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.



- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. This report is updated annually.

Your child has Special Educational Needs, what do we at Highgate Infant School offer you?

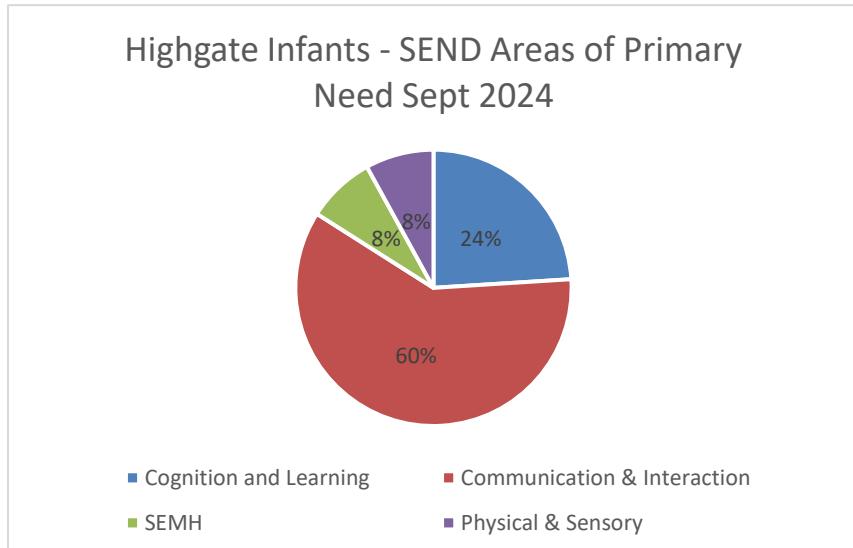
At Highgate Infant School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

In our school at present 41% of our pupils have special or additional needs. 18% have an Education Health Care Plan and 23% are classed as SEN Support, meaning that they require extra support to help them overcome barriers to learning.

This compares to national figures (June 2024) for primary-educated pupils where 17.1% of pupils are on the SEND register, where 3.0% of pupils have an EHC plan and 14.1% have SEN support.

As a school, we have significantly higher proportions of SEND pupils compared to national averages.

Pie Chart showing the proportion of pupils in each of the 4 broad areas.



This data only gives the proportion of pupils within each primary need, pupils may also have secondary needs not represented in this data.



Who are the best people to talk to if your child needs extra support?

The Class Teacher:

Responsible for: High quality first teaching



Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the SENDCO (special educational needs and/or disabilities coordinator) know as necessary.

Pupils individual progress is monitored, and every child is discussed at half-termly Pupil Progress meetings where all the class team plus Headteacher, SENDCO and Intervention staff are present. If it's felt a child needs individual or small group intervention these are planned at this time.

Setting individual targets and writing an Individual Learning Plan for each child identified with an additional need. Sharing and reviewing these with their Class Team and with parents at least once each term and planning for the next step. If a child is working below the curriculum level PIVATS (Performance Indicators for Value Added Target Setting) may be used to identify where the child's learning is at present and what the next step will need to be. The engagement model is also used as an assessment tool for teachers to assess whether students working below the level of the national curriculum for their age are receiving enough support.

Personalised teaching and learning for your child as identified on the school's provision map i.e., planning and teaching is adapted to ensure access by the child, the targets will reflect small steps of progress expected. Progress will be assessed daily, and next plans will revise and move on learning.

Ensuring that the school's SEND Policy is followed in their classroom.

Liaising with parents.



The SENDCO (Special Education Needs Co-ordinator):

Mr Sam Birkinshaw, Trust SENDCo for UET

(NASENCo qualified)



Responsible for:

- Developing and reviewing the school's SEND policy.
- Updating the school's SEND Record (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND) via a Provision Map.
- Creating Individual SEN Support Plans in collaboration with class teachers and ensuring these are updated and shared with parents at least termly.
- Completing INDES for each child with SEND and ensuring these are updated if needs change.
- Completing an IPSEF yearly to identify the range of needs across the school and the provision that is in place to meet these needs.
- Ensuring that you as the parent are welcome in school, that you are involved in supporting your child's learning at home and that you are kept informed about your child's progress in school and about any interventions or extra help that they are getting.
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g., Speech and Language Therapy, Educational Psychology.
 - Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible, this includes organising training to help to meet any additional needs in school.
 - If the child despite robust intervention has needs that cannot be met in school the SENDCO in co-operation with the child, parents/carers, class team and outside professionals will apply to the local authority for an Education and Health Care Plan (EHCP) Needs Assessment. The authority will then decide if an EHCP will be written. The recommendations in the plan will then be put in place in school. It should be noted that this is a lengthy process, and the school will continue to work together with parents throughout the process to meet the needs of the child as far as possible.
 - Liaising with SENDCO's from all other schools in the Unity Education Trust to ensure the best use of resources and sharing best practise.



The Head Teacher: Mrs C Kirby



Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.

The Head teacher will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

- Designated Teacher for LAC (looked after and previously looked after children)

Governors and SEND -

Responsible for:

The Governance Handbook 2017 states that the governing body, along with the head should decide 'the school's policy and approach to meeting the children and young person's SEND requirements, including those with or without statements of SEND or Education, Health and Care Plans (EHCP)



What are the different types of support available to children with SEND at Highgate.

The biggest support for all children's progress, including pupils with SEND, is excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- Lessons are planned, structured and adapted well, building on what your child already knows, can do and can understand.
- That specific strategies and adaptations to the curriculum and environment (which may be suggested by the SENDCO) are in place to support your child to learn. Some of these strategies are listed in the table below:

How will you help me?					
	Speech and Lang.	Social Comm.	Cog. & Learning	SEMH	Phys & Sensory
Universal Supports (INDES 1+)	<ul style="list-style-type: none"> • Dual coding through visuals/objects (e.g. visual timetable, comic strips) • Cue in instructions by name • Simplify instructions • Thinking time before responding • Check understanding • Cue in changes of topic • Model how to ask for help / to clarify an instruction • Word banks • Pre-teach vocab • Considered partners for group work • Blanks level work • Speech sound intervention 	<ul style="list-style-type: none"> • Dual coding through visuals/objects (e.g. visual timetable, timers) • Clear, consistent routines (e.g. seats) • Prep. for changes (e.g. timers, now/next board) • Adapt to special interests • Agreed calming area or strategy • Modelled emotional language (I think you are feeling) • Explicitly teach social/emotional skills (e.g. Zones of Reg.) • Adult-guided play/ group work to model social communication • Adapted play/lunch routines 	<ul style="list-style-type: none"> • Dual coding through visuals/objects (e.g. visual timetable, manipulatives) • Simple, clear language • Revisit prior learning more frequently • Use real-life experiences for child • Thinking time before responding • Check understanding • Break down tasks into smaller chunks • Use alternatives to writing where poss. • Multi-sensory teaching • Small group in-class/ catchup/ pre-teach • Considered seating near adult/ role model • FFT3 intervention (Y1/2) 	<ul style="list-style-type: none"> • Dual coding through visuals/objects (e.g. visual timetable, emotions visuals) • Responsibilities/roles to boost self-esteem • Clear modelling of positive behaviour and praise when seen ('Catch me good') • Fix it folder / restorative approaches to any challenging or harmful events • Positive Behaviour Support Plan • Zones of Regulation / 5 point scale strategies around regulation • Adults 'annotate' or model their own feelings to the child 	<p>Physical</p> <ul style="list-style-type: none"> • Fine/Gross Motor skills group interventions • Adapted equipment (pencils, grips etc) • For specific physical issues (such as hearing, sight or mobility) see SENDCo for guidance <p>Sensory</p> <ul style="list-style-type: none"> • Complete a sensory profile to identify triggers / calming strategies • Considered seating • Movement breaks • Adapted resources (fidget bands / cushions etc) • Multi-sensory teaching • Sensory Circuits • Ear defenders • Adapted play/lunch routines
Targeted (4+)	<ul style="list-style-type: none"> • SLCN screening tool used to identify personalised targets • 1-1 Speech sound intervention, guided by speech screener • 1-1 phonics boosters • Personalised visual timetable and visual prompts (e.g. core board) • SENDCo to consider referral to SLT/ATT 	<ul style="list-style-type: none"> • 1:1 or small group work on specific issue • Lego/Brick-based Lego therapy intervention • Social stories • Personalised visual timetable and visual prompts (e.g. Widgit) • Adult support in managing transitions • SENDCo to consider referral to Ed Psych. 	<ul style="list-style-type: none"> • Screening tools used to <u>identified</u> personalised targets • Consistent adult support in small group work in core lessons • Booster / pre-teach sessions on key skills • 1:1 or small group memory skills sessions • SENDCo to consider referral to Ed Psych. 	<ul style="list-style-type: none"> • Regular 1:1 check in time with an adult to discuss daily events & strategies to manage feelings or anxieties • Home-school communication book to share positives and track triggers • Personalised ZoB toolkit • SENDCo to consider referral to Ed Psych. 	<ul style="list-style-type: none"> • 1:1 Gross/Fine motor skills intervention • Personalised equipment (scissors, writing area) • Individual sensory kit • Additional sensory breaks or strategies • Personalised workspace • SENDCo to consider referral to OT/Physio
Specialist (6+)	<ul style="list-style-type: none"> • SLT input and plan • Alternative communication strategy (e.g. PECS, sign language) • SRB referral / outreach placement 	<ul style="list-style-type: none"> • 1:1 support at breaks and lunchtimes • 1:1 support in class to help manage social interactions • SRB referral / placement 	<ul style="list-style-type: none"> • 1:1 support in class to help access a personalized curriculum • Personalised alternative recording method (e.g. ATT resources) • SRB referral / outreach / placement 	<ul style="list-style-type: none"> • 1:1 classroom support • CAMHS referral • 1:1 counselling • Personalised Risk assessment • SRB Referral / outreach/ placement • Short-term reduced timetable 	<ul style="list-style-type: none"> • Physio or OT input • 1:1 support for PE or other physical tasks • Personalised adaptive technology (ATT / medical team) • Personalised sensory diet (informed by OT)



Individual support and/or specific group work

Sometimes after discussion between the class teacher/SENDCO or someone from outside who is giving advice we may feel that your child would benefit from working for short periods either 1:1 or in a small group outside the classroom.

Interventions may be run in the classroom or a group room and may be run by a teacher or a teaching assistant (TA).

At present the Interventions we are running include:

- EAL Support (Racing to English),
- Family Fisher Trust FFT literacy intervention,
- Read Write Inc Fast Track,
- Numbers Count,
- Nurture groups,
- Nuffield Early Language Intervention,
- 1:1 Speech and Language sessions,
- Sensory Circuits,
- Attention Autism
- Lego therapy.

If your child is working on an intervention the progress they make is carefully monitored and as a parent you are very welcome to talk about this with the class teacher or with the SENCO at any time.

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g., a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school and at home.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

We work closely with a range of educational services including educational psychologists (CEPP), Virtual School SEND and Inclusion and SEND Team as well as health services including: Just One Norfolk, Speech and Language Therapy, Mental Health Support Team for Schools, Schools and Communities Team and social care services including Early Help.

Sometimes a child needs more support than school can provide - if their learning needs are severe, complex and lifelong. This is sometimes provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.



The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'EHCP case worker' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, it will be decided if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

How can I let the school know that I am concerned about my child's progress?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the SENDCO.

How will the school let me know if they have any concerns about my child in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have.

They will plan any additional support your child may need. This may include an Individual Support Plan (IS Plan) that will have 2 to 4 targets that your child will be working on over the coming weeks. The school will take into account your child's views and encourage them to be involved in making decisions about their support.

They will also discuss with you any referrals to outside professionals to support your child.



The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCO is also available to meet with you to discuss your child's progress or any concerns/worries you may have.

There will be regular opportunities for you to find out about your child's progress i.e., parents' meetings.

All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.

Personal progress targets will be reviewed with your involvement at least every term.

Homework will be adjusted as needed to your child's individual requirements.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

The school employs a Parent Support Advisor who is able to support any parent if needed.

There is a great deal of support available for parents/carers of children with SEND, the SENCO will be able to suggest and advise on how to access this help. The Local Offer on the norfolk.gov.uk website offers advice and support for parents and carers. There is information on everything including sleep issues, supporting children with a diagnosis, behaviour issues, bullying, sensory support or worries around mental health as well as specific organisations to support parents which include Family Voice.

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Norfolk LA, includes money for supporting children with SEND, the SEND Notional budget.

Where individual pupils require additional support that costs more the extra costs could be met by requesting Element 3 funding for the individual pupil, or a Bridging fund if the child has just joined in EYFS. Element 3 funding is requested directly from the Learning and SEND team by submitting an INDES (Identification of Needs Descriptors in Educational Settings) and an IPSEF (Inclusion and Provision self-evaluation framework).

Our current budget share tracker: <https://csapps.norfolk.gov.uk/BudgetShare/default.aspx>



The Head Teacher and the SENDCO discuss all the information they have about SEND in the school and from this information, they decide what resources/training and support are needed in school.

The school identifies the needs of SEND pupils on a Provision Map, this shows the different types of support in place across the school. It is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Children who will benefit from extra support are included on the school's SEND Record, at present there are 15 children listed on this record, 9 come under Communication and Interaction, 5 are under Cognition and Learning, 0 - Sensory/physical and 1 needs support within SEMH - Social Emotional and Mental Health. Some children fall into more than one category of course.

Additional advice and sharing of good practice comes from being part of the UET SEND Network, Essential SENDCo Network and the Virtual School's SEND Forum. We continue to be part of the 'Core Consultation' model, which helps to support and challenge schools with regard to their provision. One main area of focus has been to look at ways to best support children with Autism,. We have received input from the Autism support team from which strategies and ideas have since been implemented, and training planned for all staff. This Consultation process continues and we have another scheduled meeting for next term.

Who are the other people providing services to children with SEND in this school?

School Provision

- Teachers responsible for quality first teaching
- Teaching Assistants and HLTA's working mainly with individual children or small groups
- Teaching Assistants and HLTA's offering support with emotional and social development through Nurture
- PSA supporting families with identified needs
- Intervention teachers and TA's who are highly skilled to develop specific areas of learning
- EAL support for pupils with English as an additional language
- School leadership team and Governing Body



Other Provision available to the school & families

- Educational Psychology Service (CEPP)
- Sensory Service for children with visual or hearing needs
- Norfolk SENDIASS <https://www.norfolksendiass.org.uk/>
- Just One Number <https://www.justonenorfolk.nhs.uk/our-services/just-one-number-and-parentline>
- Mental Health Support Team for Schools
- SALT (Speech and Language Therapy)
- School 2 School support
- SRB (Specialist Resource Bases, these are centres based in schools around the county who support children with a specific need)
- Children's Centres
- Occupational and physiotherapy
- Child and Adolescent Mental Health Team (CAMHS)
- School and Communities Team

How are the staff in school helped to work with children with SEND and what training do they receive?

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. In the past year this has included training on SEND issues such as Autism, strategies to support children with speech and language difficulties and mental health and well-being.

Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g., from the Short Stay School or School2School.

As part of the UNITY Academy the SENDCO also attends the half-termly network meetings for SENDCOs from all the schools in the academy, as well as attending the SEND and Inclusion Forum termly.

Teacher and TA appraisals are used to highlight the training needs of individual teachers, and this becomes part of their targets and corresponding CPD.



How will we measure your child's progress?

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed half termly, in reading, phonics, writing and numeracy, in progress meetings where all staff will be accountable for setting next steps and support.

Where necessary plans may include targets set by outside agencies specific to their needs. Targets will be set with regard to the barrier to learning that an individual child is experiencing, and these targets are designed to accelerate learning and close the gap as well as capturing progress. Progress against these targets will be reviewed regularly (at least once a term) at meetings between class teachers and the SENDCo and the targets and progress made will then be discussed with yourself at regular meetings.

We have been using PIVATS assessment programme for Reading, Writing and Number, this breaks down each objective into smaller steps and it means we can capture these small steps of progress that children with SEND make. We have also started using the Engagement Model to evaluate the appropriateness of the curriculum for children who are not engaged in subject-specific study. In addition, some of our interventions have a standardised assessment that is carried out on entry and exit. These include Sandwell Number Assessment for maths interventions, FFT Assessment for our FFT reading and writing Intervention, Solihull tracking for acquisition of English, and TALC assessments and speech sound screens for children with Speech and Language as a barrier to learning.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review meeting. You would be invited to attend and be involved in the Review, along with your child where possible.

The SENDCO will also check that your child is making good progress within any individual intervention or group that they take part in through regular monitoring of the data from intervention assessments and Pupil Progress meetings.

Regular book scrutinies and lesson observations will be carried out by the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How would we support your child's social and emotional development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.



All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum which encompasses a range of programmes including Mind to be Kind and PATHS. However, for those children who find aspects of this difficult we offer nurture. We use the Boxall online assessment and tracking programme to assess every child in each class, the results show us the health of each child's social, emotional and mental health and then go on to suggest activities and strategies that we can use to support children in this area.

If your child still needs extra support, with your permission the SENDCO can access further support through the Family Support Process. This may include support in the home if a parent identifies the need. The SENDCO can also contact the Mental Health Support team, who can arrange some sessions either within school or out of school to work closely with you and your child to support you in addressing any low-level behaviour or anxiety issues.

How is Highgate Infant School accessible to children with SEND?

Highgate Infant school aims to be fully inclusive and has a small family feel which supports pupils with SEND, they will be known by all members of staff and every child is valued and we have 'High Aspirations' for all.

The school however is a small Victorian building and does have limited access to some areas of the school.

- The school is on a single level with limited access.
- There is one disabled toilet.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- For those children with a specific need, adaptations will be made.

How will we support your child joining and leaving school?



We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school or starting school:

Your child will be able to visit our school and stay for a taster session and the SENDCO and/or class teacher can contact your child's present school to meet and talk to staff who know your child.

The SENDCO will visit the Pre School setting when appropriate.

The Early Years team will carry out an initial meeting to enable you to discuss your child's needs in confidence.

The Reception class staff will liaise with parents on a daily basis and feedback on how children are settling and progressing.

Admission arrangements: <https://highgateinfant.uk/admissions/>

If your child is moving to another school:

We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

We ensure that there is a robust transition process in place when our pupils move to Junior school and this includes regular contact and visits to their new school, staff from these schools visit us here too.

We are able to arrange extra visits for pupils with additional needs.

We can also seek help from the Mental Health Support team who will work with children who are anxious about the transitioning to a new school.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Targets will be shared with the new teacher.

All children will have a transition time in their new class with extra transition for those children who struggle with change.



Highgate Infant School - SEN Information Report 2024/25



Our aim is always that every child including those with SEND is nurtured, supported and valued by everyone in school.

Updated September 2024

To Be Reviewed September 2025