



**HIGH STREET PRIMARY  
SCHOOL  
Special Educational Needs  
Information Report  
2018/2019**



At High Street Primary Academy, we greatly value the input that parents make to their child's education and aim to work closely with parents to provide the best support possible.

There may be times when children need extra support with their learning. It is hoped that this Special Educational Needs Information Report will inform you of the types of support available for your child and how this support can be accessed.

**Questions that I might want to ask:**

**1. What is meant by the term 'having a Special Educational Need'?**

A child or young person has SEN (Special Educational Needs) where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that which is normally available to pupils of the same age. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

***The Code of Practice identifies 4 broad areas of need:***

**1. Communication and Interaction** - This includes speech and language and social communication difficulties which may include Autism.

**2. Cognition and Learning** - This is where a pupil is learning at a slower pace than others in their year group.

**3. Social, Emotional and Mental Health Difficulties** – This may include pupils with challenging behaviour, anxiety, ADD (Attention Deficit Disorder), ADHD (Attention, Deficit, Hyperactivity Disorder) or attachment disorder.

**4. Sensory and/ or Physical Needs** – This includes hearing difficulties, visual difficulties, mobility difficulties and sensory processing difficulties.

The following link provides detailed guidance for parents and carers on this definition and also on how the new SEND system will support children and young people with SEN or disabilities.

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

## **2. What do I do if I think that my child has a Special Educational Need or Disability?**

***We encourage you to share any concerns that you may have about your child as soon as possible. It is best for you to meet with the class teacher in the first instance.***

You can contact the following members of school staff through the school office or by telephoning 01752 225649:

**Class teacher** - The majority of children with a Special Educational Need can have their needs managed by the class teacher. At High Street Primary Academy every teacher is a teacher of SEN. However, it may be necessary to have meetings with the SENCo as well as the class teacher at times throughout the year.

**Special Educational Needs Coordinator** - The purpose of this role is to monitor and ensure that class teachers effectively meeting the needs of children with Special Educational Needs. It is also to seek and utilise the support of outside agencies where necessary.



**Mrs Jules Sanders**  
**SENCO**

**Family Support Advisor (FSA)** - The School Family Support Advisor, Helen Conlon, can support you by attending meetings or having discussions with school staff if necessary. Helen works every day and can be contacted through the school office on 01752 225649. Helen can also be contacted by email on [hconlon@highstreet.plymouth.sch.uk](mailto:hconlon@highstreet.plymouth.sch.uk)

**Mrs Helen Conlon**  
**Family Support Advisor**

### **3. Who can I contact for advice and support for my family and how?**

#### ***In school***

- Helen Conlon, Family Support Advisor
- Jules Sanders, Special Educational Needs Coordinator
- Your child's class teacher

All of the above members of staff can be contacted through the school office on 01752 703656.

#### ***Out of school***

- ***Plymouth Information Advice and Support for SEND (PIAS)***. Plymouth Information Advice and Support for SEND (PIAS) provides information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area.

PIAS provide parents and carers of children with SEND with:

- support at meetings
- support around education and training issues.



Information provided is impartial and confidential.

Contact: <https://www.plymouthias.org.uk/>

- ***Link to the Plymouth Local Authority Local Offer***. Local authorities must set out in one place the provision available across education, health and social care for children and young people who have SEN or are disabled. The Plymouth online directory provides welfare, health and social care information for families living in Plymouth.

Contact: [www.plymouthonlinedirectory.com/kb5/plymouth/directory/localoffer.page](http://www.plymouthonlinedirectory.com/kb5/plymouth/directory/localoffer.page)

### **4. How will the school monitor the progress of my child?**

At High Street Primary Academy, the progress and attainment of all pupils is reviewed termly (3 times a year) by the Teachers and the Senior Leadership Team at which time support may be changed to meet identified needs. Children identified with SEN may have an Individual Education Plan. These are also reviewed three times a year and progress is measured within each target. These are a working document and can also be changed as the need arises.

## **5. How will the school let me know if they have any concerns about my child's learning?**

If there are Special Educational Needs (SEN) concerns it may be that a Record of Concern (ROC) is written to support your child. If the support put in place on the Record of Concern does not enable your child to make progress it may be that they need to be moved onto the Special Educational Needs (SEN) register.

You will be informed about your child's general progress and targets through the yearly Parents Evenings and Annual Report.

At times it may be useful to hold multi-agency meetings which are often called Team Around Me (TAM) meetings with a range of professionals in order to ensure we can access the best possible support for your child.

## **6. Where can I find information about how the school supports children with SEND? (Accessibility)?**

All pupils in school receive high quality teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. Some children with SEND may require resources that are personalised to the child. All our classes are supported by teaching assistants who can support small group work or catch up programmes where needed.

Lunchtime and after-school clubs may be accessed by all children. Additional support can be put in place if and when needed to support additional needs.

We have a committed team of staff who may be involved in supporting your child at High Street Primary Academy.

These include:

- Your child's teacher, who will always make sure that the learning is appropriate and accessible for your child. Please approach your child's class teacher if you would like to discuss things further.
- Teaching Assistants, who support pupils in class and can provide additional support to individual children or small groups under the direction of the class teacher.
- Mrs Conlon (Family Support Advisor) is also able to provide individual and group to children who may be having emotional, social and mental health difficulties to develop their social and emotional wellbeing. Mrs Conlon also supports families to deal with any difficulties they may face or queries they have.

- Mrs Natalie Lilley is our in-house Speech and Language Therapist. She works at the school every Wednesday during term time. Natalie works with children of all ages from Nursery to Year 6 who need help with a wide range of speech and language needs.



**Mrs Natalie Lilley**  
**Speech and Language Therapist**



**Mr Guy Rapson**  
**Drama Therapist**

- The school Drama Therapist, Guy Rapson, works with children who have experienced emotional trauma.
- The SENCo (Jules Sanders) is experienced in the SENCo role and has worked within both education, as a class teacher and SENCo, and within the Child and Adolescent Mental Health Service (CAMHS), leading the Targeted Mental Health in Schools (TaMHS) Team in Plymouth. She is an experienced trainer and is currently delivering training to support emotional needs and trauma both within High Street Primary Academy and other schools. She attends local training and updates and works closely with other SENCos in the local area to ensure that her knowledge is kept up to date. She coordinates the provision of SEN in school.
- XXXXXXXXX is the School Governor who works with the SENCo in leading SEN in school.

## **7. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. We have an access policy which is available upon request.

## **8. What training or specialist expertise do staff at school have to support children with SEND?**

To ensure our staff have the skills and knowledge to support children with SEN, there is a programme of ongoing training. Some school staff have been trained to provide specialist support. Where a training need is identified and the expertise not present, the school is committed to ensuring that training is promptly addressed. Training is offered both in house and through outside agencies.

## **9. How does the school involve parents, carers and pupils in their SEND support?**

All parents/carers are encouraged to contribute to their child's education. The school has a variety of ways to allow parents/carers to share their views and concerns. Teachers endeavour to be available at the end of the school day, if parents/carers wish to discuss their child. Alternatively, a home-school link book can be provided. The school also holds yearly parent consultations. The SENCo can be contacted through the school office by parents and has an open-door policy for children.

Children with SEND are encouraged to share their views and concerns through;

- Questionnaires
- IEP Reviews
- Early Help (EHAT) / Team Around Me Meetings (TAM)
- Pupil Profiles
- Annual Review Meetings for pupils with Education and Health Care Plans (EHC)
- Person Centred Planning Meetings

## **10.If I have a query about the provision available for my child how can I share it and with whom?**

If concerns are raised about your child's achievement or well-being, the first point of contact is your child's class teacher. If you need further support and advice you can speak to Jules Sanders (SENCo), Helen Conlon (Family Support Advisor) or Mr Mitch Frame (Headteacher). Additional support may be offered either in school or from outside agencies. If you are not happy with the SEN provision at the school, please contact the SENCo, or, alternatively, the Headteacher, to share your concerns. We aim to resolve all concerns, but if you are still having concerns about the school, please direct your concern to the School's Chair of Governors.

## **11.Who are the other people who can help us to support your child?**

We are a school that supports and buys into the Multi Agency Support Team (MAST). This gives us access to a number of professionals who can offer support and guidance - such as Learning Mentors, Family Support Advisors, Drama and Art Therapists. We also provide the following school-based provision:

- Family Support Advisor (FSA)
- Drama Therapist
- Speech and Language Therapist

We also utilise many other services offered locally to Plymouth schools such as:

- Strategic Advice and Support (SEND SAS)
- Communication Interaction Team (CIT/CITEY)
- Educational Psychology Service
- Outreach for Physical Difficulties and ICT
- Plymouth Information Advice and Support for SEND
- Community Nursing Service
- Occupational therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Livewell Children's Speech and Language Service
- Paediatric Audiology
- Plymouth Child Development Centre

**If you feel you need extra support that we are not able to provide please contact Plymouth Information, Advice and Support for SEND on 01752 258933.**

## **12. What happens when my child moves from class to class or to another school?**

Every effort is taken to ensure that transition times are successfully managed. All children make visits to their new class and Teacher in the Summer Term. Class Teachers meet in the Summer Term to pass on information about all pupils and their individual needs.

Some children may need enhanced transitions across year groups; booklets may be created, including photographs, to help familiarise them with the changes ahead. These enhanced transition programmes might include visits, and additional sessions in the new class or playground. Some children have a One Page Profile telling their new Class Teacher and Support Staff about their strengths and what they need in school to help them.

In the Summer Term a meeting for parents of Year 5 children with SEND is offered to discuss transition to Secondary education. When changing settings additional visits may also be arranged to reassure both pupils and parents. Year 6 children are supported to manage the transition to secondary school. This may include sessions on how to read the timetable, time management, how to pack a rucksack and addressing any worries about the move. This is overseen by the year 6 teachers and the SENCo.

**If you have any queries that this school information report has not addressed please contact the SENCo, Jules Sanders, who will be happy to discuss further.**