



# Highbury Primary School

‘Valued as Individuals, Inspired and Nurtured as Learners’

Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

## Highbury Primary School – SEND Information Report

**Our motto is: ‘Valued as Individuals, Inspired and Nurtured as Learners’**

At Highbury Primary School and nursery, we ensure that the children are at the heart of everything we do. Our mission is:

- To be an inclusive, safe and caring community where each member is equally valued and nurtured to develop their potential.
- To achieve academic excellence by ensuring each pupil performs to the best of their ability.
- To work together as a team with parents and carers within the community to promote respect and responsibility for the benefit of all.

**What are Special Educational Needs and what does it mean for Highbury Primary School?**

At Highbury, all teachers are teachers of pupils with SEND and as such, provide quality first teaching, which takes account of the particular individual needs of pupils with SEND within the classroom.

**The Local Authority local offer is available here**

**<http://www.portsmouthlocaloffer.org/>**

## The Graduated Approach

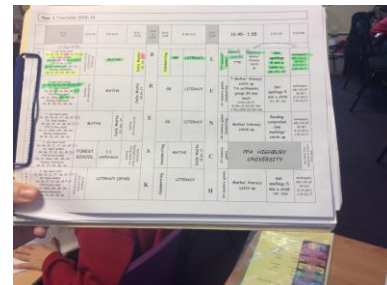
Our school provides a graduated response to each child dependent on the level of need. These are sometimes referred to as stages or waves of intervention.

### Our Universal Offer (Wave 1)

Wave 1 or 'Quality First Teaching' is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning.

At Highbury we aim to deliver:

- ✓ Highly focused lesson design with sharp objectives;
- ✓ High demands of pupil involvement and engagement with their learning;
- ✓ Clear modelling and explanation by teachers in lessons and effective use of questioning to develop understanding and promote deeper thinking;
- ✓ An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually, in pairs and in groups;
- ✓ Assessment for learning strategies that are embedded in lessons to allow pupils to review their own learning and identify next steps;
- ✓ An expectation that pupils will accept responsibility for their own learning and work independently;
- ✓ Regular use of encouragement and authentic praise to engage and motivate pupils;
- ✓ Using a range of teaching styles to appeal to all learning styles;
- ✓ Access to high quality resources to support concrete understanding of concepts.



### Our Targeted Support (Wave 2)

We strive for every child to achieve their best, so if children are identified as making slower progress in particular areas then targeted support is introduced to meet their needs and accelerate progress.

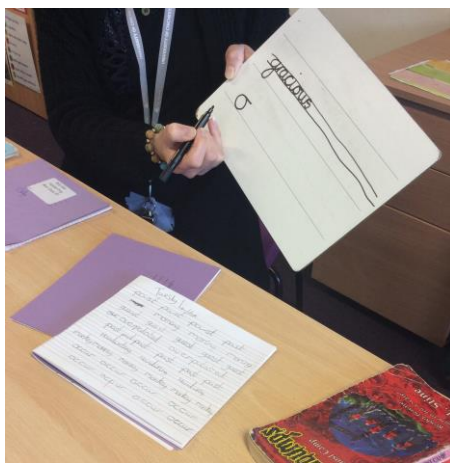
Wave 2 is targeted catch up provision. It describes specific, additional and time-limited interventions over and above what is offered at Wave 1. These interventions have clear entry and exit points and are often in the form of small-group intervention which aims to accelerate progress and enable children to 'catch up' and work at or above age-related expectations. Wave 2 interventions are not primarily interventions for pupils with SEND. However, children included in

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Wave 2 interventions may be on the SEND register. Wave 2 support can also include ongoing support such as group work in class.

Our targeted support includes:

- ✓ Inference training
- ✓ Vocabulary development, including using WordAware
- ✓ Sentence construction using Colourful Semantics
- ✓ Talk Boost
- ✓ Phonics groups;
- ✓ Booster groups for Literacy and Maths, including pre-teach and consolidation groups;
- ✓ Support for children with English as an additional language;
- ✓ Social communication groups such as Lego Therapy, Time to Talk, Socially Speaking;
- ✓ ELSA (Emotional Literacy Support)
- ✓ Fine & gross motor skills groups;
- ✓ Conferencing.
- ✓ Additional guided group work with the teacher or TA
- ✓ Additional time given for some activities
- ✓ Regular additional support from a learning mentor or teaching assistant to support children's social, emotional and mental health needs
- ✓ Sensory circuits and access to sensory spaces
- ✓ Physical aids where necessary or where advised by specialists
- ✓ Alternatives for writing if necessary
- ✓ Resources to manage over sensitivity to noise/smells/light/touch/taste eg ear defenders, work stations, position in class etc



### Specialist Support (Wave 3)

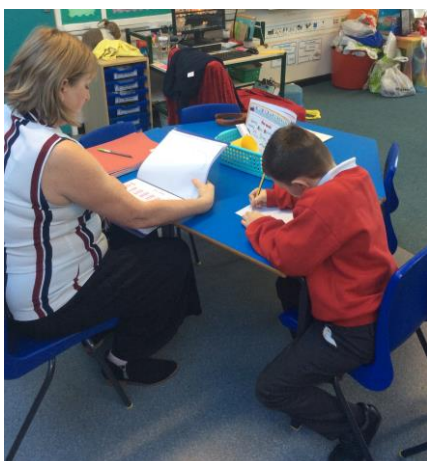
For children who require intervention and support that is additional to, and different from, our universal and targeted provision, we provide more individual focused support.

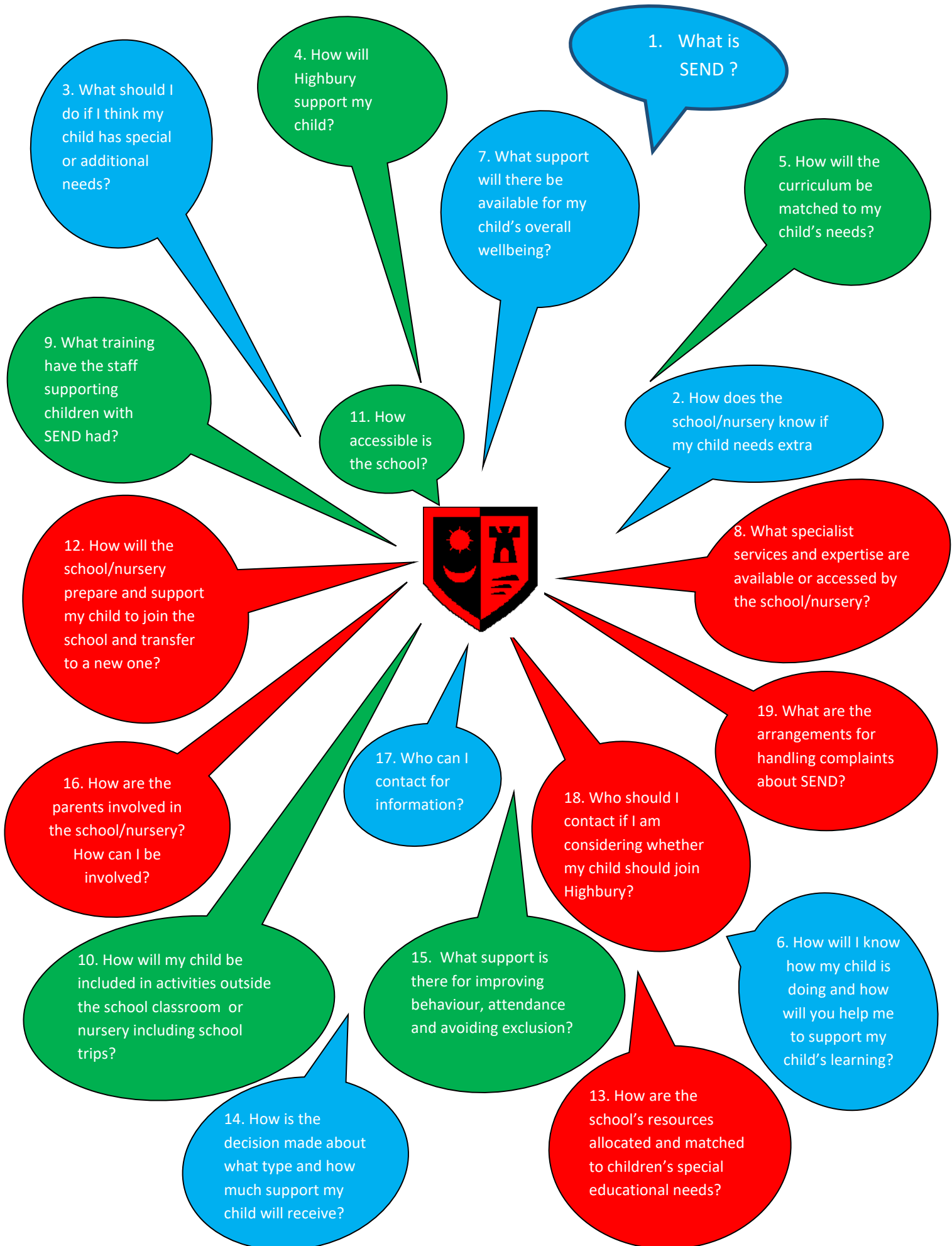
Wave 3 describes deeper intervention offering a more personalised solution beyond the support within Wave 2. Children at Wave 3 may have particular needs related specifically to maths or literacy, or needs associated with other barriers to learning. Provision at Wave 3 is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves 1 or 2.

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This includes:

- ✓ SEN Pupil Passport, outlining termly targets;
- ✓ Specific specialist support from the Speech and Language Therapy Service
- ✓ Precision Teaching;
- ✓ 1:1 support for Literacy and maths;
- ✓ FFT or BRP Wave 3 reading;
- ✓ Literacy difficulties support – overlearning and specific adaptations
- ✓ Specified OT programmes, inc fine & gross motor intervention;
- ✓ Catch up phonics interventions;
- ✓ Personalised learning resources;
- ✓ Attention and Listening programmes, such as ‘Bucket Therapy’;
- ✓ PACE approach to behaviour;
- ✓ An individual visual timetable/ workstation and aspects of the TEACHH approach
- ✓ Social stories
- ✓ Personalised timetables
- ✓ Refer to other agencies e.g. Educational Psychology, Inclusion Outreach Service.
- ✓ Activities are broken down into smaller steps and presented visually for children to work through at their own pace where appropriate
- ✓ Referral to MABs (Multi Agency Behaviour Service), Mental Health Support Service (MHST), CAMHs (Child and Adolescent Mental Health Service), Early Help Service if necessary.
- ✓ Regular, additional 1:1 support from pastoral or other adults
- ✓ Referral to school nurse / Occupational Therapy / Sensory Impairment service if necessary.
- ✓ The environment may be adapted on the advice of a physiotherapist, occupational therapist (OT) or other professional Occupational therapy (OT) and Physiotherapy sessions/programmes delivered when necessary





**SEND Information Report**

## 1. What is SEND?

SEND is defined as a learning difficulty or disability which calls for special educational provision to be made.

A pupil is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools

Children who receive SEND support are placed on a register so that their progress can be closely monitored by Mrs Knight, the Inclusion leader. Some children will receive SEN support throughout their education and others may only need it just for a period of time.

**The SEND code of practice, which Mrs Knight uses to guide what she does in Highbury, talks about SEND in 4 categories and these are shown below.**

### **Cognition and learning:**



Does your child find it difficult to learn or remember new ideas?

### **Sensory and physical**



Does your child have physical or sensory difficulties?

### **SEND Information Report**

## Social, mental and emotional health



Does your child need extra support to interact with others, follow rules, manage their emotions and be happy?

## Communication and interaction.

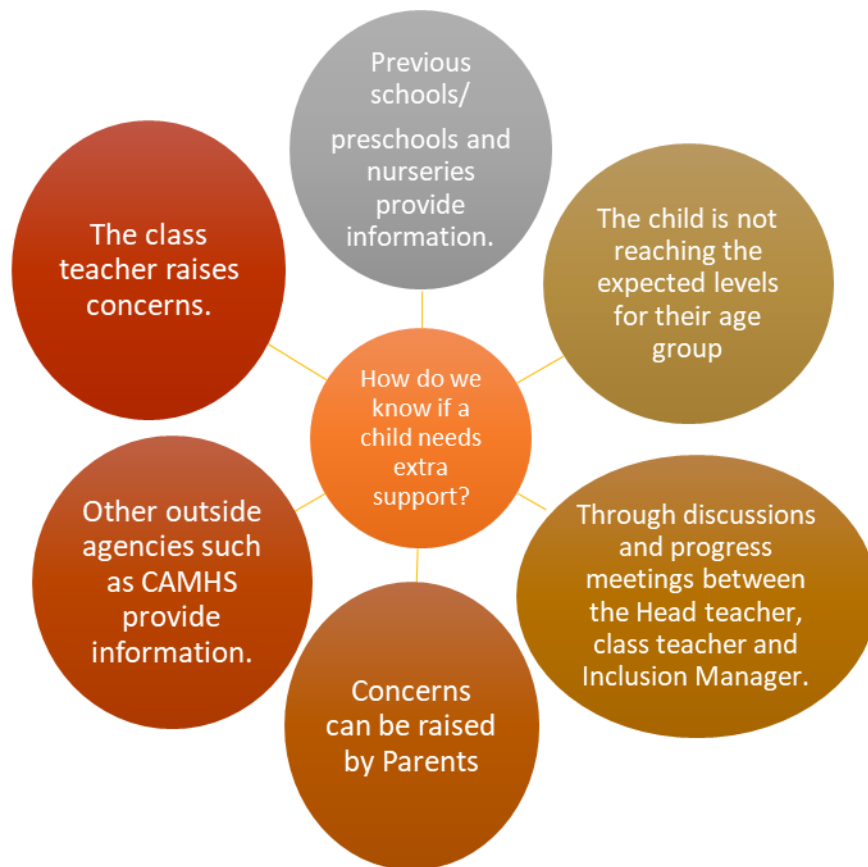


Does your child need extra support with speaking and listening or understanding social rules?

### **2. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

- Liaison with previous school, pre-school/nursery
- Child performing below age expected levels
- Concerns raised by parents and carers
- Through termly Pupil Progress Meetings held between the Inclusion leader (SENDCO), teachers, Head teacher and Deputy Headteacher
- Concerns raised by the teacher; for example: behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor

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### 3. What should I do if I think my child may have special or additional educational needs?

Talk to us – firstly contact your child’s class teacher, who may ask you to meet with them to complete a SEND Concern Form, which will be shared with the SENDCO. If you require more information, contact our SENDCO, Mrs Knight.

### 4. How will the school staff support my child?

- Our SENDCO will closely monitor all provision and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of an intervention group, if this is seen as necessary by the class teacher.
- A SEND Pupil Passport will outline the needs of the child and contain targets to support the child in making progress. These targets will be shared with parents and reviewed regularly.

## 5. How will the curriculum be matched to my child's needs?

All work within class is scaffolded/supported to an appropriate level so that all children are able to access it according to their specific needs.

The benefit of this type of adaptive teaching is that all children can access a lesson and learn at their level. Teachers will adapt their teaching to your child's needs. Children will be given choices and opportunities to work, reflecting their interests.

## 6. How will I know how my child is doing and how will you help me to support my child's learning?

- The class teacher will meet with parents at least twice a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- Your child may have a specific plan in place through their Pupil Passport and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- Copies of your child's Pupil Passport will be shared by the class teacher and reviewed regularly.
- For further information, the SENDCO is available to discuss support in more detail.
- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is getting on.
- We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child has complex SEND, they may have an EHC Plan (Education, Health & Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written.

An FSP (Family Support Plan) may also be completed, which may then result in being allocated a Lead Professional as a main point of contact that the family can get to know. This person will help the family find solutions to difficulties and can be contacted to talk about things or provide practical help.

The Lead professional will also work with the family to put a plan together to address the problems identified and to guide the help needed towards good outcomes.

## 7. What support will there be for my child's overall well-being?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being and we have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.
- If further support is required, the class teacher can liaise with the SENDCO for further advice and support. This may also involve working alongside outside agencies such as Health and Social Services, and the Multi-Agency Behaviour Support Service (MABSS).

- The school has an effective pastoral support team (including our Pastoral Lead and ELSA), who work under the direction of the SENDCO, with vulnerable children during the school day.
- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school's medical manager in the school office to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life-threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place according to the directions of the School Nurse or medical professional involved. School will generally not take responsibility for other medicines such as cough medicines; however we may be able to administer prescribed medicines following discussions with parents.

#### **8. What specialist services and expertise are available at or accessed by the school?**

- Our SENDCO holds the NASENC Masters accreditation.
- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: MABSS (Multi-agency Behaviour Support Service); Health including: School Nurse, General Practitioners; CAMHS (Child and Adult Mental Health); MHST (Mental Health Support Team); Paediatricians; the Neurodiversity team; OT (Occupational Therapist); and the Speech & Language Therapy service. We also work very closely with Social Care and Educational Psychologists. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.
- We have several qualified Emotional First Aiders as well as designated staff who are able to employ 'Positive Handling' as a strategy.
- We have a Pastoral Leader who is there to support with any difficulties in a friendly and non-judgemental manner.
- We have one ELSA trained member of staff who works within our Pastoral Team.

#### **9. What training are the staff supporting children and young people with SEND had or are having?**

- Regular whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class or cohort.
- Many of our TAs have had training in delivering reading and spelling / phonics programmes such as FFT Wave 3 reading, reading and writing intervention, Talk Boost, Early Literacy and Precision Teaching (English and Mathematics).
- As a staff, we have regular training and updates of SEND conditions, medication use (e.g. epi pens) and resources / interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.
- The school has a school improvement plan (J2E), including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may

include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.

- Staff are trained to use a relational approach and P.A.C.E (Playfulness, Acceptance, Curiosity and Empathy) approach when dealing with behaviour, particularly those linked with Social, Emotional, Mental Health difficulties.
- Many staff have completed formal, accredited courses around mental health, challenging behaviour and working with children with SEND.

## **10. How will my child be included in activities outside the classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and a risk assessment will be carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

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

The school has wheelchair access at the front of the school, hand rails fitted by the steps into the school and we also have a disabled toilet. Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all. The school is also able to liaise with EMAS (Ethnic Minority Achievement Service) who can at times assist us in supporting our families with English as an additional language. TAs can support 1:1 as needed to support any specific needs such as physical needs.

## **12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. School/parents may also feel the need to arrange several transition meetings/sessions between the schools in order to alleviate pupil concerns. When receiving and transferring children to different schools, we liaise closely with staff ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs, then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

We recognise that 'moving on' can be difficult for all children, but especially for a child with SEND, so we take steps to ensure that any transition is as smooth as possible. If your child is moving to another school, we will contact the new school's SENDCO and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. For transition to secondary school, we have links to local secondary schools and all children have the opportunity to visit their new school and become familiar with their new setting. Where a child has SEND or is particularly anxious about transition, additional visits can be arranged. Our current SENDCO liaises with the

SENDCo at the next school to ensure that all support arrangements and appropriate provisions are in place.

### **13. How are the school's resources allocated and matched to children's special educational needs?**

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.

We will often allocate Teaching Assistants who are funded by the SEND budget to deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Further support or resources may be allocated to your child following assessments by school staff or outside agencies. Funding may be used to buy in specialist support or assessments (learning/behaviour assessments, educational psychology assessments, behaviour interventions). IT is used as a tool for providing alternative recording strategies.

### **14. How is the decision made about what type and how much support my child will receive?**

The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

### **15. What support is there for improving behaviour, attendance and avoiding suspension?**

As a school we have a very positive, relational approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.

If a child has behavioural difficulties significantly greater than their peers, the class teacher and adults who work with the child may write an Individual Behaviour Plan (IBP). This plan will be shared with the parent/carer and the child. If the behaviour persists with very little change and as a result, the child is at risk of suspension, a Pastoral Support Plan (PSP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. Risk assessments are also completed to ensure a plan is put in place to address any concerns.

After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened, who has been impacted and what the child needs to do differently next time to change and improve their behaviour. As a school we use a 'Restorative Practice' approach to facilitate this.

Attendance of every child is monitored on a daily basis by the Attendance Officer. Lateness and absence are recorded and reported upon to the Head teacher. Good attendance is actively

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encouraged and is extremely important in enabling pupils to make good progress in their learning. Families who struggle with attendance and lateness are supported by the Head teacher, SENCo and/or our Pastoral Lead in an attempt to improve attendance and lateness.

#### **16. How are parents involved in the school? How can I be involved?**

Parent Workshops are available throughout the year and we welcome parent helpers into the school to support the children's learning.

We have an active and supportive PTA who organise lots of events throughout the year and the money raised comes back into school to benefit all children. New members are always welcome.

Our Pastoral Lead offers a comprehensive 'package of support'. Mrs Hartt may meet with you to discuss strategies to use if there are problems with a child's behaviour or emotional needs. An FSP (Family Support Plan) may be suggested if you and your child can be supported in this way and regular meetings are likely to benefit you and the family.

#### **17. Who can I contact for further information?**

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENDCo / Pastoral Lead.

#### **18. Who should I contact if I am considering whether my child should join Highbury Primary School?**

You can contact the school Admin office (023 92 375404) to arrange a meeting with either the Head Teacher or SENCo to discuss how the school could meet your child's needs.

#### **19. What are the arrangements for handling complaints about SEND?**

In the first instance you can talk to your child's class teacher, the SENDCO or Head Teacher. If you feel your grievance has not been addressed, you can request the contact details of the Chair of Governors and put your complaint in writing in the form of a letter and the school policy stipulating the complaint procedure will be followed. You can also request independent support and the school will make this information available to you.

<https://www.portsmouth.gov.uk/ext/schools/special-educational-needs-and-disabilities> and <http://www.portsmouthlocaloffer.org/> .

## PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL

### Class teachers are responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs (also known as adaptive teaching) so that children of all abilities within the class are able to work at appropriate levels with individual challenges.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENDCo as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.  
You can contact your child's class teacher by making an appointment to meet, via the school office or by telephone.

### Teaching Assistants:

At Highbury Primary School, our Teaching Assistants (TAs) work in teams within a phase. Our phases are Year R; KS1 (Year 1 and 2); LKS2 (Year 3 and 4); and UKS2 (Year 5 and 6). Every day, the TA will either work 1:1 with a child, with a small group or supporting the teacher to help children in class. Each day may look different so that children get to experience working with a range of adults and have the opportunity to work independently or with guidance from the TA or the teacher.

### Pastoral Lead (Mrs Hartt):

Our Family Support Worker is here to support parents with any difficulties that they are experiencing in a friendly and non-judgemental manner.

She can support parents with a wide variety of things including, behaviour management, seeking out resources and activities in the area, budgeting/finances/attendance and menu planning.

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**The Inclusion Leader (SENDCo - Mrs Knight) is responsible for:**

- Coordinating all the support for children with special educational needs (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning,
  - kept informed about the support your child is getting,
  - involved in reviewing how they are doing,
  - part of planning ahead for them.
- 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 etc...
- Updating the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Pupil Passports that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Mrs Knight is our school's Assistant Headteacher and Inclusion Leader (SENDCo) and she can be contacted by talking to her at the beginning or end of the day; telephoning via the school office; by email: [lknight@highbury-prim.portsmouth.sch.uk](mailto:lknight@highbury-prim.portsmouth.sch.uk) or by making an appointment to meet, via the school office, Studybugs or by telephone.

**The Head Teacher (Mrs Watson) is responsible for:**

- The day to day management of all aspects of the school; this includes the support for children with SEN and/or disabilities. She will give responsibility to the class teachers and Assistant Head teacher, but is still overall responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Mrs Watson can be contacted by talking to her at the beginning or end of the day in the playground or by making an appointment to meet, via the school office or by telephone.

**The SEND Governor (Katie Williamson) is responsible for:**

- Making sure that the school has an up to date SEND Policy
- Ensuring that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Conducting visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Katie Williamson can be contacted via the school office.

The School's motto is:

'Valued as Individuals, Inspired and Nurtured as Learners'

- ❖ All children receive class teacher input via high quality classroom teaching:
- ✓ The teacher will have the highest possible expectations for your child and all pupils in their class.
- ✓ All teaching is based on building on what your child already knows, can do and can understand.
- ✓ Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- ✓ Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.
- ✓ Intervention Groups will be run for any child who has specific gaps in their understanding of a subject/area of learning may receive support through specific small group work. This group may be run in the classroom or outside. It may be run by a teacher or a teaching assistant who has had training to run these groups.
- ✓ Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.
- ✓ He/ She will plan group sessions for your child with targets to help your child to make more progress.
- ✓ A teacher, teaching assistant or at times, even an outside professional will run these small group sessions using the teacher's plans, or a recommended programme.
- ✓ Some of the children accessing intervention groups may be on the school's SEND register, which means they have been identified by the class teacher as needing some extra support in school.
- ✓ If your child has been identified as needing more specialist input instead of, or in addition to, good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- ✓ Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- ✓ If it is agreed that the support of an outside agency is a way forward, you will 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 yourself understand your child's particular needs better.

- ✓ The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - support to set targets which will include their specific professional expertise
  - your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
  - a group or individual work with outside professional
  - The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.
  
- ✓ **Specified Individual Support:**

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/ SENDCo as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school. This level of support would be appropriate for children whose learning needs are severe, complex and lifelong and who, as a consequence, need a high level of support in school. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Inclusion Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS

### **The Statutory Assessment Process:**

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.

After the school have sent in the request to the Local Authority (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 to provide support to meet your child's needs.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need support beyond the ordinarily available provision in school to make good progress. If this is the case they will write an EHCP.

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The EHCP will outline the number of hours of individual/small group support your child will receive from the LA/school and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

<b>Reviewed</b>	<b>September 2025</b>
<b>Review</b>	<b>September 2026</b>

**Signed:**

**J Watson, Headteacher**

**L Knight, Assistant Headteacher and Inclusion Leader (SENDCO)**

**Katie Williamson, Governor responsible for SEND**