



High Lane Primary School

SEND Annual Report – January - December 2020

SENDCO – Alison Humphries Link governor – Karen Hill

Currently there are 19 pupils on the SEND register at High Lane

1	What are the school's aspirations for children with SEND?	To enable them to achieve their maximum potential across all areas of learning and social and emotional development and to leave High Lane ready for the next steps in their learning journey.
2	What types of special education needs does the school have recent experience of supporting?	ASD, Dyslexia, Physical/Medical, motor control, sensory (hearing/sight), ADHD, mental health, Dyscalculic tendencies, social/emotional, speech and language (SALT).
3	How are pupils with SEND ensured access to the curriculum?	<ul style="list-style-type: none"> • Inclusive school ethos. • Pupils participate in all subjects – curriculum is adapted / differentiated as necessary. • Expectations are high – all pupils are encouraged to meet their full potential. • Swimming/PE – where necessary, alternative arrangements can be agreed between school and parents to enable participation. • A strong focus on carefully selected short-term, high impact interventions and programmes. These are regularly evaluated. • Quality first teaching. Class teachers are trained to manage a range of needs in their daily teaching. • Restorative approaches. • SEND pupils can participate in local specially tailored sporting events. • During the pandemic, pupils receiving LSS support have been invited to attend school. • Other pupils with identified SEND have accessed individualised face to face or remote learning as necessary
4	How is their progress monitored?	<ul style="list-style-type: none"> • Progress is monitored by Classteachers, SENDCO, SEND professionals and HT. • Ongoing teacher assessment. • Summative (and diagnostic) assessment (eg PM Benchmark). • Assessments within intervention programmes (eg Motivational Maths entry and exit assessments). • Pupils identified as needing SEN Support have individual plans and/or pupil passports to focus on particular areas of need – these are evaluated and updated termly. • SEN Reviews. • Discussions with pupils and parents/carers – these can be formal (eg Parent /Carer meetings or reviews) or informal discussions. • Book looks to ensure progress is sustained – peer assessment by teachers then review by subject coordinator and/or headteacher.
5	How do you know your aspirations are being met in terms of achievement?	<ul style="list-style-type: none"> • Academic progress is good in relation to starting points. • Improvement of work in class/book looks is apparent.

		<ul style="list-style-type: none"> • Improvement in ability to engage in whole class work (scaffolded as necessary). • Improvements in regular summative assessments. • Ongoing teacher assessment shows positive improvement and is discussed in pupil progress meetings. • Progress towards ITLP targets is good. Positive anecdotal evidence - through discussions with teachers, pupils and parents. <p>NB additional evaluations of the impact of the pandemic on attainment and progress of pupils with SEND</p>
6	How do you know your aspirations are being met in terms of inclusion, enjoyment, engagement and well-being?	<ul style="list-style-type: none"> • Wellbeing of pupils, and in particular those with SEND, is paramount and runs through all aspects of school life. • Pupil passports evidence emphasis on individualised learning. • Restorative practices are used throughout the school. • Inclusive culture – pupils participate in all subjects and the curriculum is scaffolded or adapted as necessary. • Expectations are high – pupils are encouraged to meet their full potential. • Pupil voice feedback (surveys, passports and ITLP pupil view) – pupils tell us they are happy at school. • SEND pupils participate in a range of extra-curricular activities, including some that are specifically aimed at inclusion (eg bocchia and curling). • All pupils are encouraged to attend residential/school visits and engagement is good. • Discussions with parents/carers show appreciation for personalised approach of the school towards all children.
7	How do you ensure that expectation is as high for pupils with SEND as for everyone else in the school?	<ul style="list-style-type: none"> • SEND pupils are expected to make the same aspirational, but realistic levels of progress from their starting points as pupils without SEND • Pupils are specifically tracked through pupils progress meetings • Actions taken to remove barriers are discussed through SEN reviews and pupil progress meetings.
8	To what extent do all your team see themselves as teachers of SEND?	<ul style="list-style-type: none"> • Emphasis is on quality first teaching for all, with an understanding that good SEND teaching = good teaching. • All learners are seen as individuals and needs are met on an individual basis where this is necessary. • Classteachers act as first points of contact for pupils with SEND and discuss issues/request advice from the SENDCO and other professionals as needed. • Classteachers lead on ITLP development, with support offered from SENDCO.
9	How are school resources deployed?	<p>During the Covid pandemic, TAs are being deployed to support pupils and teachers in class.</p> <p>Once things return to normal, TA support will include</p> <p>TELL (phonics) Motor Skills United (MSU) Motivational Maths (MM) Wellcomm Power pack phonics Write Away Together bespoke Primary Jigsaw/HLPS programmes for SEMH Purchased additional Ipads and SEN schemes/texts SENDCO Wellbeing Lead teacher (from Sept 2019)</p>

		<p>Local Authority SEN support BSS and Primary Jigsaw Educational psychologist - bought in service to work with pupils and families as required. Speech and language - bought in as required</p>
10	What training is available? How would you describe the take up?	<p>Training at HLPS is offered through:</p> <ul style="list-style-type: none"> • National SENDCO Award • LSS training programme • BSS training programme • Primary Jigsaw • Speech and language team • School nursing team • Open University courses • Stockport Restorative team <p>They may be face-to-face or online sessions Training is built into staff CPD and/or arranged on an individual basis as necessary. Support staff are trained in a wide range of research based, high impact interventions (see above).</p>
11	Which external agencies and support agencies are the school working with and how well is this working?	<ul style="list-style-type: none"> • Learning Support Services • Speech and Language • Behaviour Support • Primary Jigsaw • Educational Psychologist • Sensory Support • Occupational Therapy • School Nurse
12	What do you do to build trust and rapport with parents/carers?	<ul style="list-style-type: none"> • Develop a shared 'team around the child' based approach. • Where appropriate, involve external professionals at an early stage (eg team based planning with school/parents/Educational Psychologist). • Treat parents as valuable sources of knowledge/information about their children – listen, understand, empathise, advise. • Endeavour to build a strong home/school partnership. • Termly meetings with classteachers and/or SENDCO. • SENDCO ensures SEN pupils are discussed at Pupil Progress meetings. • Written communication as required. • Class Dojo.
13	What involvement does the designated Governor have with SEND policy and practice?	<ul style="list-style-type: none"> • Annual monitoring activities • Consultation on School SEN Annual Report • Involved in policy review <p>In addition to this, SEND issues are specifically reported to/discussed with the Teaching and Learning committee at least once per year (often more).</p>
14	What is going well?	<ul style="list-style-type: none"> • National SENDCO Award achieved by new lead teacher (gradual handover of responsibilities) • Intervention based approach. • Simple standardised Tracking process visually highlights pupils who have SEN/vulnerable/EAL etc • More in-depth provision mapping. • Increased effective communication with parents/carers. • Increasingly robust referral system.

15	Areas for development?	<ul style="list-style-type: none">• Further develop provision mapping.• Introduce improved ITLP format in line with Stockport entitlement framework.• Strengthen communication and collaboration between all school staff and SENDCO• Continue to develop systems to ensure progress can be easily measured and identified within each banding (emerging, developing, secure, exceeding etc)• Ensuring that subject leaders have full consideration of incorporating necessary adaptations for SEND in their subject areas
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