

HIGH LANE PRIMARY SCHOOL

Andrew Lane, High Lane,
Stockport, Cheshire SK6 8JQ

Headteacher - Mrs Alison Humphries BA (Ed) Hons



Tel: 01663 762378

Web: www.highlane.stockport.sch.uk
Email: headteacher@highlane.stockport.sch.uk

High Lane Primary School – The School Offer

Q. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At High Lane Primary School children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways including the following:-

- Liaison with Early Years setting/previous school
- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical need
- Health diagnosis e.g. through paediatrician

Q. HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – first contact your child's class teacher. Following this meeting, it may be necessary to arrange a further meeting with Mrs Humphries, our SENCo (Special Needs Co-ordinator), or Mrs Morris, our Headteacher. Personal information is always treated in the strictest confidence.
- We pride ourselves on building positive relationships with parents. We work in partnership with parents and carers to ensure best outcomes for our children.

Q. HOW WILL SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area.
- Our SENCo oversees all support and progress of any child requiring additional support across the school.
- There may be a Teaching Assistant (TA) or Learning Support Assistant (LSA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

Q. WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parents' Evening) to discuss your child's needs, support and progress.
- For further information the SENCo is available to discuss support in more detail.

Q. HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The Headteacher and SENCo report to the Governors every term to inform them about the number of children with SEND and how they are being supported.
- One of the Governors is responsible for SEND and meets regularly with the SENCo. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the school budget, which includes the SEND budget, with the overall aim that all children receive the support they need in order to make progress. There is a member of the Governing Body with specific responsibility for monitoring SEND.

Q. HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS? WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs ('differentiation'). Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasion this can be individually personalised to meet the needs of the child.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- We place a high value on children understanding their own learning journey as a process that leads to success. Progress and achievement is celebrated at all levels, leading to happy and confident learners.

Q. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome any time to make an appointment to meet with the class teacher, SENCo or Headteacher to discuss how your child is getting on. We can offer advice and suggest 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 is on the SEND register they will have an Individual Education Plan (IEP) which will have individual targets. This is discussed termly and progress towards targets is reviewed. Parents are given a copy of the IEP. 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.
- If your child has complex SEND they may have a Statement of SEN or an Education and Health Plan, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

Q. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- At High Lane we measure children's progress in learning against national expectations and age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Year 6, using a variety of different methods including Early Years Foundation Stage, Phonic Screening Check, National Curriculum levels and Reading and Spelling ages.
- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed; then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

Q. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to their well-being. 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 liaises with the SENCo for further advice and support. This may involve working with outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- At our recent (December 2013) Ofsted inspection, staff relationships with pupils were judged to be outstanding.

Q. HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines (Managing Medical Conditions) on the school website. Here you will also find a form to be completed for children who require prescribed medication whilst at school.
- All medicines need to go via the School Office.
- Parents need to contact the school office if medication is recommended by health professionals to be taken during the school day.
- On a day-to-day basis the administration staff usually oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

Q. WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- As a school we have a very positive 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 an Individual Behaviour Plan (IBP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.
- After a significant behaviour incident, we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the administration staff. Lateness and absence are recorded and reported upon to the Headteacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

Q. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- At High Lane we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have IEPs (Individual Education Plans) are fully involved in evaluating their progress towards their targets.
- There are also worry boxes in every class which are regularly checked by the class teacher and acted upon.
- If your child has a PEP (Personal Education Plan), IBP (Individual Behaviour Plan), TAC (Team Around the Child) or Statement of SEN their views will be sought before any review meetings. Wherever possible, we invite the children themselves to contribute to their own review meeting by attending part of the meeting.

Q. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENCo is a member of the Leadership Team and has received current and up-to-date training through the new National SENCo Award Scheme.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Behaviour Intervention; Health, including GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Ethnic Diversity Service; social services including social workers, family support workers and agencies, and educational psychologists.

Q. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- Teachers and TAs have regular training to update their knowledge on different spectrums and conditions. School also keeps up to date with all current SEND legislation.
- TAs are trained to deliver a wide range of intervention programmes including literacy and mathematics development. Specific interventions are based on the individual needs of the child.
- All members of staff receive Emergency First Aid training.

Q. 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 including residential trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is 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.

Q. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- We have an Accessibility Development Plan and we are always striving to improve accessibility arrangements despite some challenge with a multi-level site.
- We have a large disabled persons' toilet which also can accommodate changing.

Q. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting, when they will meet their new class teacher and be shown around the school. For children with SEND we may encourage further visits to assist with acclimatisation to the new surroundings and also visit them in their current school/setting, where appropriate.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary Education, we arrange additional visits where necessary.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs or a Statement a review will be used as a transition meeting during which we will invite staff from both schools to attend.

Q. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that the needs of all children who have Special Educational Needs are met to the best of the school's ability with the funds available.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving an LSA or TA. This may also include teaching resources and equipment.

Q. HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate. This will then be taken to the school's Senior Management Team who will discuss and provision map the type of support.
- Different children will require different levels of support in order to bridge the gap to achieve age-expected levels. This will be through ongoing discussions with parents.

Q. HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on IEPs and ensuring they are being met.
- Your child is making progress and meeting targets set by class teacher. This may involve very small steps.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off the SEND register when they have 'caught up' or made sufficient progress.

Q. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet the SENCo (Mrs Humphries) or Headteacher (Mrs Morris).

- Look at the SEN policy on our website.

Q. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact Stockport Council's Schools Admissions Team via the Council website.
- Contact the school administration office to arrange to meet the Headteacher Mrs Morris or Deputy Headteacher/SENCo Mrs Humphries, who will be pleased to discuss how the school can best meet your child's needs.

CONTACT INFORMATION – School contact information is at the top of this document

- Headteacher: Mrs Alison Humphries
- SENCo: Mrs Alison Humphries
- Chair of Governors: Mr Eryl Hughes
- SEND Governor: Mrs Sue Whitehead

GLOSSARY OF TERMS

IBP	Individual Behaviour Plan
IEP	Individual Education Plan
LSA	Learning Support Assistant
PEP	Personal Education Plan
SENCo	Special Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
TA	Teaching Assistant
TAC	Team Around the Child

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