



HIGH LANE PRIMARY SCHOOL

· Creating the future, today ·

Special Educational Needs and Disabilities (SEND) Information report 2024-25

SENDCo	Miss Kimberley Lloyd
SEND Governor	Mrs Rebecca Yates

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

At High Lane, we aspire for all our children to become curious learners, and resilient and confident members of the community, preparing them for moving towards high school and beyond. We believe it is vital that children with SEND have their needs identified as soon as possible and any reasonable adjustments provided at the earliest opportunity so that those with SEND can make expected, or better than expected, progress.

There are four categories of Special Educational Needs and/or Disabilities provided for within our school:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical Needs

In our school, we have experience of supporting a range of Special Educational Needs: Autism, ADHD, hearing impairments, visual impairments, sensory processing difficulties, social and emotional difficulties, and speech and language difficulties.

All our children receive 'quality-first teaching' - this means that we use a wide range of teaching and learning approaches, as well as learning objectives that are set for *all* children within a curriculum matched to their needs. Quality-first teaching through our 'universal approach' is the first step in supporting children who may have SEND. If a child is deemed to require support that is 'additional to and different from' their peers, a 'graduated approach' is implemented. This approach involves identifying a child's level of need, carefully planning and then implementing appropriate intervention that enables them to thrive, whilst maintaining a review cycle that ensures provision is effective.

Co-production pledge

We are happy to be delivering the Stockport pledge to support co-production best practice.

The pledge reads as below:

We recognise the local definition of co-production as being when all voices are actively listened to from the start of the planning process. This involves mutual respect for each other's views, with an open and honest relationship that is transparent and continually evolving to achieve meaningful and positive outcomes. We pledge to embed the coproduction charter in our practice to support how we will all work well together with parents/carers, other professionals, volunteers, children and young people to create a culture where we will:

Be Open and Honest

Actively Listen

Value the Lived Experiences

Do What Matters

Be Accountable and Responsive

Work Together

Be Respectful

For more information on Stockport's co-production pledge, please click [this link](#).

What should I do if I think that my child may have Special Educational Needs?

- We welcome regular contact with parents and carers, which will enable you to talk at ease with your child's teacher about their attainment and progress. You can help by sharing with your child's teacher any information you may have about your child which may impact upon his/her learning or welfare at school.
- General concerns can be shared with your child's class teacher as any point via ClassDojo
- Concerns can also be raised at our termly parents' evenings, or at a scheduled face-to-face meeting arranged with your child's class teacher
- Should you require an appointment with our SENDCo, Miss Lloyd is available through your child's Class Dojo.
- In collaboration with parents/carers, we may decide to refer to external agencies to seek further support and advice. Initial stages may include a referral to the school's partners within the Local Authority or through discussion amongst agencies at the school's Team Around the School (TAS) meetings.

How do the teachers and support staff at High Lane know if a child needs extra help (identification of need)?

- Building positive relationships with our children is a priority; we seek to develop an in-depth knowledge of individual needs quickly.
- We are given information from previous settings, and from parents/carers.
- We use ongoing teacher assessments that support termly progress tracking, monitored by our Senior Leadership Team.
- We use information provided by external agencies (such as an educational psychologist, paediatrician or Speech and Language Therapist).
- Teachers liaise with our Special Education Needs Co-coordinator (SENDCo).
- The Entitlement Framework is used to support discussions on what strategies can be used to support your child and what next steps should be taken – this is a shared discussion between teachers, teaching assistants and our SENDCo.

How are decisions made about the type and level of support that my child will receive?

- All decisions are made collaboratively between the child, parents/carers, school staff and appropriate external agencies to ensure the best outcomes for the child.
- The class teacher and SENDCo will regularly discuss the child's needs and the support that would best enable them to learn.
- Different children require different levels of support, and this can be quite specific to individuals. Decisions are based upon ongoing formative assessments and review, and external agency assessments and observations.
- If your child is identified as having SEND then a graduated approach will be applied. Your child will receive cycles of Assess, Plan, Do, Review (APDR) that consider their strengths and needs moving forward. It may be necessary for your child to be supported with a SEND Support Plan which would outline a short-term plan to support their needs. The level of support that each

individual requires will be determined collaboratively with the child (where possible), parents/carers and supporting professionals/specialists.

We encourage staff to value ongoing dialogue with parents/carers to ensure your voice is heard and you feel supported. We strive to work in partnership with parents/carers so that we can provide the most relevant support for each pupil.

How will the curriculum at High Lane be matched to the needs of my child?

- Your child's strengths will be celebrated, and the curriculum will be carefully planned to utilise their strengths where possible to promote their emotional wellbeing. We will continue to have high expectations of all our children and support them in striving to achieve their potential. Your child's teacher will know which areas need careful differentiation and support.
- The adaptations of the curriculum are guided by the recommendations of your child's SEND Support Plan or Educational Health Care Plan (EHCP) if this is in place. This will enable your child to access all areas of the curriculum at the appropriate level.
- If appropriate, specialist equipment or adaptive technologies may be arranged for your child to aid their learning – for example, pencil grips, laptops, concentration tools, specialist cushions etc.
- Training will be provided for teachers to enhance their expertise at working with your child.

How will the school communicate with me about my child's progress: emotional, behavioural, physical and academic?

- At High Lane, we will assess your child's progress towards their outcomes. This is done using ongoing observations, summative and formative tests and assessments, daily ongoing assessments and evaluations and a close understanding of your child.
- We positively encourage open and honest dialogue between home and school. We believe that where there are high levels of trust and openness, then potentially difficult topics of conversation can be had, ensuring that home and school are on the 'same page'.
- There will be regular review meetings, the usual parents' evenings, as well as numerous informal opportunities to provide updates on your child's progress.
- Depending on the level of your child's need, their teacher or the SENDCo will discuss and explain your child's plan and future action.
- Outside professional agencies may also meet with you.

What support is there at High Lane for my child's overall wellbeing?

High Lane is a school with a strong 'family' feel and a positive emphasis on Restorative Approaches. We take a pride in the affirmative atmosphere throughout the school. We encourage all children to take care of one another and from the moment they start school, and help them to develop positive relationships with their peers. Our team of teachers and support staff are amazing! The relationships they develop with every child are second to none.

Our SENDCo, Miss Lloyd, is also our Wellbeing Lead and holds the 'Senior Mental Health Lead in Schools' certificate. Training is regularly delivered to all staff on aspects of wellbeing and mental health.

What arrangements are in place for review meetings for children with a SEND support plan or an Educational Health Care plan?

Children who are working at the 'SEND support' stage will have termly updated, where progress and support is discussed and modifications made.

We follow statutory guidance, which states that official review meetings for children with an Education, Health and Care Plan, are held at least annually. In addition to this, those with an EHCP will also have termly meetings to review their child's progress in class which may feed into their annual review.

How will my child be able to contribute their views?

'Nothing about me, without me' is at the top of our SEND support plans, this is because our children are at the heart of everything we do. Getting provision right for our children is only possible when their voice is heard. Below outlines some of the ways in which we gain the thoughts and opinions of our children.

- One Page Profiles are co-developed with child who are in receipt of a SEND support plan or EHCP so that their voice can feed into their plans.
- We encourage parents to bring their children to SEND review meetings so that they feel their voice is heard by all those trying to support them.
- Class teachers discuss targets and feedback with individual pupils as part of our Autumn and Spring reports to parents.
- Pupils with EHC plans are invited to share their views during their Annual Review meeting. Where appropriate, the child may take part in all or some of the meeting. Where this is not appropriate, their views are sought prior to the meeting through various activities that gain their voice on matters affecting them.
- Pupils are encouraged to talk to staff about any concerns and we are conscious about providing opportunities for children to do this discretely if they wish to do so away from their peers.
- We have a School Council, with representatives from Year 1 to Year 6. Pupils can pass on their ideas or concerns about school life to their representative.
- Teachers and subject leaders in school involve the children in "pupil voice" activities.
- We have regular Circle Time at High Lane where each child's voice is heard.

What specialist services and expertise are available to the pupils at High Lane?

We can access the service of many agencies, but our main partners are: Stockport Inclusion Team (who provide support for cognition and learning, and SEMH), Primary Jigsaw, Speech and Language (S&L), Sensory Support Service (SSS), School nurse and School Age +.

The Ethnic Diversity and the Stockport Interpreting Unit are key inclusion services and have an important role to play in meeting the needs of SEND learners and their families.

How are staff at High Lane trained in supporting pupils with SEND?

We have an experienced SENDCo who works with our staff. We also have training from the support agencies who work closely with our school. All of our teaching staff have received training on how to support children with additional needs within the classroom – including additional training on supporting mental health and wellbeing, supporting children with speech and language difficulties, dyslexia, Restorative Approaches and Team Teach.

Supporting pupils with medical needs

- The school's Managing Medical Conditions Policy is in line with guidance from the Local Authority .
- Staff have regular training and updates of conditions and medication so that they are able to manage medical situations that may arise. This includes Asthma and training on the use of EpiPens.
- If a pupil has a specific medical need, then a detailed Health Care Plan is compiled with the school nurse and in consultation with parents/carers.

How will my child be included in activities outside of the classroom, for example extra-curricular activities, trips, residential?

We will never deliberately plan an activity that is inaccessible for any one child. All reasonable adjustments will be made both in and out of the classroom. A thorough risk assessment is carried out prior to any off site activities to ensure everyone's health and safety needs are accounted for. In the very unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be discussed with parents/carers.

What will High Lane do to support children with SEND and their parents at points of transition?

- We encourage all new children to visit the school prior to starting so that they can become familiar with the staff and our working environment. For children in our Early Years Foundation Stage (EYFS), this will include transition sessions for parents and children prior to starting.
- We have transition meetings with prior settings and seek support from any existing agencies currently involved with a child to ensure a smooth hand over between setting.
- If necessary and appropriate, we can seek to arrange additional visits for children with specific transition needs for neighbouring schools.
- All children in school have transition sessions with their future class teacher during the summer term. Parents/carers are invited to meet their child's future class teacher at our 'Open Evening' in July or 'Meet The Teacher' event held in September.
- All relevant paper work is transferred via a safe system.

How does the school prepare children with SEND for later in life?

In Stockport, our vision is for all children and young people with SEND to have the best start in life. We want all children and young people to be happy, prepared for adulthood and able to achieve their goals. We want families to feel supported, confident, resilient and connected to their community.

Stockport Local Authority has worked together with parents, carers, young people and workforce across the local area to co-produce a set of Outcomes that we all want to achieve for children and young people. These are set out in the Outcomes Framework that was launched in November 2020.

The agreed statements are:

- I feel safe
- I feel part of my local community
- My voice is heard and acted upon
- I enjoy good health and wellbeing
- I am happy and have people I can trust
- I am confident and able to reach my goals
- The people who love and care for me are enabled to do this

At High Lane, we reflect on the Outcomes Framework when we co-produce SEND support plans and EHCP applications. We believe it is important to consider how to give our children the skills they need to thrive as they move into adolescence to give them the strongest foundation for adulthood.

If you would like more information on the Stockport Outcomes Framework, please follow [this link](#).

What role do the Governors play in ensuring children with SEND achieve well at High Lane?

We have a very supportive Governing body, who take a genuine interest in the running of the school. We have a named SEND Governor (Mrs Rebecca Yates) who is kept up to date with key issues emerging at the school. Additionally, our SENDCo provides the Governing Body with frequent updates throughout the year.

What would happen if I disagree with the support provided, or with a decision that the school has made; how do I make a complaint?

Hopefully this situation would not arise. However, we would encourage you to come in and talk to us. We appreciate the concerns of parents of children with SEND, and will always do our utmost to help. We understand how, with the best will in the world, parents may feel uninformed – but we strongly believe that through open dialogue any misunderstandings or misconceptions can be resolved.

If dissatisfaction persists, having met with your child's teacher, the SENDCo and then the Head Teacher, there is a standard complaints procedure, details of which are on our website.

Who can I contact for further information?

- Stockport Local Offer offers a directory of information and support for our families of children with SEND. It can be visited by clicking [this link](#).
- Please ask to see Mrs Alison Humphries (Head Teacher)
- Miss Kimberley Lloyd (SENDCo)
- Telephone: 01663 762378
- Email: Headteacher@highlane.stockport.sch.uk or sendco@highlane.stockport.sch.uk

- Parents in Partnership is a voluntary group for parents and carers of children with disabilities or additional needs in Stockport.

Contact details:

Website <http://www.pipstockport.org/>

Email: IP@stockport.gov.uk

Phone: 07786 101072

- Information about support and services available from Stockport Local Authority can be found at www.sensupportstockport.uk or www.stockportinfo.co.uk

Please also be aware, from April 6th 2021, you can now self-refer your child using MASSH online referral under additional needs. Feel free to discuss with the teacher and SENDCo first but, if you are interested, you can take a look online using the link below:-

<https://www.stockport.gov.uk/contacting-the-massh>

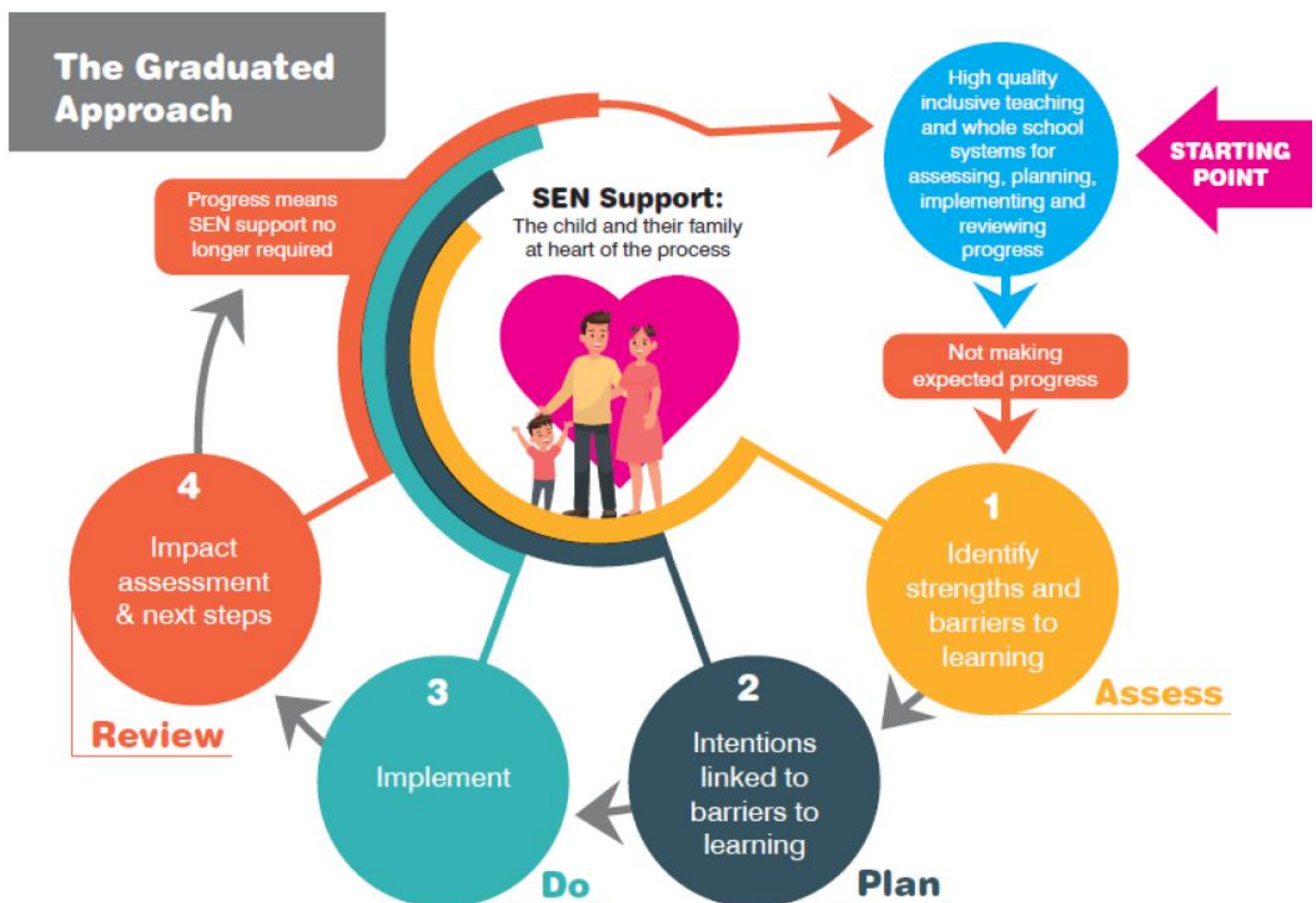
Appendix 1: Definition of SEND

For our purposes, the definition of SEND is outlined in the SEN Code of Practice (2015), and states that a child of compulsory school age has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age
or

Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Appendix 2: The Graduated Approach to SEND



Appendix 3: Overview of Restorative Approaches

Schools may use restorative approaches as part of a planned response to relationship and/or discipline difficulties. This is a more effective response than traditional punishments. Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff.

A restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and teaching staff and/or support staff will use restorative language and questions to allow children and young people to understand the impact of their behaviours.

The infographic is titled "Restorative Practice in School" in a blue, bubbly font. It features five numbered questions, each associated with a cartoon character. The questions are: 1. What happened? (green speech bubble, girl with red hair); 2. What were you thinking about at the time? (orange speech bubble, boy with brown hair); 3. What have your thoughts been since the incident? (purple speech bubble, girl with brown hair); 4. Who do you think has been affected by your actions? In what way were they affected? (pink speech bubble, girl with brown hair); 5. What do you need to do now to make things right? (blue speech bubble, boy with blonde hair). The background is white with a blue border. At the bottom left is the URL "www.elsa-support.co.uk" and at the bottom right is the text "Images from My cute graphics".

1. What happened?

2. What were you thinking about at the time?

3. What have your thoughts been since the incident?

4. Who do you think has been affected by your actions? In what way were they affected?

5. What do you need to do now to make things right?

Restorative Practice in School

www.elsa-support.co.uk

Images from My cute graphics