

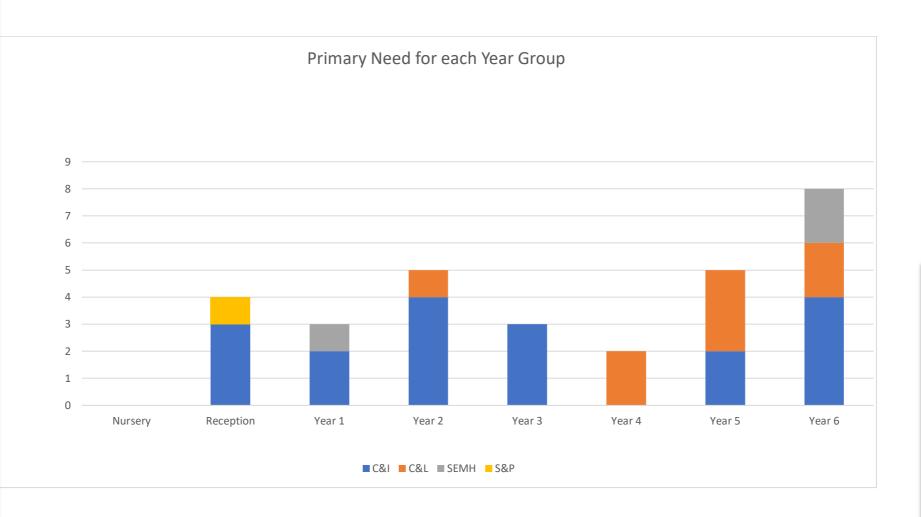
SEND Provision Highfield Farm Primary School



Together we will be kind, show respect and keep trying.

School Staff Expertise

- SENDCo
- Assistant SENDCo
- School Support Worker
- SEND Triage manager
- Staff skilled in supporting autism and neurodiverse conditions
- Staff skilled in the delivery of speech and language programmes
- Team Teach trained members of staff
- Lego therapy trained members of staff
- Staff trained to deliver a range of strategies and interventions including Sensory Circuits and social stories
- School counsellor

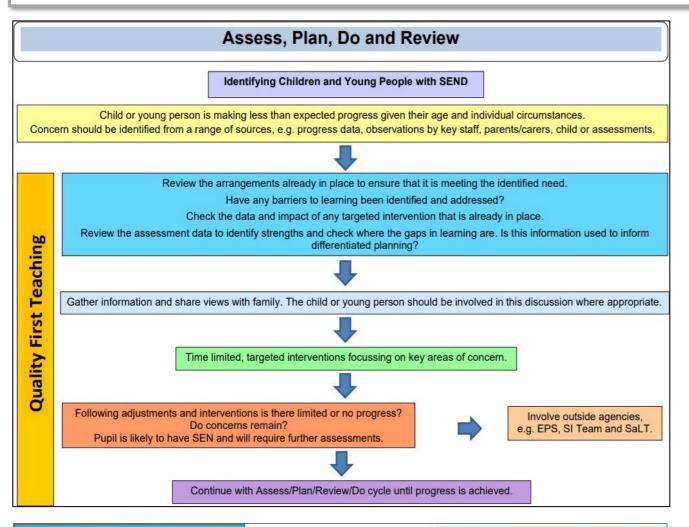






Highfield Farm Primary School has a high level of SEND at 37% (compared to 15% nationally) and Pupil Premium at 56% (compared to 23% nationally). We have 7children with EHCPs in school and our attendance is %. The school's catchment is socio-economically diverse with deprivation indicators for Health, Crime and Employment all in the lowest 20% nationally.

Intent: Everyone at Highfield Farm Primary School is committed to, and passionate about, providing the conditions and opportunities to enable every child, including those with additional needs, to be included fully, in all aspects of school life. We believe in the earliest possible intervention to support our children and families. We always start with Quality First Teaching, for all children. If support is required beyond this, a graduated response is at the heart of our whole school 'steps to success' practice. We continually assess, plan, implement and review our approach to teaching and learning collaboratively with parents. We have highly skilled and trained staff to support any additional needs and use expert support from outside agencies where needed.



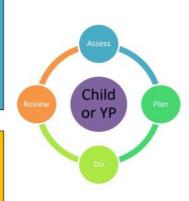
Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
 Teacher assessments and observations
- · Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
- The SENDCo supports teachers in the effective implementation of the provision.



Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include:

- . Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review

All planning must be pupil centred and outcomes focused and recorded.

Review - The quality, effectiveness and impact of provision is evaluated by the review date.

 This includes sharing information with the pupil and parent/carers and seeking their views.

If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with Quality First Teaching.

Provision	Communication and	Cognition and	Social, Emotional and	Sensory and Physical
Provision		_	1	Sensory and Physical
	Interaction	Learning	Mental Health	
Universal	Quality First Teaching	Quality First Teaching	Quality First Teaching	Quality First Teaching
	Meeting with parents	Meeting with parents	Meeting with parents	Meeting with parents
	One Page Profile	One Page Profile	One Page Profile	One Page Profile
	Communication in	Communication in	Communication in	Communication in
	Print	Print	Print	Print
	Clicker	Clicker	Clicker	Clicker
	Same-day	Same-day	Same-day	Same-day
	intervention.	intervention	intervention	intervention
	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation
Targeted	As above and also:	As above and also:	As above and also:	As above and also:
	Regular meetings with	Regular meetings with	Regular meetings with	Regular meetings wit
	parents	parents	parents	parents
	SALT programmes	Teacher-devised	Teacher-devised	Teacher-devised
	Teacher-devised	specific interventions.	specific interventions	specific interventions
	specific interventions.	Published support	Published support	OT devised
	Specific support for	programmes.	programmes (e.g.	programmes.
	language and	Early Help if	Lego therapy, Anger	Early Help if
	communication	applicable.	Gremlins, Emotional	applicable.
	difficulties.		Scales)	
	Early Help if		Early Help if	
	applicable.		applicable.	
Specialist	As above and also:	As above and also	As above and also:	As above and also:
	Fusion LSS	Fusion LSS	Behaviour Support	Occupational Therap
	Autism SALT support	EPS	e.g. Aspire Outreach	Hearing and Visual
	EPS		EPS	Impairment Team
			Bereavement support	

Impact: As a result, Children at Highfield Farm:

- feel happy, safe and respected.
- Behaviour is good and diversity is celebrated.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Have supportive and trained staff who make appropriate for the child's individual needs ·
- Children with SEND make good progress from their starting points due to Quality First
 Teaching and to the use of resources and bespoke small group intervention which
 meets the needs of the pupils.
- On leaving our school children with SEND have developed good independence and life skills. Pupils will make secure transitions between classes and educational providers e.g. EYFS or High School.

This term staff have received CPD in these areas of SEND:

Writing SSP targets