



High View Primary School

This SEND Information Report outlines the provision, support and arrangements for children with Special Educational Needs and Disabilities (SEND) at our school. It is updated annually in line with the SEND Code of Practice (2015) and the Children and Families Act (2014).

At High View Primary School, we have high expectations and set suitable targets for all children. We are committed to meeting the needs of every child, and believe that personalised learning, which takes account of children's strengths and barriers, is key to making progress.

SEND Information Report

Points of Contact:

1. The class teacher is the first point of contact. They are responsible for monitoring children's progress and liaising with key staff about interventions needed. They can be contacted via email; classname@highview.school
2. Inclusion Leader and Qualified SENCo;
Mrs Kirby senco@highview.school
3. Lower School Phase Leader; Miss Slack
4. EYFS Phase Leader; Miss Hill
5. Upper School Phase Leader; Mrs Metwally
6. Head Teacher; Mr Claxton
7. Deputy Head; Mr Taylor
8. Assistant Head; Miss Archer

Assessment, Planning and Review/Partnerships for Progress

- *How does the school know how well my child is doing?*
- *How will I be kept informed about how well my child is doing?*
- *How regularly will I be updated on my child's progress?*
- *Will I know if my child is not making progress and what will happen?*

- ✓ There is ongoing monitoring of rates of progress by all teachers. Children not making progress are identified through termly progress meetings.
- ✓ The London Borough of Sutton's Graduated Support for Special Educational Needs is used to determine the type and severity of needs.
- ✓ Regular termly review meetings are held with parents and class teachers to track progress towards outcomes on their SEN Support Plan and evaluate interventions.
- ✓ Assessment for Learning is used throughout lessons to monitor progress and address misconceptions.
- ✓ Diagnostic (Purple Pen) marking is used consistently in English.
- ✓ In maths, errors are corrected in class, and misconceptions are addressed in a timely manner.
- ✓ Parents are invited to parents' evening twice a year to discuss progress and attainment.
- ✓ An annual report is written by the class teacher, detailing achievements, strengths and areas for development.
- ✓ School staff may also discuss progress informally with parents/carers.
- ✓ Additional support may be provided via additional resources after discussions with key staff, parents/carers, children and where relevant, external agencies.
- ✓ Additional support may be documented on a SEND Support Plan. Children are consulted for their views.
- ✓ External support is sought for children continuing to experience significant difficulty, this may involve an application for an Educational Health Care Plan assessment.



Curriculum and Teaching Methods

- *What is the curriculum and how is it taught?*
- *How will the curriculum be adapted to meet the needs of my child?*
- *How flexible can teachers be in meeting the needs of my child?*
- *Is there any additional support available to help my child reach his/her expected outcomes?*

- ✓ The Early Years Foundation Stage curriculum is taught in Nursery and Reception, and the National Curriculum is taught in years 1-6.
- ✓ First hand experiences are arranged through visits/visitors where possible.
- ✓ Themed days and/or weeks occur termly.
- ✓ Regular emails are sent to all parents to inform them of the learning for the half term.
- ✓ Teachers are skilled at adapting resources/tasks/activities to personalise learning for children.
- ✓ Some children are given key vocabulary prior to the week's learning (pre-teaching).
- ✓ A flexible curriculum is adopted where necessary.
- ✓ Planning takes account of individual children's needs.
- ✓ Additional adults may be used to support groups, with independence as an outcome.
- ✓ Advice from external agencies may be sought.