



SEND at
Highfields



Strategic Leadership for SEND at Highfields Spencer Academy



Monitoring



The quality of education for children with SEND is monitored by the SENCO and other school leaders. Using a range of methods, school leaders monitor the provision, quality first teaching, pupil achievement and data, environments, interventions, books, progress against individual targets and pupil voice to identify key themes around inclusion and pupils with SEND to further enhance.

Working with SLT



The SENCO is part of the academy's Senior Leadership Team, attending meetings regularly to report on the quality of education for children with SEND and advocating for these pupils when decisions are being made at a strategic level. The SENCO meets regularly with a link governor to share the school's SEND policy in action.

Strategic Vision and Next Steps



The SENCO, in conjunction with the rest of the academy's SLT, is responsible for the strategic vision and next step planning for children with SEND. They regularly share key strengths and areas to develop so that policies and systems around SEND can be improved to further enhance the quality of education for children with SEND. The SENCO is responsible for updating an action plan to identify areas of development.

Auditing



Auditing is a crucial part to identifying areas of strength and to develop within the academy. The SENCO works with other school leaders to complete Trust wide, staff and other stakeholders such as governors or parents/carers, provision, intervention, equipment and resource audits to identify priorities to develop as part of the action planning process.

Budgeting and use of resources



Budgeting and use of resources is an important role of the school SENCO, working in conjunction with the SLT. In identifying and sharing the needs within the academy, they are able to identify and support in the allocation of resources linked to deployment of staff, identification of external support and interventions and physical resources. Requests for additional funds from the local authority are made by the SENCO, in accordance with the LA guidance.

SEND



Quality First Teaching for all (Adaptive Teaching)



Through our RiSE values and creative curriculum we pride ourselves on delivering high quality, inclusive teaching for all pupils in a class. This Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others. This ensures children who have special educational needs and/or disabilities are included, valued and can achieve in all aspects of school life.

Personalised Approach



Personalised learning means tailoring learning and teaching to learners' needs. Staff do this by knowing learners well and building on prior learning so that all learners can participate, progress and achieve. Personalised learning focuses on the individual learner from the earliest level through to lifelong learning. Staff do this well by involving the child in planning and being responsive to their needs and interests.

CPD



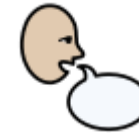
SEND CPD addresses areas for development and aims to help teachers and TAs maintain high quality practice in order to better meet the needs of their learners with SEND. It is based on the evidence of what constitutes good continuing professional development (CPD) and so takes a practice-led, research informed and collaborative approach.

Accessibility



At Highfields, we ensure that our curriculum design, learning environment and wider school setting removes unnecessary barriers in order that no student faces discrimination. Staff, in conjunction with the senior leadership team, parents and the child, identify any potential impacts of SEND at the earliest stage possible, and make reasonable adjustments accordingly.

Interventions



Targeted interventions are carefully planned and delivered to address gaps in children's learning and development. These can be taught on a 1:1 basis or in small groups and are informed with up-to-date assessment. Interventions provided should be selected to meet the outcomes identified for the pupil, and are based on reliable evidence of effectiveness. They are delivered by skilled and knowledgeable staff.

Working Beyond the School



Staff at Highfields work alongside many stakeholders in the best interest of each and every child. We ensure that multi-agency working and joint problem solving informs next steps in school, enabling each child's learning to be catered for appropriately. In order for each child to be successful, we work collaboratively with parents. We ensure their voice is ever present, whilst also offering support and guidance.

Quality First Teaching (Adaptive Teaching)



Explicit Instruction



Explicit instruction refers to a range of “teacher-led” approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just “teaching by telling” or “transmission teaching”. It usually begins with detailed teacher explanations, followed by extensive practice, later moving on to independent work.

Scaffolding



Scaffolding offers temporary supports, such as a writing frame, that is gradually removed as the pupil becomes increasingly independent. Scaffolding is commonly considered part of guided practice in explicit instruction. Scaffolding can also be used to reinforce consistent expectations for behaviour – for example, what equipment is needed for each lesson and classroom routines within the school day.

Technology



Technology can assist teacher modelling. For example, a teacher may use a visualizer to model worked examples in English. To increase pupils’ practice, technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback.

Cognitive and Metacognitive Strategies



Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning. Chunking the task at each stage will support pupils with SEND, this may be through provision of checklists or providing one question at a time to make the information easier to process.

Flexible Groupings



Flexible grouping describes an in-class approach that sees groups formed with an explicit purpose. They focus on a specific learning need and are purposely disbanded when the purpose is met. Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts or complete graphic organisers.

Assessment



For our children with SEND who are working below their current year group staff record which year groups objectives (can be Pre-Key stage standards) the child is working at. If the child is only starting that year groups objectives they will be deemed emerging into that year group. If the child has made progress within that year group but has not met the majority of its objectives they will be deemed developing in that year group.

EYFS



For our children with SEND within our EYFS setting, we begin with support through a thorough transition from their previous setting. A clear approach is in place to identify and support SEND throughout EYFS. The benefits of early identification are widely recognised, identifying need at the earliest point and then making effective provision, improving the long term outcomes for children.

Personalised Approach



Identification of Need



At Highfields through observations and assessment staff refer to the SENDCo to identify whether a child has a special educational need.

Should it then be decided that there is an area of need the SENDCo, following discussion with the Parent/carer, will place the child on the SEND register and identify what level they are on the graduated response.

Assess, Plan, Do, Review



Using the information gathered during the Assess stage, teachers plan targets for the child. These are smart short steps which lead to meeting larger outcomes. Through this thinking teachers also consider what the child will need to be successful with these targets. This information then informs the interventions that are put in place by both the class teacher and the SENDCo. These steps are recorded and monitored on Edukey and work in conjunction with a child's EHCP if in place.

Pupil Voice



We provide opportunities for children to offer their perspective when it comes to target setting and what provision is in place for them. We also use Pupil voice to help monitor support strategies in class.

Modified Resources



Modified resources We ensure that children are capable to succeed in all lessons by modifying resources. This can present in class through the use of visual aids, coloured paper, manipulatives, iPad to support writing.

Personalised Timetable



Where appropriate, staff ensure children have a timetable in place that will best meet their needs. In some cases this will require a personalised timetable that is bespoke for an individual child. This is successful when staff understand the needs of the child and ensure learning is built upon in small manageable steps. This visual timetable might incorporate activities that teach the child other skills that support their ability to learn e.g. sensory sessions to support self-regulation.

Preparation for Adulthood

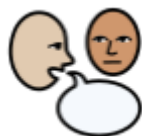


Our aim is to help our students become pro-social, independent, proactive and responsible citizens. We aim to support our students in developing a skill-set for life. This is especially true for our children with SEND making sure they have the skills necessary to be successful long after they leave Highfields. This may take many forms with cooking, sewing, money management for example. This also enables children to build their confidence and address barriers that could impact their socialization.

CPD



Professional Dialogue



Professional dialogue designed to aid the teaching staff in developing specific professional skills to enhance their teaching repertoire. The SENDCo and other members of the Senior Leadership Team support and coach staff.

The focus of this is selected by the teaching staff and the process provides opportunities for reflection and problem solving when working with children with SEND.

Use of staff meetings



Use of staff meetings
Staff meetings are tailored to support the development of teaching staff's approaches and strategies. These meetings are delivered to impart knowledge and ensure our staff maintain high quality practice in order to best meet the needs of all pupils.

It is based on the evidence of what constitutes good continuing professional development (CPD) and so takes a practice- led, research informed and collaborative approach

Audit of CPD Needs



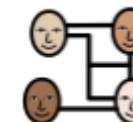
The SENDCo will audit the strengths and areas for development to inform future next steps to enhance the learning offer at Highfields. This is completed at least termly to ensure the SENDCo is clear on the CPD priorities of the school. The SENDCo will work alongside other Leaders in delivering CPD ensuring it is informed by high quality research and supports the school development plan.

Support from local agencies



Staff utilise specialist support from Derbyshire Inclusion Support Advisory Service. This support can come in different ways, either from feedback following observations, specialist staff leading staff meetings and sharing current best practice and offering supervision style sessions. This aims to improve current provision for our children with significant needs. Highfields staff also utilise support and advice from local services such as the NHS or CAMHS to inform their practice.

Networking with SENDCo's



The SENDCo will have regular opportunities to network with other SENDCos to share ways of working and best practice for pupils with SEND. This can be within trust meetings or with local clusters or schools.

Accessibility

Inclusive Environment



Consideration has been given by staff at Highfields as to how pupils can access their classrooms.

Staff make adjustments for children with SEND.

Staff have created communication friendly classrooms by ensuring effective use of visual supports, these might include use of symbols, visual timetable and labelled environment.

We also consider the layout of the classroom, as we adapt furniture or use specialised furniture to support children with special needs to access learning.

Adapting Equipment



At Highfields we utilise a variety of equipment to improve the accessibility to children's learning. This happens successfully through the use of practical resources such as Numicon, coloured overlays and personalised prompt cards.

Staff also utilise technology to support learners. This can take many forms such as using talking tins to aid memory or using iPads to help capture the learning of children who may find it difficult to record their learning.

Adapting Approaches



To increase the extent to which pupils with SEND can participate in the school's curriculum, staff make adaptations to their teaching to cater for their classes needs.

This can take many forms. Staff utilise strategies within the quality first teaching checklist and occasionally have to make further adaptation.

These adaptations may take the form of incorporating rest breaks, personalised reward charts, use of adapted equipment or Widgeits.

Interventions



Quality First Teaching



High quality teaching should meet the needs of most pupils; however, some pupils will require additional support in the form of high quality, short, focused interventions.

By assessing a child's individual needs and through data scrutiny, staff plan and make decisions on what intervention may be best suited to move the child's progress forwards.

Interventions are planned to complement a broad and balanced curriculum for all.

Intervention Cycle



Interventions are led by trained Class Teachers and Teaching Assistants.

Interventions are connected and reflected into the classroom. Strategies are developed to be consistently used in the classroom. We provide opportunities for children to apply learnt skills in the classroom environment.

Communication is key, staff share the successes and development points raised within the intervention.

Monitoring of the Quality



To ensure the success of all interventions it is crucial that they are monitored appropriately, checking whether they are addressing needs of the pupils. This is conducted by the SENDCo and other members of the Senior Leadership Team.

Monitoring strategies include:
Observations of delivery
Baselines assessments
Post intervention assessment
CPD for staff delivering interventions

Interventions deemed to be not having the intended impact are addressed promptly.

Reviewing Intervention



The effectiveness of interventions are continually monitored for their impact and success.

Starting points are clear and exit data gathered.

On completion, the impact of the intervention is reviewed with teachers, parents/carers and the child. This review focuses on the progress towards individual targets and their next steps, supporting the 'Assess, Plan, Do, Review' cycle for the child.

Interventions



Physical and Sensory Interventions



Sensory Diet - address sensory processing difficulties that a child might have with the right sensory diet. This involves scheduled activities and sensory input for the child's body and neurological system.

Fine and Gross Motor Skills Sessions - these sessions support children's fine motor and gross motor skills as required.

SEMH Interventions



We offer a comprehensive nurture program offering a range of provision. This means that nurture provision can be closely tailored to individual children with SEMH needs. These include:

ELSA - Emotional Literacy Support Assistant who delivers bespoke interventions for individuals.

Zones of Regulation - this curriculum accessed by all children and used to reinforce SEMH needs across school.

Lego Therapy

Forest School

Nurture Sessions

Lunar Minds and Bridge the Gap Counselling Services are also used on an individual basis if required.

Cognition and Learning Interventions



Pre / post teaching - addresses a specific learning element either before or after is has been taught.

Nessy - addresses reading, writing and spelling gaps through the use of online games and activities.

Little Wandle Rapid Catch Up - we have a dedicated phonics TA who delivered these catch up interventions.

Communication and Interaction Interventions



Speech and Language Interventions - following the NHS reports and recommendations for individual children.

Attention Autism - a learning approach that aims to develop natural and spontaneous communication skills in children with autism through the use of visually based and highly motivating activities.

Social skills groups - aims to support children with interaction difficulties through the systematic teaching of social skills and social problem solving.

Working beyond the school



Working with Parents/Carers



At Highfields we recognise that working with parents and carers can lead to better outcomes for children. To support parents whose children have SEND we provide: send coffee mornings, providing a support network for parents/carers; parent workshops, which address areas that parents/carers feel they need support in e.g. sleep workshop; SEND Clinics, providing parents/carers to have a drop in appointment with the SENDCo; Review meetings, which shares progress made and include parent/carers in decision making; and support from our Family Support Lead who provides advice and support for our parent/carers who need additional support.

TAC conversations



TAC conversations.
We hold weekly Team Around the Child (TAC) meetings which are child focused and impact driven.
The DSL Team, will focus on safeguarding, SEND and Disadvantaged Achievement, Attendance Improvement, and Behaviour, together with staff who work with the child map out concerns for the child across the different areas and devise a plan of action. It is this joined up thinking that drives future actions within school, with parents and with wider professionals.

Working with local support agencies



To ensure we are providing the best provision possible we work closely with a variety of professionals. We do this through referrals to Derbyshire Inclusion Support Advisory Service who provide support, guidance and recommendations to school.

We conduct multi-agency meetings with a variety of professionals to inform our practice and ensure relevant support from particular professionals is in place. We liaise with medical professionals, such as Paediatricians and Occupational therapists to ensure staff are informed and can provide the most appropriate provision for each child.

At Highfields we request, where necessary, High Level Needs funding for our children with SEND whose provision requires extensive support.
We may also apply for Educational health care plans for children whose special educational needs requires more help than would normally be provided in a mainstream educational setting.

References and Further Information

EEF Toolkit Special Educational Needs in Mainstream Schools



EEF Toolkit Improving Social And Emotional Learning In Primary Schools



SEND Code of Practice



Teacher Handbook - SEND



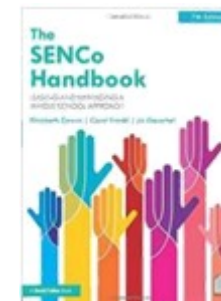
Understanding Autism NASEN



Great Expectations: Leading an Effective SEND Strategy in School David Bartram



The SENCo Handbook Elizabeth Cowne



Good Autism Practice Autism Education Trust

