



**HIGH STREET PRIMARY  
SCHOOL**  
**Special Educational Needs  
Information Report**



## **2020/2021**

At High Street Primary Academy, we greatly value the input that parents make to their child's education and aim to work closely with parents to provide the best support possible.

There may be times when children need extra support with their learning. It is hoped that this Special Educational Needs Information Report will inform you of the types of support available for your child and how this support can be accessed.

### Questions that I might want to ask:

#### 1. What is meant by the term 'having a Special Educational Need'?

A child or young person has SEN (Special Educational Needs) where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that which is normally available to pupils of the same age. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### **The Code of Practice identifies 4 broad areas of need:**

1. Communication and Interaction - This includes speech and language and social communication difficulties which may include Autism.
2. Cognition and Learning - This is where a pupil is learning at a slower pace than others in their year group.
3. Social, Emotional and Mental Health Difficulties - This may include pupils with challenging behaviour, anxiety, ADD (Attention Deficit Disorder), ADHD (Attention, Deficit, Hyperactivity Disorder) or attachment disorder.
4. Sensory and/ or Physical Needs - This includes hearing difficulties, visual difficulties, mobility difficulties and sensory processing difficulties.

The following link provides detailed guidance for parents and carers on this definition and also on how the new SEND system will support children and young people with SEN or disabilities.

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

## 2. What do I do if I think that my child has a Special Educational Need or Disability?

We encourage you to share any concerns that you may have about your child as soon as possible. It is best for you to meet with the class teacher in the first instance.

**You can contact the following members of school staff through the school office or by telephoning 01752 225649:**

**Class teacher** - The majority of children with a Special Educational Need can have their needs managed by the class teacher. At High Street Primary Academy every teacher is a teacher of SEN.

However, it may be necessary to have meetings with the SENCo as well as the class teacher at times throughout the year.

**Special Educational Needs Coordinator/ Inclusion Leader** - The purpose of this role is to monitor and ensure that class teachers effectively meeting the needs of children with Special Educational Needs. It is also to seek and utilise the support of outside agencies where necessary. Charlotte can also be contacted by email on [high.st.primary.school@plymouth.gov.uk](mailto:high.st.primary.school@plymouth.gov.uk)



**Mrs Charlotte Parry -  
SENCo/INCo**

**Designated Safeguarding Officer (DSO)** – Our Designated Safeguarding Officer, Lisa Majer is the person appointed to take lead responsibility for child protection issues in school. She can support by having discussions with you, your child or school staff. She will be aware of any child protection plans or social care involvement and will also act as the first point for anyone with concerns.

Included in Lisa's many responsibilities are :

- Liaising with a range of external services such as housing and Social Care.
- Assistance in completing paperwork and forms e.g. housing, special educational needs, school places and benefits.
- Attendance and support at school and other agency meetings.
- advice and support in promoting positive behaviour at home



**Lisa Majer –  
Designated  
Safeguarding Officer**

Lisa can also be contacted through the school office on 01752 225649 by email on [high.st.primary.school@plymouth.gov.uk](mailto:high.st.primary.school@plymouth.gov.uk)

### 3. Who can I contact for advice and support for my family and how?

#### **In school**

- Charlotte Parry, Special Educational Needs Coordinator
- Lisa Majer, Designated Safeguarding Officer
- Your child's class teacher

**All of the above members of staff can be contacted through the school office on 01752 225649.**

#### **Out of school**

Plymouth Information Advice and Support for SEND (PIAS). Plymouth Information Advice and Support for SEND (PIAS) provides information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area.



#### **PIAS provide parents and carers of children with SEND with:**

- Support at meetings
- Support around education and training issues.
- Information provided is impartial and confidential.  
Contact: <https://www.plymouthias.org.uk/>
- Link to the Plymouth Local Authority Local Offer. Local authorities must set out in one place the provision available across education, health and social care for children and young people who have SEN or are disabled. The Plymouth online directory provides welfare, health and social care information for families living in Plymouth.
- Contact: [www.plymouthonlinedirectory.com/kb5/plymouth/directory/localoffer.page](http://www.plymouthonlinedirectory.com/kb5/plymouth/directory/localoffer.page)

### 4. How will the school monitor the progress of my child?

At High Street Primary Academy, the progress and attainment of all pupils is reviewed termly by the Teachers and the Senior Leadership Team at which time support may be changed to meet identified needs. Children identified with SEN may have an Individual Education Plan. These are also reviewed three times a year and progress is measured within each target. These are a working document and can also be changed as the need arise

### 5. How will the school let me know if they have any concerns about my child's learning?

There may be informal contact from your child's class teacher, and possibly the SENCo, at school or by telephone. If there are Special Educational Needs (SEN) concerns it may be that a Record of Concern (ROC) is written to

support your child. If the support put in place on the Record of Concern does not enable your child to make progress it may be that they need to be moved onto the Special Educational Needs (SEN) register.

You will be informed about your child's general progress and targets through the yearly Parents Evenings and Annual Report.

At times it may be useful to hold multi-agency meetings with a range of professionals in order to ensure we can access the best possible support for your child. This will be agreed through discussion and agreement with parents.

#### 6. Where can I find information about how the school supports children with SEND? (Accessibility)?

**High Street Primary Academy's 2020-2021 Accessibility Plan can be found on our school website.**

All pupils in school receive high quality teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. Some children with SEND may require resources that are personalised to the child. Our classes are supported by teaching assistants who can support small group work or catch up programmes where needed.

Lunchtime and after-school clubs may be accessed by all children. Additional support can be put in place if and when needed to support additional needs. We have a positive lunchtime club, staffed by our FSA and DSO, which can support children who struggle at lunchtimes.

We have a committed team of staff who may be involved in supporting your child at High Street Primary Academy.

These include:

- Your child's teacher, who will always make sure that the learning is appropriate and accessible for your child. Please approach your child's class teacher if you would like to discuss things further.
- Teaching Assistants, who support pupils in class and can provide additional support to individual children or small groups under the direction of the class teacher.
- Ms Lisa Majer (Designated Safeguarding Officer) is also able to provide individual and group support to children who may be having emotional, social and mental health difficulties to develop their social and emotional wellbeing. Lisa also supports families to deal with any difficulties they may face or queries they have.

We are pleased to say that we have a Speech & Language Therapist working across our schools from Plymouth Learning Partnership and she is called Nicola Blundell. She will be working in our school on a regular basis and will be working with children and giving work for the school staff to carry out so they can practice it regularly. If you have any concerns or questions regarding your child's communication skills please speak to their class teacher or the SENCo/INCo.

The SENCo (Charlotte Parry) is an experienced school leader who has spent the last nine years working in Plymouth as a class teacher and an Assistant Head. Charlotte was part of the Senior Leadership Team that led a school from Special Measures to Outstanding. Before that she worked in an inner-city school in South London and trained in Birmingham. She is an experienced Assessment Leader and Designated Teacher for Looked After Children. Charlotte is passionate about enabling children to overcome challenges and barriers to fulfilling their potential. She aims to combine that passion with her expertise and experience to give the children the best opportunities to succeed. She attends local training and updates and works closely with other SENCos in the local area to ensure that her knowledge is kept up to date. She coordinates the provision of SEN in school.

There is currently an Interim Executive Board in place to lead High Street Primary Academy. They work with the SENCo in leading SEN in school.

### 7. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. We have an access policy which is available upon request.

### 8. What training or specialist expertise do staff at school have to support children with SEND?

To ensure our staff have the skills and knowledge to support children with SEN, there is a programme of ongoing training. Some school staff have been trained to provide specialist support. Where a training need is identified and the expertise not present, the school is committed to ensuring that training is promptly addressed. Training is offered both in house and through outside agencies.

### 9. How does the school involve parents, carers and pupils in their SEND support?

All parents/carers are encouraged to contribute to their child's education. The school has a variety of ways to allow parents/carers to share their views and concerns. Teachers endeavour to be available at the end of the school day, if parents/carers wish to discuss their child. Alternatively, a home-school link book can be provided. The school also holds yearly parent consultations. The SENCo/INCo can be contacted through the school office by parents and has an open-door policy for children.

#### **Children with SEND are encouraged to share their views and concerns through;**

- Questionnaires
- IEP Reviews
- Early Help (EHAT) / Team Around Me Meetings (TAM)
- Pupil Profiles
- Annual Review Meetings for pupils with Education and Health Care Plans (EHCPs)

### 10. If I have a query about the provision available for my child how can I share it and with whom?

If concerns are raised about your child's achievement or well-being, the first point of contact is your child's class teacher. If you need further support and advice you can speak to Mrs Charlotte Parry (SENCo), Ms Lisa Majer (Designated Safeguarding Officer) or Mrs Steph Blake (Headteacher). Additional support may be offered either in school or from outside agencies. If you are not happy with the SEN provision at the school, please contact the SENCo, or, alternatively, the Headteacher, to share your concerns. We aim to resolve all concerns, but if you are still having concerns about the school, please direct your concern to the School's Chair of Governors.

### 11. Who are the other people who can help us to support your child?

We are a school that supports and buys into the Multi Agency Support Team (MAST). This gives us access to a number of professionals who can offer support and guidance - such as Learning Mentors, Family Support Advisors, Drama and Art Therapists. We also provide the following school-based provision:

- School funded
- Family Support Advisor (FSA)
- Designated Safeguarding Officer
- Speech and Language Therapist

**We also utilise many other services offered locally to Plymouth schools such as:**

- LA funded services
- Strategic Advice and Support (SEND SAS)
- Communication Interaction Team (CIT/CITEY)
- Plymouth Advisory Team Sensory Support (PATSS)
- Outreach for Physical Difficulties and ICT
- Plymouth Information Advice and Support for SEND (PIAS)

**Additionally we may use the following health services:**

- Health service funded
- Community Nursing Service
- Occupational therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Livewell Children's Speech and Language Service
- Paediatric Audiology
- Plymouth Child Development Centre

**If you feel you need extra support that we are not able to provide please contact Plymouth Information, Advice and Support for SEND on 01752 258933.**

#### 12. What happens when my child moves from class to class or to another school?

Every effort is taken to ensure that transition times are successfully managed. All children make visits to their new class and teacher in the Summer Term. Class teachers meet in the Summer Term to pass on information about all pupils and their individual needs.

Some children may need enhanced transitions across year groups; booklets may be created, including photographs, to help familiarise them with the changes ahead. These enhanced transition programmes might include visits, and additional sessions in the new class or playground. Some children have a One Page Profile telling their new Class Teacher and Support Staff about their strengths and what they need in school to help them. We also utilise Pupil Information Profiles which help staff to have a good awareness of a particular child's needs and best strategies to support them.

In the Summer Term a meeting for parents of Year 5 children with SEND is offered to discuss transition to Secondary education. When changing settings additional visits may also be arranged to reassure both pupils and parents. Year 6 children are supported to manage the transition to secondary school. This may include sessions on how to read the timetable, time management, how to pack a rucksack and addressing any worries about the move. This is overseen by the Year 6 teachers and the SENCo.

If you have any queries that this school information report has not addressed please contact the SENCo, Charlotte Parry, who will be happy to discuss further.