



SEND Information Report

“Excellence in education and opportunity for all.”

Highweek is a warm, nurturing and inclusive school where pupils are at the heart of everything we do. Our motto, “Excellence in education and opportunity for all,” reflects our commitment to ensuring that every child has the opportunity to achieve their potential.

We encourage every child to develop a love of learning and to become the best learner they can be, supporting their academic, personal and emotional development.

We are proud to be an inclusive school where every child, regardless of ability or additional need, is supported to make the best possible progress.

Highweek is a larger-than-average maintained mainstream primary school for children aged 2 to 11, from Nursery through to Year 6. We currently have 260 pupils on roll.

Our most recent Ofsted inspection, in March 2023, described Highweek as “a friendly and welcoming school” with “a culture of high expectations.” Inspectors noted that staff encourage all pupils, including pupils with SEND, to achieve their best and thrive within our inclusive environment.

Our SEND Provision

In accordance with the SEND Code of Practice (2014), Devon County Council publishes a Local Offer outlining the support and services available to children and young people with special educational needs and/or disabilities (SEND) across education, health and social care.

Further information can be found through the:

Devon SEND Local Offer

<https://www.devon.gov.uk/children-families-education/send-local-offer/>

What types of special educational needs do pupils at Highweek experience?

We support pupils with a wide range of special educational needs and disabilities, including:

- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH) needs
- Cognition and Learning (C+L) difficulties
- Physical and Sensory (S+P) needs

The progress of pupils receiving SEND support is carefully monitored each term by our SENDCO through regular reviews, staff training and meetings. This helps us ensure that provision remains appropriate and responsive to individual needs.



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Teachers use the Ordinarily Available Inclusive Provision Targeted Framework to identify barriers to learning and ensure that targeted support is effective.

We encourage parents and carers to discuss any concerns with the SENDCO. Working collaboratively with pupils, parents and teachers, we consider whether Quality First Teaching and adaptive teaching are sufficient or whether additional SEND support is required.

Our extensive Ordinarily Available Inclusive Provision aims to meet pupils' needs as effectively as possible within the classroom environment.

How does the school know if a child needs extra help?

Our SEND team, including class teachers, the SENDCO, safeguarding officers and the leadership team, works together to identify pupils who may require additional support.

We consider information from a range of sources, including:

- Termly teacher assessments and analysis of progress
- Concerns raised by parents and carers
- Observations and concerns from teachers and teaching assistants
- Transition information and meetings
- Classroom observations
- Nursery Plus reports
- Reports and advice from external professionals, including medical, speech and language, and occupational therapy services

Assessments may include:

- Half-termly teacher assessments
- Phonics screening in Years 1 and 2
- Reading age and comprehension assessments, including Accelerated Reader and YARC
- Read Write Inc. assessments
- Phonology and dyslexia screening
- Educational Psychology assessments
- Speech and Language Therapy assessments



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- Occupational Therapy assessments
- Social and emotional needs assessments
- Health and hearing assessments

We work closely with the local School Nurse Hub to arrange hearing checks where appropriate. Where additional health services are required, referrals can be made through Children and Family Health Devon.

Working with External Agencies

We work collaboratively with a range of specialist services to ensure that pupils receive appropriate support.

These include:

- Educational Psychology Service
- Inclusion partners
- Speech and Language Therapy
- Mental Health Support Team (MHST)
- Occupational Therapy and Physiotherapy
- Complex Needs Team
- Community Nursing Team
- Dyslexia Outreach Support
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help
- SEND ICT Team
- Devon SEND Statutory Team

What should I do if I think my child may need extra help?

If you have concerns about your child's progress or feel that they may need additional support, please speak to their class teacher in the first instance.

Teachers are available for brief conversations at the beginning or end of the school day. If a longer discussion is needed, a meeting can be arranged after school.



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You can also contact our SENDCO, Dawn Matthews, who can discuss your concerns and advise on possible next steps.

Telephone: 01626 216300

Email: admin@highweekprimary.co.uk

How will the school and I know how my child is doing?

If your child receives SEND support, their progress will be reviewed each term with their class teacher.

Reviews consider:

- Academic progress in core subjects
- Progress towards targets identified in their Individual Support Plan (ISP)
- Any barriers affecting learning
- The effectiveness of current provision and interventions

If progress is slower than expected, staff will work with parents and carers to identify barriers to learning. The Ordinarily Available Inclusive Provision (OAIP) Targeted Support Framework may be used to support further investigation and planning.

Parents and carers can contact the SENDCO at any time to discuss concerns or arrange a meeting.

For pupils with more complex needs, a multi-agency approach may be introduced with full parental involvement. Outcomes are recorded through the Rights for Children assessment and reviewed through Team Around the Family (TAF) meetings.

Pupils with an Education, Health and Care Plan (EHCP) have an annual statutory review meeting. This evaluates progress, reviews targets and considers future provision, including transition to secondary school during Year 5.

What additional support might my child receive?

We believe that the most effective support is provided inclusively within the mainstream classroom through high-quality teaching and appropriate adaptations.

Where additional support is required, this may include:

- Additional adult support at key times
- Small-group interventions within or outside the classroom
- Language and emotional development groups



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- Language enrichment groups
- Precision teaching focused on key vocabulary
- Sessions with a sports coach focusing on mental health, physical development and self-regulation

Social and emotional needs are supported through our whole-school relational approach, alongside tailored interventions where appropriate.

Our Family Support Worker is also available to provide guidance and signposting to families.

Staff receive regular SEND training to ensure that our classrooms remain inclusive and that staff are able to use current research-informed strategies to support pupils effectively.

How will my child be included in school activities?

All pupils with SEND are fully included in mainstream classes and have access to the full range of school opportunities.

This includes:

- Assemblies
- School performances
- Educational visits and trips
- Extracurricular activities
- Residential visits

Risk assessments are completed to support pupils' health and safety during trips and visits. Staff work closely with parents and carers to identify and meet individual needs.

Pupils with SEND are encouraged to participate fully in school life and can take on responsibilities such as:

- Play Leaders
- Pupil Advocates
- Mental Health Ambassadors
- School counsellors



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How do we support pupils' wellbeing?

We recognise that wellbeing is an important part of a child's development and learning.

Our provision for pupils with SEND may include:

- Alternative lunch arrangements where required
- Social and communication skills interventions
- Roles and responsibilities that develop confidence and leadership skills
- Individual healthcare plans for pupils with medical needs
- One-to-one exercise sessions and sensory breaks, where recommended by therapists
- Personal intimate care plans developed in partnership with parents and carers
- Co-regulation plans to support positive behaviour and reduce the risk of exclusion
- Wellbeing interventions

Our aim is to create positive, supportive experiences that enable pupils to feel safe, included and ready to learn.

Who supports children with SEND at Highweek?

Key staff involved in supporting pupils with SEND include:

Role	Staff member
SEND CO	Dawn Matthews
Family Support Worker	Sophie Stevens
SEND Governor	Heather Cookson
Educational Psychologist	Tom Archer
Inclusion Partner	Sophie Wakefield
Hearing Impairment	Jamie Stock
Speech and Language Therapist	Georgia Manson

Dawn Matthews holds the National SEND CO Award (2016) and National Professional Qualification for Headship (2023) and has extensive experience supporting pupils with SEND.



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How is the school equipped to meet the needs of children with SEND and disabilities?

Highweek is situated on a spacious, green site with secure access.

The school is fully wheelchair accessible, with:

- Accessible toilets
- Changing facilities
- Lift access to the upper level

Specialist SEND equipment is purchased as required using the school's SEND budget.

Pupils also have access to shared technology and resources, including:

- Laptops
- Chromebooks
- iPads

How are parents and carers involved?

We value parents and carers as partners in their child's education. We listen carefully to concerns and work collaboratively to support each child's progress and development.

Pupils with SEND have regular opportunities to share their views with teachers. Their views can contribute to discussions and meetings involving parents, carers and professionals.

Parents and carers receive regular progress meetings each term, where provision and targets can be discussed. Pupils are also involved in this process and review their targets and provision.

Additional meetings can also be arranged, including at key transition points.

Highweek also has an active parent group that organises school events. Parents and carers are warmly invited to participate in assemblies, performances and other school activities.

Where can I find further information about SEND in Devon?

Devon Information Advice and Support (DIAS)

DIAS provides information, advice and support to families regarding SEND, particularly during periods of transition.



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DIAS website:

<https://devonias.org.uk/>

Devon SEND Local Offer

Devon County Council's SEND Local Offer provides information about services and support available to children and young people with SEND.

Devon SEND Local Offer:

<https://www.devon.gov.uk/children-families-education/send-local-offer/>

Our SENDCO and teachers can also signpost families to additional services and sources of support where appropriate.

What should I do if I am worried or unhappy about the support my child is receiving?

We aim to work closely with parents and carers to ensure that pupils' SEND needs are appropriately supported.

If you have a concern about the support your child is receiving, we encourage you to:

1. Speak to your child's class teacher or the SENDCO initially.
2. If your concern remains, contact the Headteacher, Claire Redwood, to discuss the matter.
3. If the concern remains unresolved, contact the SEND Governor in writing.
4. DIAS can provide independent information and advice about how to proceed if concerns remain unaddressed.

We are committed to listening to families, working collaboratively and ensuring that pupils with SEND are supported to participate, progress and achieve within our inclusive school community.

Contact Us

Highweek Primary School

SENDCO: Mrs Dawn Matthews

Telephone: 01626 216300

Email: admin@highweekprimary.co.uk

We welcome conversations with parents and carers and encourage you to contact us if you have questions or would like to discuss your child's individual needs.

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1. GENERAL STRATEGIES FOR ALL

- Clear routines and expectations and specific praise
- Visual timetable displayed and shared daily
- Whiteboard/active pages with clear information (not too much information on one page)
- Whiteboard/active pages on pastel coloured background (avoiding black text on white background)
- Ensure texts are coloured/highlighted in sections on whiteboard/pastel coloured background to avoid black text on white background
- Ensuring SEND pupils always have access to class teacher time
- Multi-sensory approaches used as appropriate.
- Use of manipulatives
- Use of word banks/sound buttons
- Differentiated levels of questioning (what/where vs when/why or closed vs open)
- Learning environments uncluttered and adhere to school policy eg: displays. Clear routines and expectations linked to learning environments e.g. moving around school.
- Adult modelling
- Personalisation e.g. Using pupil's interests, motivations and strengths to increase motivation and engagement, linking reading material to interests



2. COMMUNICATION AND INTERACTION



- Buddy / peer mentor systems for break / lunch.
- Sound buttons
- Use of visuals (Widgit)
- Visual support including class timetable etc.
- Using pupil's name to gain attention.
- Whole class supports to gain attention e.g. Musical instrument / hand signal etc.
- Specific activities linked to speaking and listening.
- Chunking instructions
- Task boards/strips/checklists
- Asking pupils to repeat back instructions and explain what they have to do.
- Seating for specific activities or in class to reduce distraction.
- Using an appropriate level of language eg: short, simple instructions.
- Additional processing time.
- Sentence starters.
- Pre-teaching of new vocabulary or subject specific e.g. visual knowledge organiser.
- Using individual strategies for processing info (eg: silent rehearsal, identifying key word. NB these might have to be taught first).
- Talk partners / trios including modelling of language in social contexts ('my turn.....your turn').
- Advance warning of change to routine or activity/transitions
- Use of resources to support time limited tasks e.g. timers etc.
- Use of language 'first, then etc' supported by visuals.



3. COGNITION AND LEARNING



- Clear expectations of learning using I do, we do, you do approach
- Use of visuals (Widgit)
- Alternative forms of recording e.g. IPADS, photographs.
- Reduce visual stress e.g. coloured overlays, backgrounds etc.
- Reading buddies / partners.
- Systematic phonics teaching through RWI
- Explicit teaching of reading skills through reciprocal reading
- Spelling support e.g. personalised spelling or creating pupil dictionary.
- Supports for handwriting difficulties eg: writing slopes, pencil grips etc.
- Regular handwriting practice/fine motor skills
- Sound buttons
- Teaching of alternative recording methods eg. drafting, mind maps, ICT etc.
- Supported recording eg. writing frames, scribes.
- Multi-sensory approaches to spelling eg. root words, morphology, word families etc (Decision spelling)
- Adaptive teaching approach
- Concrete apparatus.
- Pictorial approaches.
- Working memory strategies
- Knowledge organisers
- Vocabulary mats
- RWI phonics
- Tasks are clearly explained, modelled and scaffolded with regular check-ins.
- Task planners/task strips
- Linking new learning to prior learning.
- Examples of new concepts taken from real life.
- Use of Widgit
- Teaching avoided cognitive overload



4. SOCIAL, EMOTIONAL AND MENTAL HEALTH



- Strategies linked to positive whole school behaviour policy (Relational approach).
- Zones of regulation approach
- PHSE curriculum (Jigsaw)
- Use of visuals (Widgit)
- Growth mindset culture
- Consistency in relation to rewards and sanctions.
- Buddy system, friendship strategies, circle time.
- Adult led peer mediation.
- Flexible seating plans.
- Recognition of trigger points and alternatives planned for.
- Pastoral support / Family liaison officer support.
- Buddy / play leaders system at break / lunch time.
- Teaching of self-regulation strategies e.g. mindfulness, calming etc.
- Regulation stations in every classroom.
- Outdoor learning
- Access to sensory rooms
- Daily Physical Activity (DPA)



5. SENSORY AND PHYSICAL

- Adapting classroom environments to reduce visual or auditory distraction.
- Ensuring eyesight and hearing checks.
- Pencil grips/writing slopes
- Use of visuals (Widgit)
- Enlarged print if needed
- Glasses are worn as appropriate.
- Pupil seating for seeing / hearing the board or focus of a lesson.
- Giving extra time to complete tasks.
- Keeping background noise to a minimum.
- Adults checking understanding by eliciting information.
- Environments clearly organised.
- Minimum glare on IWB's.
- Appropriate lighting.
- Appropriate resources with high quality print.
- Awareness of pupils with VI or HI to ensure access to instruction and information.
- Provide resources in advance of learning.
- Displays of key vocabulary or images for lessons.
- Appropriate access arrangements for assessments.
- Adults standing still when teaching, facing pupils not the board.

- Ensure quiet environments for group work if necessary.
- Signposting and sharing of information around activities and role models.
- Alternative approached for reading and homework.
- Dough Disco
- Daily Physical Activity (DPA)
- Squiggle while you wiggle



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TARGETED SUPPORT



1. COMMUNICATION AND INTERACTION

- Now and next approach
- Social stories
- Visual timetables
- Visual supports linked to understanding e.g. Traffic light cards.
- Lego Therapy
- Language link assessment and groups
- Circle of friends
- Personalised social stories / comic strips.
- Social skills groups
- Music therapy
- Lunch club provision
- Language Enrichment Groups (LEG)
- NELI intervention
- Early Years Talk Boost intervention
- Attention bucket



2. COGNITION AND LEARNING

- Pre-teaching
- Vocabulary pre-teaching
- Guided reading groups
- Precision teaching
- Structured reading programmes e.g. RWI, Word First Series, Toe by Toe
- Trugs
- Touch typing (typing club/BBC dance mat)
- Booster sessions
- Targeted in class support
- Rapid recall intervention
- Music therapy
- Individual workstations
- Clicker
- Individualised visual timetables
- TEACCH tray approach
- Maths tutoring



3. SOCIAL, EMOTIONAL AND MENTAL HEALTH

- Co-regulation behaviour plans
- Risk assessments
- Visual supports linked to time out e.g. Feelings card, 5 point scale.
- Zones of regulation intervention
- Lunchtime club provision
- Lego therapy
- Baseline screening e.g. Strengths and Difficulties questionnaire, zones of regulation assessment
- Emotions wheels
- Anxiety groups
- Social skills groups
- Emotional regulation groups
- In house pastoral support through family liaison officer
- Outdoor learning groups (intervention)
- Music therapy
- Sensory room



4. SENSORY AND PHYSICAL

- Appropriate modified resources.
- Keyboard familiarisation skills e.g. BBC dance mat, typing club
- OT therapy programmes
- Fine motor skills intervention
- Funfit programme
- Clear understanding of any individual sensory profiles.
- Discussions with pupils and parents around managing sensory overload.
- Allowing pupils to remove themselves when they are not coping to a safe space
- Coloured overlays
- Move and sit cushions
- Movement breaks
- Sensory room
- Clicker
- Lunchtime small group provision (lunch club)



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SPECIALIST PROVISION



1. SPEECH AND LANGUAGE

Strategies set above plus:

- Targeted speech and language therapy programmes
- Communication and Interaction recommendations (external agency)
- BSL trained support for hearing impairments
- Cued speech approach



2. COGNITION AND LEARNING

Strategies set above plus:

- Small group or 1:1 individualised curriculum support
- Individualised timetables
- Advice followed from external agencies e.g. psychologists.
- 1:1 music therapy



3. SOCIAL, EMOTIONAL AND MENTAL HEALTH

- Alternative providers e.g. Forest school, Bales Farm, YMCA
- Small group or 1:1 work on developing social and emotional skills
- Counselling services
- Play therapy
- Outdoor learning 1:1
- Individualised timetables
- Advice from external agencies e.g. SEMH team/psychologists.
- External outreach e.g. SPACE, Be Your Best Mentoring



4. SENSORY AND PHYSICAL

- BSL trained support for hearing impairments
- Cued speech approach
- External agency support e.g. teacher of the deaf, specialist speech and language therapists
- Specialist equipment e.g. chairs
- Individual support for appropriate curriculum areas e.g. PE
- Specialist therapy programmes
- Funfit 1:1
- Music therapy 1:1

