

Highfield CE Primary School

SEND Information Report

2026 – 2027



Our school's approach to supporting pupils with SEND	Our whole-school approach to supporting pupils with SEND is rooted in our commitment to inclusive, high-quality teaching for all learners. Our SEND policy outlines clear expectations for early identification, targeted support and collaborative working with pupils, families and external professionals. High-quality teaching forms the foundation of our provision. Teachers adapt lessons, resources and environments to ensure that all pupils can access the curriculum and make progress. Where additional support is needed, we follow a graduated approach of <i>assess, plan, do and review</i>. This cycle enables us to identify individual needs, plan appropriate strategies or interventions, implement support effectively and regularly review the impact to inform next steps. Planning is personalised and informed by ongoing assessment, teacher observations and pupil voice. Class teachers work closely with the SENDCo to ensure that provision is well-matched to each pupil's needs and that adjustments are embedded within everyday classroom practice. Through this structured and reflective approach, we aim to ensure that every pupil with SEND is supported to grow, develop and succeed.
Catering for different kinds of SEND	In line with the four broad areas of need outlined in the SEND Code of Practice, our school supports pupils with a wide range of special educational needs. Below is an overview of the types of needs we commonly cater for within each area: 1. Communication and Interaction We support pupils with: • Speech, language and communication needs • Difficulties understanding or using language • Social communication differences • Conditions such as Autism Spectrum Condition (ASC) 2. Cognition and Learning We support pupils with: • Difficulties with reading, writing or maths • Specific learning difficulties such as dyslexia, dyspraxia or dyscalculia • Moderate learning difficulties • Challenges with memory, processing or problem-solving 3. Social, Emotional and Mental Health (SEMH) We support pupils with: • Difficulties with emotional regulation • Anxiety or low mood • Attention-related needs such as ADHD • Social interaction or behaviour challenges that impact learning 4. Sensory and/or Physical Needs We support pupils with: • Hearing or visual impairments • Sensory processing differences • Physical disabilities that affect mobility or access to learning • Medical needs requiring adjustments or care planning

How many children in the school have special educational needs?	In the academic year 2026-2027, we have 9 (2.9%) students with Education, Health and Care Plans. With two further students now awaiting EHCNA reports and a decision from panel. In total, we currently have 42 (13.4%) students who come under the SEN Support (K) on the SEND register. <table border="1" data-bbox="453 369 1370 573"> <thead> <tr> <th>Concerns</th><th>%</th></tr> </thead> <tbody> <tr> <td>Cognition and Learning Needs</td><td>33.2%</td></tr> <tr> <td>Communication and Interaction Needs</td><td>10.4%</td></tr> <tr> <td>Sensory and/or Physical Needs</td><td>9.8%</td></tr> <tr> <td>Social, Emotional and Mental Health Difficulties</td><td>10.7%</td></tr> </tbody> </table> <table border="1" data-bbox="453 604 1370 967"> <thead> <tr> <th>SEN Needs</th><th>%</th></tr> </thead> <tbody> <tr> <td>Autistic Spectrum Disorder (ASD)</td><td>3.9%</td></tr> <tr> <td>Hearing Impairment (HI)</td><td>0.7%</td></tr> <tr> <td>Moderate Learning Difficulty (MLD)</td><td>2.9%</td></tr> <tr> <td>Other Difficulty/Disability (OTH)</td><td>0%</td></tr> <tr> <td>Physical Disability (PD)</td><td>1.0%</td></tr> <tr> <td>Social, Emotional and Mental Health (SEMH)</td><td>7.5%</td></tr> <tr> <td>Specific Learning Difficulty (SPLD)</td><td>1.3%</td></tr> <tr> <td>Speech, Language or Communication Need (SLCN)</td><td>6.5%</td></tr> </tbody> </table>	Concerns	%	Cognition and Learning Needs	33.2%	Communication and Interaction Needs	10.4%	Sensory and/or Physical Needs	9.8%	Social, Emotional and Mental Health Difficulties	10.7%	SEN Needs	%	Autistic Spectrum Disorder (ASD)	3.9%	Hearing Impairment (HI)	0.7%	Moderate Learning Difficulty (MLD)	2.9%	Other Difficulty/Disability (OTH)	0%	Physical Disability (PD)	1.0%	Social, Emotional and Mental Health (SEMH)	7.5%	Specific Learning Difficulty (SPLD)	1.3%	Speech, Language or Communication Need (SLCN)	6.5%
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The SENDCo	 Rachael Bond : info@highfieldschool.co.uk : 023 8055 5793																												
Staff professional development and expertise	Each teacher is aware that they have responsibility for all their students and has a detailed picture of students with SEND. All new teaching staff and trainee teachers have a SEND induction session with an opportunity to share detailed information about a student's particular needs. Training days and twilight sessions provide opportunity to specifically focus on teaching and learning. This provides a forum for sharing best practice around supporting students with SEND. Whole staff or individuals are trained in: • Attention Autism • Clever Bodies • Clever Hands - Fine Motor Control • Doodle Learning • ELSA (Emotional Literacy Support) • Fresh Start with Read Write Inc Intervention • Hamish & Milo • Handwriting - Fine Motor Control																												

	• Intensive Interaction • Lego Therapy • Narrative Therapy • Nessy Touch Typing • Precision Teaching • Quality First Teaching • Read Write Inc Intervention • Read Write Inc Sessions • Sensory Circuits • Social Stories • Solent Therapy Sensory Processing • Speech and Language Link • TEACCH Approach • Theraplay • Total Communication • Understanding Myself
Securing and deploying expertise	Our school draws on a range of specialist expertise to ensure that pupils with SEND receive high-quality, well-matched support. The SENDCo works closely with external professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, specialist advisory teachers and health or social care services. When additional expertise is required, the SENDCo makes timely referrals and coordinates the sharing of advice so that recommendations can be implemented effectively within school. Staff deployment is carefully planned to meet the needs of pupils across the school. Class teachers remain responsible for the progress of all pupils, including those with SEND, and work closely with the SENDCo to adapt teaching, resources and classroom environments. Teaching assistants are deployed flexibly to provide targeted support, deliver evidence-based interventions, and facilitate access to learning, while also promoting independence. Regular training ensures that staff have the knowledge and skills needed to support a wide range of needs. Advice from specialists is used to shape provision, inform intervention planning and guide adjustments within the classroom. Through this collaborative and responsive approach, we ensure that pupils with SEND receive the right support at the right time.
Identifying and assessing pupils with SEND	Our school is committed to the early identification of pupils who may have special educational needs. We use a combination of high-quality teaching, ongoing assessment, benchmarking and screening programmes and close communication with families to ensure that emerging needs are recognised promptly. Identification begins within the classroom. Teachers regularly assess pupils' progress through formative and summative assessments, observations and discussions with pupils. We also use a range of benchmarking and screening programmes to help identify emerging needs at an early stage. Where a pupil is not making expected progress, despite high-quality teaching and appropriate adaptations, the class teacher works with the SENDCo to explore whether the pupil may have underlying SEND. This process is supported by our SEND Policy, which outlines clear expectations for early identification and the graduated approach.

	We follow the <i>assess–plan–do–review</i> cycle to ensure that identification and assessment are thorough and responsive. This includes: • Assess: Gathering information from teachers, parents, pupils and, where appropriate, external professionals. This may involve standardised assessments, screening tools or observations. • Plan: Agreeing outcomes and strategies to support the pupil, recorded through individual support plans or provision maps. • Do: Implementing targeted support or interventions, delivered by teachers or trained support staff. • Review: Evaluating the impact of support at least termly and deciding on next steps. Parents and carers are involved throughout the process and their insights are valued as part of the assessment. Where further specialist assessment is needed, the SENDCo coordinates referrals to external agencies such as Educational Psychology, Speech and Language Therapy or health services. Our procedures are underpinned by the SEND Code of Practice and our school's SEND Policy, Teaching and Learning Policy and Assessment Policy, which together ensure a consistent, structured and inclusive approach to identifying and assessing pupils with SEND.
Consulting with pupils and parents	Parents We recognise that parents and carers are central to understanding their child's needs, and we are committed to working in genuine partnership with families. We consult with parents of pupils with SEND in a range of ways, including: • Regular communication through meetings, phone calls and emails to discuss progress, concerns and next steps. • Termly review meetings as part of the <i>assess–plan–do–review</i> cycle, where parents contribute to setting outcomes and reviewing the impact of support. • Sharing individual support plans or provision maps, ensuring parents understand the strategies being used and how they can support learning at home. • Involving parents in referrals to external agencies, ensuring they are informed, consulted and supported throughout the process. • Open-door communication with the SENDCo, who is available to discuss concerns, provide guidance and signpost additional support where needed. Through this collaborative approach, we ensure that parents' insights and priorities shape the support their child receives. Pupils Pupil voice is an essential part of our SEND provision. We involve pupils with SEND in planning and reviewing their education in ways that are accessible, meaningful and age-appropriate. This includes: • Talking with pupils about their strengths, interests and the areas where they feel they need support.

	• Involving pupils in setting their own learning goals and discussing what helps them learn best. • Gathering pupil views for review meetings, support plans and referrals, either through conversations, drawings, questionnaires or supported discussions. • Encouraging pupils to reflect on their progress and share what is working well or what they would like to change. • Ensuring pupils understand their support and feel confident to ask for help when needed. By valuing pupil voice, we help pupils develop self-advocacy skills and ensure that their experiences directly inform the support they receive.
Involving stakeholders	Our school works closely with a range of external agencies to ensure that pupils with SEND, and their families, receive coordinated and effective support. Collaboration with key stakeholders enables us to access specialist expertise, share information appropriately and plan provision that meets pupils' individual needs. We involve a variety of bodies, including: • Health services, such as Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS and school nursing teams. These professionals provide assessments, advice and intervention plans that help us tailor support within school. • Social care teams, where appropriate, to ensure that pupils and families receive wider support relating to safeguarding, wellbeing or family circumstances. We contribute to multi-agency meetings, Early Help plans and Child in Need or Child Protection processes when required. • Local Authority support services, including Educational Psychology, specialist advisory teachers (e.g., for autism, hearing impairment, visual impairment), behaviour support teams and inclusion services. Their guidance helps us refine provision, adapt environments and implement evidence-based strategies. • Voluntary and community sector organisations, such as charities offering family support, mentoring, counselling, bereavement services or SEND-specific programmes. We signpost families to these services and work collaboratively where joint support is beneficial. The SENDCo coordinates all external involvement, ensuring that recommendations are shared with staff and integrated into the pupil's support plan. We maintain open communication with families throughout, ensuring they understand the purpose of each referral and feel supported at every stage. Through this multi-agency approach, we ensure that pupils with SEND receive holistic, well-coordinated support that addresses their educational, social, emotional and health needs.
Progressing towards outcomes	Our school is committed to ensuring that pupils with SEND make sustained and meaningful progress towards their individual outcomes. We use a structured, graduated approach to monitor progress and adapt provision so that support remains responsive to each pupil's needs.

	Progress towards outcomes is reviewed regularly through the <i>assess-plan-do-review</i> cycle. Teachers, support staff and the SENDCo work together to track academic, social, emotional and developmental progress using classroom assessments, observations, intervention data and pupil voice. Outcomes are specific, measurable and tailored to each pupil, ensuring that support is purposeful and clearly focused. Parents and carers play a central role in this process. We provide regular opportunities for them to contribute to discussions about their child's progress, including termly review meetings, informal conversations and shared planning of next steps. Parents are encouraged to share their insights, celebrate successes and help shape future targets. Pupils are also actively involved in reviewing their progress. We gather their views in age-appropriate ways - through conversations, questionnaires, drawings or supported discussions - so they can reflect on what is working well and what they would like to achieve next. This helps pupils develop ownership of their learning and understand the purpose of the support they receive. By working collaboratively with families, pupils and external professionals where needed, we ensure that outcomes remain relevant, ambitious and achievable and that every pupil is supported to continue moving forward in their learning and development.
Transition support	Our school recognises that transitions can be a significant time of change for pupils with SEND, and we are committed to ensuring that these moves are carefully planned, supportive and personalised. We work closely with pupils, families and external professionals to ensure that transitions between year groups, key stages and new settings are smooth and successful. Transitions within school • We provide enhanced transition arrangements for pupils with SEND, which may include additional visits to new classrooms, opportunities to meet new staff, visual supports and personalised transition booklets or social stories. • Teachers and support staff share detailed information about pupils' needs, strengths and strategies that support learning, ensuring continuity of provision. The SENDCo oversees the process to ensure that adjustments and support plans are carried forward effectively. Transition to new schools or settings • When pupils move to another school, we work closely with receiving settings to share relevant information, support plans and professional advice. • We arrange transition meetings with parents, the SENDCo from the new school and, where appropriate, external professionals. • Additional visits or phased transitions are offered to help pupils feel confident and familiar with their new environment. Preparing for the next stage of education As pupils move through the school, we support them to develop early independence, confidence and self-advocacy skills. In Year 6, we work closely with

	secondary schools to ensure pupils with SEND are well prepared for the transition, with opportunities for additional visits, enhanced transition plans and shared information between settings.
Teaching approach	Our school is committed to providing high-quality, inclusive teaching that enables all pupils, including those with SEND, to access the curriculum and make meaningful progress. We believe that effective teaching for pupils with SEND begins with strong classroom practice, supported by a clear understanding of individual needs. Class teachers are responsible for the learning and progress of all pupils in their class, including those with SEND. They adapt teaching through strategies such as differentiated tasks, scaffolded learning, visual supports, structured routines and the use of concrete resources or assistive technology where appropriate. Lessons are designed to be accessible, engaging and responsive to a range of learning styles. We follow the graduated approach of <i>assess-plan-do-review</i>, ensuring that teaching is continually informed by ongoing assessment, pupil voice and professional advice. Where additional support is needed, targeted interventions are delivered by trained staff and closely monitored for impact. Collaboration is central to our approach. Teachers work closely with the SENDCo, teaching assistants, parents and external professionals to ensure that provision is well-matched to each pupil's needs. Staff receive regular training to develop their understanding of SEND and to ensure that evidence-based strategies are embedded across the school. Through this inclusive and reflective approach, we aim to create a learning environment where every pupil can participate, feel valued and experience success.
Adaptations to the Curriculum and learning environment	Our school is committed to ensuring that all pupils, including those with SEND, can access a broad, balanced and ambitious curriculum. We make a range of adaptations to both teaching and the learning environment so that pupils can participate fully and make progress. Curriculum adaptations We adapt the curriculum in ways that respond to individual needs while maintaining high expectations for all pupils. This may include: • Adapted tasks and learning objectives • Scaffolded activities and step-by-step modelling • Use of visual supports, word banks, writing frames and concrete resources • Pre-teaching or over-learning key concepts • Adjustments to the pace of learning or the amount of work required • Alternative methods of recording, such as voice notes, typing or practical demonstrations • Use of assistive technology where appropriate Adaptations to the learning environment We create learning environments that are structured, supportive and accessible. Adaptations may include:

	• Clear visual timetables, routines and expectations • Calm, low-stimulus areas or workstations for pupils who need reduced sensory input • Sensory tools such as fiddle toys, ear defenders or movement breaks • Adapted seating arrangements to support attention, communication or physical needs • Accessible classroom layouts to support mobility or specialist equipment • Use of social stories, visual prompts and personalised resources to support understanding Embedding inclusive practice Teachers work closely with the SENDCo and external professionals to ensure that adaptations are evidence-based and tailored to individual needs. Regular training ensures staff are confident in implementing inclusive strategies across the school. Through these thoughtful and flexible adaptations, we aim to remove barriers to learning and ensure that every pupil can engage, participate and succeed.
Inclusivity in activities	Our school is committed to ensuring that all pupils, including those with SEND, can participate fully in the wide range of activities and opportunities we offer. We believe that every child should be able to learn, play and take part alongside their peers, and we take proactive steps to remove barriers to participation. We ensure inclusivity by: • Adapting activities and resources so that pupils with SEND can take part meaningfully, whether in lessons, clubs, trips or special events. • Providing additional adult support where needed to enable safe and successful participation, while also promoting independence. • Carrying out risk assessments for trips and off-site activities that consider individual needs and outline reasonable adjustments. • Offering alternative formats or approaches when required, such as visual supports, simplified instructions, sensory-friendly options or quiet spaces. • Working closely with parents and external professionals to understand pupils' needs and plan appropriate adjustments. • Ensuring after-school clubs, sports, performances and enrichment activities are accessible and welcoming to all pupils, including those with SEND. Our inclusive ethos ensures that pupils with SEND are valued members of our school community and are encouraged to participate fully in all aspects of school life alongside their peers.
Supporting emotional and social development	Our school places a strong emphasis on supporting the emotional and social development of pupils with SEND. We recognise that wellbeing is central to learning, and we provide a nurturing, inclusive environment where pupils feel safe, valued and listened to. Pastoral support and wellbeing provision We offer a range of pastoral support to help pupils develop confidence, resilience and positive relationships. This may include:

	• Access to trusted adults, including the SENDCo, pastoral staff or teaching assistants, who pupils can talk to when they need support • Small-group or individual sessions focusing on emotional regulation, social skills, friendship building or self-esteem • Use of personalised strategies such as visual supports, calm spaces, sensory tools or emotion-coaching approaches • Close communication with parents to ensure consistency between home and school Listening to the views of pupils with SEND We actively seek and value the views of pupils with SEND. Their voice is central to shaping their support. We gather pupil views through: • Regular check-ins and informal conversations • Supported discussions, drawings or questionnaires • Contributions to their support plans and review meetings • Opportunities to share what helps them learn and what they find challenging This ensures that pupils feel heard and involved in decisions about their education. Preventing bullying and promoting positive relationships We are committed to creating a safe and respectful school culture. Our Anti-Bullying Policy outlines clear procedures for preventing, identifying and responding to bullying. For pupils with SEND, we take additional steps to ensure they feel protected and included, such as: • Teaching pupils about kindness, respect and difference through the curriculum and assemblies • Providing extra supervision or support in unstructured times if needed • Helping pupils develop social understanding and conflict-resolution skills • Monitoring vulnerable pupils closely and responding swiftly to any concerns • Working with parents to ensure a consistent and supportive approach Through these measures, we aim to ensure that all pupils - especially those with SEND - feel secure, confident and able to thrive socially and emotionally.
Online safety?	Our school recognises that pupils with SEND may face additional risks online, including difficulties in recognising unsafe content, managing online relationships, or understanding the intentions of others. Pupils with SEND may also be more vulnerable to online bullying, grooming, exploitation or radicalisation. We take these risks seriously and ensure that our online-safety provision is tailored to meet their needs. Recognising additional risks We understand that pupils with SEND may: • Find it harder to understand abstract concepts such as privacy, consent or online boundaries • Be more trusting of others online and less able to identify unsafe behaviour • Experience communication or social-understanding difficulties that increase vulnerability • Be more likely to experience online bullying or exclusion

	• Need additional support to navigate online platforms safely and confidently Supporting pupils to stay safe online We have clear procedures and teaching approaches in place to help pupils with SEND develop the knowledge and skills they need to stay safe online. These include: • Teaching online safety explicitly through the computing and PSHE curriculum, using simplified language, visual supports and practical examples • Providing small-group or individual sessions for pupils who need additional support to understand online risks • Using social stories, role-play and scenario-based learning to help pupils recognise unsafe situations and practise safe responses • Monitoring pupils' wellbeing and online behaviour closely, with swift intervention if concerns arise • Working with parents to share guidance, signpost resources and promote consistent messages at home and school Policies and safeguarding procedures Our Online Safety Policy and Safeguarding Policy outline clear procedures for preventing, identifying and responding to online risks. Staff receive regular training to ensure they understand the specific vulnerabilities of pupils with SEND and can support them effectively. We also work with external agencies where needed to provide specialist advice or intervention. Through this proactive and supportive approach, we aim to ensure that pupils with SEND can enjoy the benefits of the online world while staying safe, confident and informed.
Evaluating effectiveness	Our school is committed to ensuring that the provision in place for pupils with SEND is effective, evidence-based and responsive to individual needs. We use a range of monitoring and evaluation processes to assess the impact of support and to inform future planning. Monitoring pupil progress We regularly review the progress of pupils with SEND through: • Ongoing formative and summative assessments • Analysis of intervention data and progress towards individual outcomes • Classroom observations and work scrutiny • Pupil voice activities to understand how pupils feel about their learning and support Reviewing support and interventions As part of the <i>assess-plan-do-review</i> cycle, teachers, support staff and the SENDCo meet termly to evaluate the effectiveness of provision. This includes: • Reviewing individual support plans or provision maps • Assessing whether interventions are having the intended impact • Adjusting strategies, resources or approaches where needed

	• Considering whether additional or alternative support is required Involving parents and external professionals Parents are invited to contribute to review meetings and share their views on how well support is working. Where external professionals are involved, their advice is used to evaluate and refine provision. Whole-school evaluation The SENDCo monitors SEND provision across the school through: • Tracking whole-school SEND data and identifying patterns or emerging needs • Reviewing staff training needs and the implementation of inclusive strategies • Reporting to senior leaders and governors on the effectiveness of provision • Ensuring that SEND provision aligns with statutory requirements and the school's SEND Policy Through this rigorous and reflective approach, we ensure that SEND provision remains effective, inclusive and continually improving, enabling all pupils to make meaningful progress.
Handling complaints	Our school is committed to working in partnership with parents and carers, and we take any concerns about SEND provision seriously. We aim to resolve issues promptly, informally where possible, and always with the child's best interests at the centre. If a parent has a concern about the support their child is receiving, we encourage them to: 1. Speak to the class teacher in the first instance, as they know the child best and can often resolve concerns quickly. 2. Contact the SENDCo if the issue requires further discussion, clarification or review of provision. The SENDCo will listen to concerns, gather relevant information and work with parents to agree next steps. 3. Arrange a meeting with the Headteacher if the concern remains unresolved. The Headteacher will review the situation and ensure that appropriate actions are taken. If a parent feels that their concern has not been addressed through these informal steps, they may make a formal complaint in line with the school's Complaints Policy. Complaints Policy 2024-2026.pdf This policy outlines the stages of the formal process, including how complaints are investigated, how outcomes are communicated and the timescales involved. We are committed to ensuring that all complaints are handled sensitively, fairly and without discrimination. Throughout the process, we maintain open communication with families and work collaboratively to find solutions that support the child's needs.

Local Offer	As a school within Southampton City Council, we contribute to the Local Offer by providing clear, accessible information about the support available for pupils with SEND in our setting. Our SEND Information Report and SEND Policy outline the provision, processes and support we offer, and these documents form part of the wider Local Offer for families in Southampton. We work closely with the Local Authority to ensure that our provision aligns with local guidance and that families are aware of the services, agencies and support available to them. Where appropriate, we signpost parents to the Local Offer so they can access information about education, health and social care services, as well as support groups and community organisations. Southampton City Council's Local Offer can be accessed online at: https://www.southampton.gov.uk/schools-learning/send-local-offer/ This website provides comprehensive information about SEND services across the city, including specialist support, early help, health services, short breaks, and guidance for parents and young people. Our school updates its SEND Information Report annually to ensure our contribution to the Local Offer remains accurate, transparent and reflective of current practice.													
Named contacts	<table border="1"> <thead> <tr> <th>Role and Name</th><th>Email and Telephone</th></tr> </thead> <tbody> <tr> <td>SENDCo Rachael Bond</td><td rowspan="6"> : info@highfieldschool.co.uk : 023 8055 5793 </td></tr> <tr> <td>Designated Safeguarding Lead Rosie Walford</td></tr> <tr> <td>Deputy Designated Safeguarding Lead Rachael Bond</td></tr> <tr> <td>Deputy Designated Safeguarding Lead Georgia Collins</td></tr> <tr> <td>Deputy Designated Safeguarding Lead Katherine Bignell</td></tr> <tr> <td>Designated Teacher Georgia Collins</td></tr> <tr> <td>SEN Governor Lucy Heptinstall</td><td> : l.heptinstall@highfieldschool.co.uk : 023 8055 5793 </td></tr> <tr> <td>Chair of Governors Alan Hunt</td><td> : a.hunt@highfieldschool.co.uk : 023 8055 5793 </td></tr> </tbody> </table>	Role and Name	Email and Telephone	SENDCo Rachael Bond	 : info@highfieldschool.co.uk  : 023 8055 5793	Designated Safeguarding Lead Rosie Walford	Deputy Designated Safeguarding Lead Rachael Bond	Deputy Designated Safeguarding Lead Georgia Collins	Deputy Designated Safeguarding Lead Katherine Bignell	Designated Teacher Georgia Collins	SEN Governor Lucy Heptinstall	 : l.heptinstall@highfieldschool.co.uk  : 023 8055 5793	Chair of Governors Alan Hunt	 : a.hunt@highfieldschool.co.uk  : 023 8055 5793
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Deputy Designated Safeguarding Lead Rachael Bond														
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Deputy Designated Safeguarding Lead Katherine Bignell														
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Chair of Governors Alan Hunt	 : a.hunt@highfieldschool.co.uk  : 023 8055 5793													
Additional support	Our school offers a wide range of additional support to ensure that pupils with SEND can access learning, make progress and feel confident and included. Support is tailored to individual needs and may take place within the classroom, in small groups or through one-to-one sessions. Classroom-based support - Adapted teaching strategies and differentiated tasks - Use of visual supports, scaffolding and structured routines													

	• Access to concrete resources, assistive technology or personalised equipment • Additional adult support to help pupils engage with learning while promoting independence Targeted interventions We provide evidence-based interventions to support specific areas of need, such as: • Speech, language and communication • Phonics and early reading • Literacy and numeracy skills • Social skills and emotional regulation • Fine and gross motor development • Working memory and attention These interventions are delivered by trained staff and monitored regularly to ensure they are effective. Pastoral and wellbeing support • Access to trusted adults for regular check-ins • Small-group or individual sessions focusing on emotional wellbeing, resilience or social understanding • Use of calm spaces, sensory tools or personalised regulation strategies Support from external professionals Where appropriate, we work with specialists such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, advisory teachers and health or social care professionals. Their recommendations help us tailor support to each pupil's needs. Support for families We maintain open communication with parents and carers, offering guidance, signposting to local services and opportunities to discuss progress and next steps. Through this layered and flexible approach, we ensure that pupils with SEND receive the right support at the right time to help them thrive academically, socially and emotionally.
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Parent Glossary of SEND Terms and Support

This glossary explains the words, roles and services you may come across when reading our SEND Information Report or talking with staff. We want every family to feel informed, confident and supported.

Key People Who May Support Your Child

SENDCo (Special Educational Needs and Disabilities Coordinator) - The teacher who leads SEND provision in school. They coordinate support, work with families, and liaise with external professionals.

Class Teacher - The teacher responsible for your child's learning every day. They adapt lessons and provide support as part of our inclusive approach.

Teaching Assistant (TA) - Staff who work alongside teachers to support learning, deliver interventions and help children access the curriculum.

Educational Psychologist (EP) - A specialist who assesses learning, behaviour and emotional needs and provides recommendations for support.

Speech and Language Therapist (SaLT) - A professional who helps children with speech, language and communication needs.

Occupational Therapist (OT) - Supports children with motor skills, sensory processing and everyday functional skills.

Physiotherapist - Helps children with physical development, mobility or muscle strength.

CAMHS (Child and Adolescent Mental Health Services) - NHS service supporting children with emotional or mental health needs.

Key SEND Terms

SEND - Special Educational Needs and Disabilities — when a child needs additional support to learn and thrive.

SEN Support (K) - Support for children with SEND who do not have an EHCP. This includes personalised strategies and regular reviews.

EHCP (Education, Health and Care Plan) - A legal document for children with significant, long-term needs. It sets out the support a child must receive.

Assess–Plan–Do–Review - A cycle used to identify needs, plan support, put strategies in place and review progress.

Provision Map / Individual Support Plan - A document showing the support, interventions and strategies in place for your child.

Local Offer - Information from the Local Authority about SEND services available in the area.

Types of Need

Communication and Interaction - Includes speech and language needs and Autism Spectrum Condition (ASC).

Cognition and Learning - Includes dyslexia, dyscalculia, dyspraxia and moderate learning difficulties.

SEMH (Social, Emotional and Mental Health) - Includes anxiety, emotional regulation difficulties and attention-related needs.

Sensory and/or Physical Needs - Includes hearing or visual impairments, sensory processing differences and physical disabilities.

Diagnoses and Conditions

ASC (Autism Spectrum Condition) - A developmental difference affecting communication, social interaction and sensory processing.

ADHD (Attention Deficit Hyperactivity Disorder) - A condition affecting attention, impulse control and activity levels.

Dyslexia - A specific learning difficulty affecting reading and spelling.

Dyscalculia - A specific learning difficulty affecting understanding of number.

Dyspraxia / DCD (Developmental Coordination Disorder) - A condition affecting coordination and motor planning.

SLCN (Speech, Language and Communication Needs) - Difficulties with understanding or using spoken language.

MLD (Moderate Learning Difficulty) - Learning at a slower pace than peers across most areas.

Interventions and Approaches Used in School

These are programmes or strategies we may use to support your child:

- **Attention Autism** – builds attention and communication through engaging activities.
- **Clever Bodies / Clever Hands** – supports motor skills and coordination.
- **Doodle Learning** – online learning tools for maths and English.
- **ELSA (Emotional Literacy Support Assistant)** – sessions to support emotional regulation, friendships and wellbeing.
- **Fresh Start (Read Write Inc)** – reading intervention for older pupils.

- **Intensive Interaction** – builds early communication and social connection.
- **Lego Therapy** – develops communication and teamwork through structured play.
- **Narrative Therapy** – helps children organise and understand spoken language.
- **Precision Teaching** – daily practice to build fluency in key skills.
- **Sensory Circuits** – movement-based activities to support regulation.
- **Social Stories** – short stories that explain social situations clearly.
- **TEACCH Approach** – structured teaching often used with autistic pupils.
- **Theraplay** – play-based approach supporting emotional connection.
- **Total Communication** – using speech, signs, visuals and gestures together.
- **Understanding Me** – supports emotional awareness and self-understanding.

Helpful Classroom Terms

Scaffolding - Breaking learning into smaller steps with support.

Overlearning - Practising skills repeatedly to build confidence.

Visual Timetable - A picture-based schedule that helps children understand routines.

Assistive Technology - Tools such as laptops, voice-to-text or reading software that help children access learning.