'Pupils are happy and said that they feel safe in this inclusive and friendly school. Pupils behave well.'
Ofsted December 2021

Inclusive practices are at the heart of everything we aim to provide at Hightown JIN. These contribute to positive outcomes for our pupils.

Hightown JIN School is committed to supporting and improving our children and young people's learning by working in partnership with their families, schools and other support services.

At some point during their journey through Hightown Junior Infant and Nursery School, a child may require some additional support to reach their potential.

Regardless of the need and the length of time for which support is required, we will endeavour to meet that need.

If this support cannot be provided by our experienced staff, then we will seek external specialist support. In Kirklees there are several outside agencies that we can refer into to access more specialist support.

These teams include but are not limited to:

- CCI – Complex Communication and Interaction
- C&L – Cognition and Learning
- VI – Visual Impairment
- HI – Hearing Impairment
- PI – Physical Impairment
- SEMH – Social, Emotional, Mental Health
- KKIM – Kirklees Keeping in Mind
- CAMHS
- Early Help Support/TAF
- Cluster 3 – SENDCO/Professional meetings
- Learning Accord MAT SENDCO Meetings
- EYFS Outreach (Portex)
- KIAS
- PCAN
- Inclusion Support Officer
- Locala

We believe that every child has the right to a broad and balanced curriculum that meets their needs.

Each teacher at our school is a teacher of Special Educational Needs and is committed to ensuring that every child is included in all aspects of school life.

Our school coordinator for Special Educational Needs and Disability (SEND) is currently Mrs. Lucie Biddle.

Our SEND governor who works closely with her is Mrs. Maggie Walker.

Working closely alongside Mrs. Biddle is the Inclusion and Pastoral team; Mrs. Hussain and Mr. Minto, they support both children and their families.

Mrs. Biddle coordinates the provision for children with additional needs, across the whole school.

In the first instance, if you have any questions or concerns surrounding SEND and your child, please make an appointment and speak to your child's class teacher. If necessary, the class teacher will then escalate any concerns to Mrs. Biddle or the pastoral team.

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs and / or Disabilities (SEND) Information Report every year.

This report explains how our school meets the needs of children with SEND. It will be available on our school website and in the Kirklees 'Local Offer'.

The school is part of Learning Accord Multi Academy Trust and a Cluster group with very local schools and we work closely with them on all aspects of Special Educational Needs.

Representatives from the different schools meet regularly to discuss concerns and share ideas.

Who has responsibility for SEND provision in school?

The Headteacher has overall responsibility however Mrs. Biddle ensures that the provision for children with additional needs is appropriate and is meeting their needs.

Members of the Senior Leadership team (Mr. Ingleby (Headteacher), Mrs. West (Assistant Head teacher and KS2 Phase Leader) and Mrs. Heddon (Assistant Head teacher and KS1 Phase Leader) meet formally with each class teacher half-termly to discuss both the academic progress of each child and talk about each child holistically. This is called a Pupil Progress and Pastoral Meeting.

In addition, where possible, Mrs. Biddle, Mrs. Hussain or Mr. Minto also attend.

During this meeting, the progress, both academically and pastorally, of each child on the SEN register and monitoring register is discussed in detail.

The Senior Leadership Team discusses the deployment of staff after each Pupil Progress Meeting before a new term or half term begins.

Each Monday morning, Mrs. Biddle, Mr Ingleby and the Pastoral team meet to discuss the provision that different pupils require.

In their year group team, teachers and Learning Support Assistants have a session on a Monday morning to discuss children on the SEN register, Cause for Concern register and Pupil Premium register. Where new additional needs have been identified, the Class Teachers will discuss and agree with support staff how support can be provided to meet the child's needs.

The Governing Body has a SEND governor who keeps up to date with relevant initiatives and developments in SEND and ensures that school is compliant with all statutory duties. Currently this is Mrs. Maggie Walker.

Objectives of the School's SEND provision:

- To ensure access to a broad, balanced and **relevant** curriculum for all children – some children require a highly personalised curriculum.
- To identify children with additional needs and disabilities.
- To identify in a timely manner any additional needs or disability and to implement appropriate learning, behavioural and social skills work to meet that need as far as resources will allow.
- To raise the self-esteem of children who are vulnerable, have additional needs and disabilities.
- To ensure we identify SEN or Additional Needs early and as a priority.
- To encourage and work together with parents and carers as a partnership.
- To promote effective liaison between staff, parents and outside agencies.
- To support staff in adapting schemes of work and provision for all children.
- To ensure continuity across EYFS and Key Stage 1 and Key Stage 2 and to ensure a smooth transition to Key Stage 3.
- To ensure that SEND is represented in all aspects of school life.

In developing our school offer, children with SEND are understood to be those children with or without Education Health Care Plans, who have difficulties in participating in those curriculum experiences which they could have expected to share, had the particular difficulty not existed.

They will include children who have the following identified types of need:

- Cognition and Learning
- Communication and Interaction
- Social, Mental Health and Emotional
- Sensory and/or physical

The school works in line with both the Children and Family Act Law and the SEND Code of Practice principles in that:

- We assess each pupil's skills and level of attainment when they start at the school.
- We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether

they have special educational needs.
- When special educational needs are identified and support is put in place to support the meeting of those needs
- There is recognition of a continuum of needs and provision.
- Children will be given the greatest possible access to a broad and balanced education.
- Liaison with the Local Authority, Health and Social Services will take place as appropriate to the need of the child.

The Graduated Approach

The SEND Code of Practice gives statutory guidance for children and young people aged 0 - 25 years. All schools must use the code when working with people with special educational needs or disabilities.

It describes a graduated response to meeting pupils' needs, based on an Assess, Plan, Do and Review model. Where teachers, pupils and parents decide that a pupil has additional needs, the SENCO asks for a meeting to discuss.

The graduated approach is a four-step cycle, aiming to understand an individual's needs to allow support to be put in place and ensure progress. It is also known as SEN support.

What are the four parts of the graduated approach?

The cycle encourages earlier decisions to be made and actions to be taken for a child to make progress. Being a more holistic approach, it should not be a single process but a continuous review. There may be more than one cycle at a time, each focussing on a different area such as literacy and organisation.

The four parts of the cycle are:

Assess

An initial assessment of the child's needs are discussed to create a starting point from which to work. These are known as baseline tests.

Plan

An additional support plan is written with clear targets and deadlines of the expected progress.

Do

Support is given to the child under the supervision of the classroom teacher.

Review

There is no specific timeline for how frequently the reviews must be carried out, but most are done termly for feedback to be given to parents and carers.

Parents and carers must be kept informed throughout the cycle.

It may be necessary to carry out further interventions and more regular reviews to ensure the correct support is being offered.

Supporting SEND children at Hightown JIN School

Children who have additional needs are supported in a number of ways:

- The SENCO is involved in all areas of transition across phases of education, ensuring that support is present for children who require it at key points. She works closely with all key staff to develop learning programmes and in some cases personalised learning programmes.
- She supports the SLT in monitoring their impact and works with class teachers and key staff to share information with and collect information from parents.
- She works closely with the EYFS team and helps to prepare for a child's entry into school.
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The impact and effectiveness of support is evaluated through monitoring the following documentation:

- The Monitoring, the SEN and the Cause for Concern Register which details which children are on the register and what their priority needs are.
- A planning document which details the type of support provided, including the frequency, duration and staff/child ratio, this is shared with the Educational Psychologist and other professional outreach teams when they visit school.
- One Page Pupil Profiles (with or without targets) or My Support Plans are completed and reviewed termly with the Class Teacher, child and, wherever possible, the parent/carer. The MSP is a working log and a record of the discussion and agreement of the support that the child will be given for the specified period of time.
- Learning Support Assistants are allocated to each classroom according to the needs of children in each class. Learning Support Assistants may work closely with a child/children with additional needs, whilst encouraging independence wherever possible.
- Learning Support Assistants offer general support in class; provide small group support, provide both 'in the moment' interventions and specific research-based interventions as well as individual support to break down barriers to learning in the class room.
- Wherever possible, the level of additional support will be consistent and provided by a member of staff known to the child. If this is a TA he/she will work closely with the Class Teacher and the SENCO to ensure a continuity of provision and to ensure that all resources and activities are appropriate and meeting the needs of the children. However, on occasions due to the needs of the school and pupils in it, staff will be deployed differently.

- Support assistants participate in all educational visits supporting all children and promoting inclusion. Children for the main part remain in classes during learning time.
- When relevant, bespoke 1-1 and small group lessons are planned in order to impact positively on learning.
- Learning Support Assistants and the Pastoral staff also work with individuals and small groups on aspects of social and emotional wellbeing.
- The office staff administer most doctor prescribed medicines and will provide support for children who self-administer.
- If there are any needs that cannot be met within normal school provision, Hightown JIN School will endeavor to seek the support of outside agencies in developing an appropriate provision or securing alternative placements.
- Throughout a child's time at Hightown JIN, he/she may receive personalised timetabling arrangements to meet his/her needs if this is deemed appropriate.
- We try to maintain regular contact both formally and informally with parents and carers to ensure that there is an effective supportive educational partnership.
- Regular (at least termly) opportunities for assessing and reviewing the provision of support with the teacher, child and parents/ carers.
- All reasonable adjustments will be made to keep children safe and give individuals the best chance of success in all areas of school.

At Hightown JIN School, whilst additional support is planned for and provided by the class teacher or a LSA the SENCO will oversee all programmes and work with staff to monitor their impact. If you have a concern about your child's learning and progress:

- Speak initially to your child's class teacher sharing your concerns, things that are not working well and how you feel things could be made better.
- All staff work hard to ensure that work is planned to meet the needs of all children and we welcome parents' input into this process.
- If your concerns continue ask to speak to the SENCO who will be able to share with you details of the provision in place and provide further suggestions, actions and possibilities.

Access to learning opportunities:

At Hightown, all children have access to a broad and balanced curriculum which is suitable for all our pupils. We do this by:

- Adjusting the curriculum for each child with SEND to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation' and a graduated approach (assess, plan, do, review) within 'Quality First Teach'
- Adapting resources to meet individual needs for example coloured overlays and whiteboard pages for dyslexic children, large print worksheets for the visually impaired, sensory diets and movement breaks for children who need.
- Talking to parents and children about the best ways to ensure their needs are met
- Ensuring our facilities are appropriate.

Before applying for a place at Hightown, we welcome you to come and visit our school and discuss the needs of your child and we can consider and plan out how our setting can meet

them. We link closely with our feeder pre-schools and private day nursery providers if children have an identified SEND prior to joining us in Nursery or Reception. Additional meetings will be planned in order to ensure that needs are identified and we offer an enhanced transition in partnership with individual settings and parents or carers.

Within the school, we offer an enhanced transition starting on the first Monday in July. All children move to their new classrooms for the final three weeks of the summer term. This allows children to immediately begin making connections and building relationships with new staff. Where necessary we ensure individual children are given extra support and time to settle.
Transition meetings take place before transition begins and during it between class teachers to discuss the needs of the whole class. Time is given to children with additional needs and My Support Plans are discussed in detail and handed over. Any outside agencies that are involved with individuals are invited in to support.

When children leave the school, information relating to those children with SEND is passed onto the new school, Mrs Biddle works closely with the SENCO's and Inclusion team from our main two feeder schools, Spen Valley High School and Whitcliffe Mount High School. In the case of children with an Education, Health and Care Plan, transition planning starts in Year 5 where appropriate staff are invited.

A child's progress will be continually monitored by his/her class teacher and the SLT (Mrs. West – KS2 and Mrs. Heddon – KS1 and EYFS).

At the end of each key stage (year 2 and year 6), children are formally assessed using Standard Assessment Tests (SATS). In year 6, this is something the government requires all schools to do and are the results that are published nationally. However, if needed, after consultation with SLT and parents - arrangements will be made to disapply children from SATS when needed.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The school holds interim reviews in between the Annual Review or at the request of parents.
The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book looks, talking to children, talking to Learning Support Staff and teachers and lesson observations will be carried out by members of the Senior Leadership Team and subject leaders to ensure that the needs of all children are met and that the quality of teaching and learning is high.

A child's progress is discussed at Parents' Evening. Appointments can be with the support of the Pastoral team or by going on line.
Mrs. Biddle is available throughout these evenings if you wish to speak in more detail about your son or daughter.

The parents, SENCO and/or class teacher and all other professionals involved will meet

termly. If your child has an Early Help Plan, meetings are held every six weeks or more often according to need and circumstances.

The class teacher may suggest ways of how you can support your child. The SENCO can support you also and may have strategies you can use. If outside agencies have been involved with your child; they often provide recommendations for both home and school There are also Parent Information Events throughout the year for you to attend.

W**ell-being and Mental Health:**

Pastoral and emotional support is provided through:

- Pastoral support from Mrs. Hussain and Mr. Minto – they are a safe space for pupils
- A range of lunchtime clubs are available for children who find lunchtimes a challenge
- All staff are Restorative Practice trained
- Year 5 children are trained in restorative Practice and can be a listening ear for children
- All adults in school have training in Child Protection and Abuse Awareness; this training is updated every three years

Pupils with medical needs:

If a pupil has a medical need than a Care Plan is compiled in consultation with the relevant professionals and parents/carers.

- Staff receive EpiPen, eczema and asthma awareness training as required.
- A number of Learning Support Assistants and teachers are First Aid Trained and Paediatric First Aid Trained.
- Access to specialist services.
- Please refer to our policy on how we support children with medical conditions.

School trips:

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate where possible. However, if it is deemed that an intensive level of 1:1 support is required or the pupil has complex medical needs, a parent or carer may be asked to accompany their child during the activity to ensure safety.

Accessibility:

Hightown JIN School is accessible to wheelchair users via the door to the hall.
The main playground has a ramp to allow access from the top to the bottom playground.
There is a ramp and a wide entrance in the reception class playground.
There is an accessible toilet available at the bottom of the KS2 corridor. This includes an inclusive toilet and a changing bed that is the designated changing area allowing staff to provide personal care.

Resources:

The school budgets include money for supporting children with SEND. The Headteacher alongside Mrs Winn and the SLT decides on the deployment of resources (both human and material) for Special Educational Needs and Disabilities.
The SEND budget is allocated for each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

Support allocated:

Children's needs can change all the time. Our support aims to be flexible and fluid. We aim to respond to the needs of individual children as they present to us. At differing times, children will require different levels of help.

We work as a team and think about:
• Evidence obtained from being in classes and observing children.
• Children's performance in National Curriculum subjects.
Assessment data.
• Progress in relation to Pupil Progress meetings
• Standardised screening or assessment tools
• Records from pre-school nurseries.
• Reports from external agencies, such as Educational Psychology, SALT and KSP.
• Information from parents

Some pupils may require access arrangements to complete SATS and other assessments. They may need:

- Additional time
- A scribe
- A prompter
- Rest or movement breaks

These decisions are made after staff have incorporated them into their 'normal practice'. They are made after discussions with parents and carers, SENCO, Head Teacher and class teacher and often with support from outside agency recommendations.

Working together:

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Parents' Evening
- Discussions and meetings with the SENCO and other professionals

Our data:

201 children on the school roll (September 2025) 65 children on the SEN Register – 32% of the school 40/67 – Boys (60%) 27/67 – Girls (40%)
31/67 are PP as well as SEN (46%)
National average of children who have EHCP's is 5% - slightly above national average 15 Children have EHCP's – 7% of the whole school 7 out of the 15 children who hold EHCPs are PP – 47% 23% of all children at Hightown on the SEN register hold EHCP's
201 on school roll – 34% SEN **National average is 12.6%** 6% of the school roll hold an EHCP – we are broadly in line with national statistics for EHCP's. Our children with SEN Support is higher than the national average.