



*Highbury Primary School*  
*'Valued as Individuals, Inspired*  
*and Nurtured as Learners'*

# Welcome to the Inclusion and SEND team





On behalf of the pupils, staff and governors, we would like to welcome you and your child to Highbury Primary School. We hope that the positive partnership between home and school will support your child's years in schooling. This booklet aims to provide further information about the support we provide for children at our school.



**Inclusion Leader/ SENCO/ EMA Co-ordinator/ Senior Leader**

I have the responsibility of co-ordinating the provision made for individual children with: Special Educational Needs, Social and Emotional Needs and English as an Additional Language.

I also work as part of the Senior Leadership Team. This means that I work closely with all staff in school, parents, outside agencies and colleagues throughout the city and across the schools in the University of Chichester Academy Trust.

Support is available through:

- Giving advice on issues related to Special Educational Needs, Social and Emotional difficulties and pupils with English as an additional language
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
- Assessments of individual pupils to identify need
- Referrals may be made to a range of other professionals such as: Educational Psychologist, Speech and Language Therapist and Specialist Teacher Advisors in the City
- Work with our high-quality pastoral team including our pupil and family support – Mrs Hartt and our nurture team – Mrs Fuller and Mrs Moore.

## Our Pastoral team

**Mrs Hartt**



**Mrs Fuller**



**Mrs Moore**



Our Pastoral Support Team are here to support the children in overcoming any difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs.

- Children referred to the Pastoral Support Team may have difficulties with: feelings, making friends, social skills, behaviour or home issues
- Children may come out of class to work 1:1 or in a small group with the Learning Mentors
- There is very good communication with all staff in school, parents, carers, pupils and outside agencies including: Social Services and the Police
- Signpost families to other relevant services
- Delivery of ELSA (Emotional Literacy Support) usually session run over a period of eight weeks
- Supporting parents with behaviour management
- Budgeting, finances, attendance and menu planning
- Supporting parents to gain access to learning
- Helping parents seek out resources and activities in the area / giving non-judgemental advice and support

## The Nest - Nurture Provision

**Mrs Fuller**



**Mrs Moore**



Our nurture group, the Nest, is a small group provision set up to provide a secure, safe learning environment for pupils who may have various social and emotional needs. The Nest provides sessions split for KS1 children (year 1 and 2) in the morning and KS2 children (Year 3,4,5 and 6) in the afternoon. There are only 8 children at a time. These children remain part of their class group.

The Nurture group team (led by the Pupil and Family Support Leader and the Inclusion Leader / SENCo) work very closely with all relevant staff and parents in order to achieve the very best possible outcome for our children. All sessions are planned and incorporate the learning needs of the individual children as well as addressing their very individual social and emotional needs.

The Nest's six main principles include:

- The children's learning is understood: Done through working on co-operative play and work using planning that is appropriate to the individual needs
- The classroom offers a safe base: Where they can learn to build good consistent secure relationships with peers and staff in a calm caring environment with clear boundaries
- Nurture values the importance for the development of well-being: Time is given to talk about their experiences and explore their feelings
- Language is a vital form of communication: Through circle times and play, time is given for them to explore their and expand their vocabulary
- We understand that all behaviour is a form of communication: Children are given opportunities to explore different ways of managing their own behaviours and consider different ways of expressing themselves
- We recognise the importance of transition in children's lives: Work is done to support children in times of transition, whether it be in home life or school.



‘Valued as Individuals, Inspired and Nurtured as Learners’

Respect, Resilience, Confidence,  
Kindness, Inclusive, Aspiration

Should you have any concerns or questions about your child relating to any of the above and would like to know what support we can give, please contact the front office or speak to your child’s class teacher who will let the appropriate member of staff know. You can also access more information about what the school has to offer by reading through our schools ‘SEND Information Report’ which can be located on the school website at:



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