



Special Educational Needs and Disabilities (SEND) Report

Information Report

Highfields School strives to be an inclusive, happy community that values every individual and inspires them to achieve their full potential. Our approach to the provision for students with SEND is guided by our key aims which include:

- **Respect for all students**
- **Celebration of diversity and promote equality**
- **Provision of appropriate levels of challenge for all students**

Definition of Special Educational Needs and Disability (SEND): Students have special educational needs if they have a difficulty accessing the curriculum that calls for special educational provision to be made for them. This may be on a temporary or longer term basis.

Students may have difficulty accessing the curriculum if they:

- have significant difficulties in learning in comparison with the majority of children of the same age.
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

How do we identify and assess students with special educational needs?

<p>Information Sharing:</p> <ul style="list-style-type: none"> • With previous schools • Information from parents/carers • Reports from external professionals and agencies • Concerns from teachers, parents/carers, students or others 	<p>Test Results:</p> <ul style="list-style-type: none"> • Key stage 2 assessments • GL Assessment Group Reading Test in Year 7 • Additional reading and spelling test for some students • Monitoring of learning and progress
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Triggers for intervention could be concerns underpinned by evidence about a young person who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in an identified area of weakness.
- shows signs of difficulty in developing literacy or mathematics skills.
- presents persistent emotional or social issues despite support from staff.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- continues working at attainment levels substantially below that expected of pupils of a similar age
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits to assist the student or advise staff, by a specialist service.

If you feel your child has Special Educational Needs, you should contact one of the following:

- Special Educational Needs Co-ordinator (SENCo) – Mr M. Hodkin
- Your child’s Head of Year or Year Manager



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How will the school support a student with Special Educational Needs?

- Extended transition days and activities to support identified students to prepare fully for their transition from primary school to Highfields School.
- Information about special educational needs is communicated to all staff via a 'Provision Map'. If a student is identified as SEND K or EHCP they will have a passport which outlines strategies for meeting their needs.
- As a school we always adopt a **graduated response** which recognises that children learn in different ways and can have different kinds and levels of SEND

The 2014 SEND Code of Practice makes it clear that all teachers have a responsibility to cater for students with SEND so that they can progress. It states that 'the first and most effective provision for SEND is quality teaching and learning, tailored to the needs of individuals'.

Where such 'normally available' resources are not sufficient to meet the need, the next step in a graduated response is to identify a student as eligible for 'SEND Support'. This means that a passport will be written and implemented involving additional support to help the student make progress. The plan will be discussed with the student, parents and carers and if necessary, reviewed 3 times a year.

The additional support may take the form of further support from specialists within school, such as additional literacy lessons, a modified curriculum or increased Teaching Assistant support in lessons. Where appropriate it can include specialist expertise from external agencies such as:

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| • Occupational Therapist | • Behaviour Support Services |
| • Local Inclusion Officer | • Child and Adolescent Mental Health Services |
| • Educational Psychologist | • Physiotherapist |
| • Physical Impairment Team | • Multi-Agency Team Staff |
| • Hearing Impairment Team | • Social Care |
| • Visual Impairment Team | • Autism Outreach |

Information about the Derbyshire's provision for SEND (the 'Local Offer') can be found at www.derbyshiresendlocaloffer.org

We make provision for students within each of the four categories of SEND identified in Special Educational Needs and Disabilities Code of Practice 2014. The nature of support that we provide depends on the area(s) of SEND that a student has.

<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Speech and language development • Strategies such as 'chunking instructions', checking understanding, giving time to formulate responses. • Work with Speech and Language Therapists 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. • Support through high quality teaching and differentiation. • Providing resources such as technology as well as adult support.
<p>Sensory and/or Physical</p> <ul style="list-style-type: none"> • Work with outside agencies to provide resources for students with hearing, visual or physical difficulties. 	<p>Social, Mental and Emotional Health</p> <ul style="list-style-type: none"> • Support tailored to the need. • Support from Pastoral Team, access to Inclusion base and team.



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<ul style="list-style-type: none"> • Adaptations to the curriculum or environment including modifications to the school. 	<ul style="list-style-type: none"> • Involvement of outside agencies such as CAMHS and Educational Psychology Service.
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We seek to integrate all students into the normal working patterns of our school. We embrace the requirements of the Equalities Act 2010 which makes it unlawful for schools to discriminate against disabled students for a reason relating to their disability without justification. The act requires schools to make reasonable adjustments to ensure that students who are disabled are not put at a substantial disadvantage. This includes the duty to plan for access to school premises and curriculum.

Some students will have an Education Health Care Plan (EHCP), a plan to meet all education and health care needs. Students with EHCPs are allocated a Teaching Assistant as a Key Worker. Key workers support students in meeting the objectives of their EHCPs and are a point of contact with home. They work closely with students in and out of lessons daily, and as such build a detailed knowledge of strengths, areas for development and progress.

The progress of all students, including those with SEND will be monitored and tracked, and reported to parents / carers. Students and young people who have an Education and Health Care Plan will have an Annual Review Meeting attended by professionals, Parents/Carers and their Keyworker. On-going assessment and review procedures are operated in line with the guidelines within the Revised Code of Practice 2014.

Who has responsibility for ensuring that students with special educational needs and disabilities are supported and challenged to make progress?

A wide range of people are involved in ensuring that students with special educational needs and disabilities are appropriately supported to make progress including Highfields staff, parents / carers and, where appropriate, other professionals.

Mr M Hodkin (Assistant Headteacher) currently incorporates the responsibilities of Special Educational Needs Co-ordinator (SENCo) within his leadership role. He has responsibility for the strategic leadership of SEND provision. Mr Hodkin is responsible for the implementation of the school's policies and procedures for supporting and challenging students with SEND to make progress.

Mr Hodkin is supported by staff within the Learning Support department to fulfil key responsibilities of the SENCo:

Mrs Leverton is the school's SEND Manager.

Mrs Finney is the school's SEND Teaching and Learning (T+L) Co-ordinator.

In addition, we have two Learning Support Team Leaders, Ms Dowle (Lower Site) and Ms Wedlock (Upper Site). They are responsible for the management of the learning support teams on each site.

The SENCo works with the Senior Leadership Team and the Governing Body on the strategic development of the SEND policy and the provision made to raise achievement of students with SEND.

Rob Atkinson is the Governor with the specific responsibility for Inclusion.



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As noted above all subject teachers have responsibility for overseeing, planning and working with each student with SEND in their class to ensure that progress is made. All teachers recognise their professional responsibilities as teachers of students with special educational needs or disabilities (SEND). They have the responsibility to plan lessons taking into account the individual needs and abilities of all students within their teaching groups.

There may be a Teaching Assistant working with your child, either individually or in a group if this is judged to be appropriate to support progress. They work with subject teachers and the SENCo to deliver specific support.

Families also play a crucial role, and we actively promote partnership in supporting children and young people with special educational needs and disabilities. We encourage Parents/Carers to attend all meetings, and contact school to share information with staff supporting young people.

How do we support young people and their transition to a Post 16 placement?

Young people who are in Year 11 at Highfields are supported when considering arrangements for moving between phases of education and in preparing for adulthood which could include higher education, employment, independent living and participation in society.

How are students and young people included in activities outside the school classroom including school trips?

All students are encouraged and supported to take part in the full and varied life of our busy school. We encourage students to socialise with peers during unstructured times throughout the school day eg, before school, at break and lunchtimes. A range of activities take place throughout the school day, and outside standard school hours. These include extra-curricular clubs, trips and visits. Our aim is for all children to become involved if they wish to do so and we will endeavour to make reasonable adjustments to enable this.

What support will there be for a child's overall well-being?

The first person a student is to contact for pastoral support in school is the Form Tutor who will liaise with the Year Manager, Head of Year and / or SENCo if appropriate.

In order to gain additional support during the school day Lower School students can access the Learning Support room and Heads of Year / Year Manager offices where staff are available to talk. At upper site support is available in the Learning Support room, Year Offices and the Pastoral Hub. Where further specialist help is required students will be signposted to professionals.

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. There are staff on both sites who are trained to administer medication and support students and young people when administering it.

The School Parliament encourages all pupils including those with Special Educational Needs to contribute their views. Students' views are also regularly sought as part of our self-evaluation processes and all students with an Education Health Care Plan have an opportunity to express their views in the Annual Review meeting.