



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 Special Educational Needs and Disabilities (SEND) operates within this context and 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

We measure success in the many and varied achievements of all our young people. We strive to provide the extended opportunities, support, care and guidance necessary to make school life a positive all round experience for each of our students. We pride ourselves on knowing our students well and on fostering strong relationships with home and the wider community.

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.

We make provision for students within each of the four categories of SEND identified in Special Educational Needs and Disabilities Code of Practice 2014:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental Emotional Health
4. Sensory and /or Physical needs.

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

We take a proactive approach to working with primary schools in identifying and sharing information about students with special educational needs. Information provided from the primary school includes SEND records, results of Key Stage 2 assessment tests, notes from meetings with primary school staff and relevant external agencies. Information from parents / carers is also vital and parents / carers are encouraged to share this. The Special Educational Needs Co-ordinator (SENCo) attends meetings at primary schools during Year 6. Extended transition days and activities support identified individual students to prepare fully for their transition to Highfields School. When students join the school in Year 7 further testing takes place including the GL Assessment Group Reading Test. For students with lower reading ages additional reading and spelling assessment takes place, and further support is provided based on the information provided by three assessments. Information about special educational needs is communicated to all staff via a 'Confidential Booklet'. This also suggests strategies for meeting needs.



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We monitor the learning and progress of all students closely throughout school. Triggers for intervention could be the concern of teachers, parents / carers, students themselves or others, underpinned by evidence about a child or 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 and where the child or young person has already received good quality personalised teaching.
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- 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, providing direct intervention to the student or advice to the staff, by a specialist service.

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

- Special Educational Needs Co-ordinator (SENCo) - Mr P. Cole
- Your child's Head of Year or Pastoral Manager

Further details of the role of the Special Educational Needs Co-ordinator are provided later in this document.

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

The school adopts a graduated response to meeting the needs of students with SEND. This is outlined in the 2014 Special Educational Needs Code of Practice. The Code describes how help for children with special educational needs should be made by a step-by-step or 'graduated approach'. The graduated approach recognises that children learn in different ways and can have different kinds and of 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 make progress. The Code of Practice makes it clear that 'the first and most effective provision for SEND is quality teaching and learning, tailored to the needs of individuals'. By differentiating learning effectively many needs can be catered for.

Where such 'normally available' resources are not sufficient to meet need the next step in a graduated response is to identify a student as eligible for 'SEND Support'. This means that a plan will be implemented involving additional support to help the student make progress. The plan will be discussed with the student, parents and carers. It is recognised that additional SEND support may only be required for a short time or for a longer period. Parents and Carers will have the opportunity to meet with school staff to review plans and progress with their child 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 time in our Inclusion base to support social and emotional needs. Where appropriate it can include



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external specialist expertise which may be brought in to help the school with the difficulties that a child may have.

The school can access support from a range of external agencies such as:

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

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

The nature of support that we provide depends on the area(s) of SEND that a student has. For example:

Communication and Interaction: We have an extensive range of resources which are used within school to support children's speech and language development. Teaching staff are encouraged to use strategies such as 'chunking instructions', checking understanding, giving time to formulate responses. We also work closely with experienced Speech and Language Therapists.

Cognition and Learning: We are experienced at supporting students with cognition and learning difficulties. Much of this is done through high quality teaching and effective differentiation. This includes students with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with Mathematics) or dyspraxia (specific difficulties with coordination). We support students by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support.

Sensory and/or physical: We work closely with outside agencies to provide support for students in our school who have sensory or physical difficulties. This ensures that we are able to provide resources for students with hearing impairments, visual impairments and for students with physical difficulties. Where necessary and possible, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible. This includes modifications to our school building.

Social, Mental and Emotional Health: Difficulties with social and emotional development can mean that some students require additional or different provision. We are very aware of the social, emotional and mental health issues that face young people and invest significant resources in meeting this complex and changing area of need. A variety of support can be provided which we aim to tailor to need. This includes access to support from the pastoral team in school and access to the school's Inclusion Bases and team. The section on well-being later in this document gives more detail about this provision. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) and the 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, and which requires schools to make reasonable adjustments to ensure that students who are disabled are not put at a substantial disadvantage in comparison with students who are not disabled. This includes the duty to plan for access to school premises and curriculum.

Some students will have an Education Health Care Plan (EHCP). These provide a holistic 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 on a daily basis, 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 a Statement of Special Educational Needs or 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. This involves our Special Educational Needs Co-ordinator, Teachers, Teaching Assistants, parents / carers and, where appropriate, other professionals.

Mr P Cole (Co-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 Cole is responsible for the implementation of the school's policies and procedures for supporting and challenging students with Special Educational Needs and Disabilities to make progress.

Key responsibilities include:

- Ensuring that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs / Education Health Care Plan
- Monitoring and review of the progress and attendance of students with SEND, including leading or contributing to Review meetings where appropriate
- Producing an annual department improvement plan.
- Disseminating procedural information such as recommendations of the code of practice, Derbyshire guidance, or the schools own SEND policy (with Professional Liaison /Support)
- Providing regular information to the SLT and Governing Body on the evaluation of the effectiveness of provision for students with SEND to inform decision-making and policy review
- Overview of staff development (whole staff and within Learning Support)
- Quality assurance of learning support provision (with Professional Liaison / Support)
- Developing aspects of the curriculum to support the progress of students with SEND



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

Mrs Finney is the school's SEND Teaching and Learning Co-ordinator. Her main responsibilities include:

- Improving and developing high quality teaching and learning to support the progress of students with SEND.
- Development of outstanding classroom support from teaching assistants.
- Supporting Team Leaders with smooth day to day running of Learning Support.
- Teaching SEND programmes, teaching literacy catch up groups / reading programmes
- Learning Support Curriculum development and provision
- Leading and managing access arrangements, including testing
- Ensuring detailed knowledge of students to support child centered interventions. Provide expert knowledge to support Reviews

In addition, we have two Learning Support Team Leaders, Mrs Boothby (Lower Site) and Mr Thoday (Upper Site). They are responsible for

- Efficient and Effective Deployment of staff and resources to ensure day to day smooth running and appropriate provision of Learning Support on both sites
- Providing advice to SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND.
- Managing exams / access arrangements / supporting transitions.
- Ensuring the establishment of opportunities for SEND teaching assistants to review the needs, progress and targets of students with learning difficulties.
- Leading professional development for teaching assistants with SEND T+L coordinator

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.

Jodie Rogers is the Governor with the specific responsibility for SEND.

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. There is an Annual Parents / Teacher Consultation evening for all year groups. In addition there is an Annual Review meeting for all students who have a statement of Special Educational Need (SEN) or an Educational Health and Care Plan (EHP).



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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. As young people prepare for adulthood outcomes reflect their ambitions, 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 Pastoral 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, Inclusion Base and Heads of Year / Pastoral Manager offices where staff are available to talk.

At upper site support is available in the Learning Support room, D1 Inclusion Base, D3 Emotional Support room and Pastoral Hub. D3 is a quiet, calming environment where students with emotional concerns can be referred by Heads of Year / Pastoral Managers for further support by staff in school. Where further specialist help is required students will be signposted to professionals.

The school nurse visits each site on a weekly basis and is available to see individual students who request her advice or support.

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. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

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 a Statement of Special Educational Needs/Education Health Care Plan have an opportunity to express their views in the Annual Review meeting.