Highfields School SEND Information Report

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1. Introduction & Purpose

At Highfields School, we aim to be an **inclusive school**, providing all students with the same opportunities as their peers. We believe every child is an individual with their own strengths, talents and aspirations, and that all students should have access to a broad, balanced and ambitious curriculum.

We are committed to working in **open and honest partnership with parents and carers**, valuing their input in shaping the support their child receives. SEND is **everyone's responsibility** at Highfields: our staff have **high aspirations for all learners**, regardless of ability.

Our approach is built on the belief that **high-quality first wave teaching** (Quality First Teaching) is the foundation of effective SEND support. **Adaptive teaching** has been one of the 'Big 3' school priorities, with a strong focus on responsive teaching and inclusive classroom practice. From 2025–26, such is its centrality to everything we do in the classroom, adaptive teaching will move to become **Core Business** within the school's Teaching & Learning strategy, supported by regular Quality Assurance and whole-staff CPD.

This SEND Information Report explains how we implement the **EMET Trust SEND policy** at a local level. It sets out the support and provision available to pupils with SEND at Highfields School.

2. Key Contacts

SENDCo (Deputy Headteacher)
Mrs K Bowden

SEND Governor (Inclusion Governor)
Mrs H Longbottom

3. SEND Cohort at Highfields School

Number on roll: 1296 students

Category	Number of students	% of total roll
SEN Support ('K' code)	129	10%
Education, Health & Care Plan ('E' code)	31	2.4%

Primary need types (approximate breakdown):

- Communication and Interaction — 6%
- Cognition and Learning — 5%
- Social, Emotional and Mental Health — 5%
- Sensory and/or Physical Needs — small number, supported on individualised basis

National comparison:
The national average for SEN Support is 12% and for EHCPs is 3% (DfE 2023).

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4. Identifying and Assessing Needs

Highfields School identifies pupils with SEND through:

- Information received from feeder primary schools
- Liaison with external agencies and parents
- Baseline assessments including GL CAT tests, reading/spelling tests
- Monitoring of progress and behaviour data
- Regular communication between pastoral, academic and SEND teams

Pupils may be placed on the SEND register if they require additional support beyond Quality First Teaching. We follow the **graduated approach** of Assess → Plan → Do → Review to ensure timely and effective identification and support.

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5. Our Graduated Approach to SEND Support

First wave (universal) provision

- Adaptive teaching is a key feature of all lessons, aligned with the school's Big 3 priorities.
- Teachers are supported through ongoing CPD in adaptive teaching strategies.
- SEND is included in regular QA cycles.

Targeted (SEND Support) provision

- Individual Pupil Passports created in collaboration with parents and pupils.
- Three formal review points annually.
- Targeted interventions where needed (literacy, numeracy, speech and language, SEMH support).
- Regular progress tracking and adjustments.

Specialist (EHCP) provision

- EHCP provision delivered in line with statutory requirements.
- Annual Reviews conducted in collaboration with pupils, parents and external professionals.
- EHCP outcomes linked to Preparation for Adulthood (PfA) themes.

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6. External Agency Support

The school works closely with the following agencies:

- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Hearing, Physical Impairment and Vision Support Services
- Physiotherapy and Occupational Therapy Services
- Specialist Outreach Services (as required — note that County Behaviour Support and Autism Outreach are no longer active in Derbyshire; Highfields draws on teaching staff expertise and external partners as needed). The Inclusion Support Advisory Service has replaced these services; autism and behaviour advice can still be sought through a referral into the service. ISAS is a team of specialist teachers/SENCOs supporting mainstream primary and secondary schools to meet the needs of their students with additional needs. More information about the service can be found on the Local Offer here: Inclusion Support Advisory Service (ISAS) - Derbyshire Local Offer

Referral routes are clear and transparent. Parents are informed and involved at each stage. Parents are also signposted to **Derbyshire Information, Advice & Support Service for SEND** and the **Derbyshire Local Offer** for impartial advice and wider support.

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7. Transition Support

Primary to Secondary (Y6 to Y7)

- Enhanced transition programme for vulnerable learners
- Liaison with primary SENDCos
- Liaison with ISAS and local authority impairment teams if required (physical, visual, hearing)
- Early transition visits and additional support sessions
- Individual transition planning for pupils with EHCPs

KS4 to Post-16

- Individualised careers guidance and transition planning
- Access to supported internships, vocational pathways, and college links
- Life skills education and travel training
- Early and proactive Preparation for Adulthood focus in Y9 Annual Reviews onwards

Preparing for Adulthood (PfA) outcomes are planned from Year 9 onwards, focusing on:

- Employment and training
- Independent living
- Health and wellbeing
- Community inclusion

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8. Pupil and Parent Voice

Highfields School actively promotes pupil and parent voice through:

- Annual SEND parent/carer survey (88% “very satisfied” in 2023)

- Pupil voice activities, including regular focus groups and Annual Review participation
- Responsive actions based on feedback (examples include developing calming spaces, refining equipment loan processes, improving communication processes with home)
- Key worker contact from learning support staff to support vulnerable students

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9. Staff Expertise and CPD

Supporting SEND is a whole-school responsibility. The SENDCo works closely with SLT and Pedagogical leads to ensure that all staff are equipped to meet the needs of SEND learners.

Recent CPD delivered:

- Adaptive teaching
- Autism awareness
- ADHD strategies
- SEMH approaches
- Dyslexia and literacy support
- Tourette's awareness

Planned CPD 2024–25:

- Sensory needs
- Trauma-informed practice
- Adaptive teaching deep dives (linked to Core Business shift)

Adaptive teaching is regularly quality assured and is central to the school's Teaching & Learning improvement strategy.

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10. Governance and Leadership Oversight

SEND is reported termly to the Governing Body.

- SEND/Inclusion Governor (Mrs E Askew) meets regularly with the SENDCo.

- Governors receive updates on SEND data, progress outcomes, intervention effectiveness, and parent/pupil feedback.
- SEND/Inclusion Governor visits take place termly, with findings shared at full governing body meetings.
- EMET Director of SEND works closely with the Learning Support Team and SENDCo to provide quality assurance opportunities

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11. Inclusion in School Life

Curriculum:

- All pupils access the full curriculum, with adaptations as required.
- Use of assistive technology where appropriate.
- Exam Access Arrangements when assessed and awarded in line with need (e.g. reader, scribe, extra time).

Wider Curriculum & Enrichment:

- All SEND pupils are actively encouraged and supported to take part in wider school life, including:
    - Clubs and societies (music, drama, sport, STEM)
    - Student leadership opportunities (school council, ambassadors)
    - Work experience and volunteering (KS4+)
    - Duke of Edinburgh Award (where applicable)

Wellbeing and medical needs:

- Robust support from pastoral teams, Year Managers, and Inclusion Base.
- Medical Care Plans implemented where needed.
- Trained staff for administration of medication and emergency procedures.

Accessibility:

- The school's Accessibility Plan is published on the school website and reviewed annually to ensure compliance with the Equality Act 2010 and best practice in inclusive provision.
- The school actively promotes equality of opportunity and removes barriers to learning and participation.

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12. Monitoring Impact

Highfields School rigorously monitors the impact of SEND provision through:

- Academic tracking of progress and attainment for SEND pupils
- Attendance and behaviour data
- Effectiveness reviews of interventions
- Parent and pupil feedback
- QA of adaptive teaching and SEND practices

We carefully monitor the progress and attainment of SEND pupils across all key stages. Regular tracking is used to ensure that appropriate support is in place and to promote achievement in line with individual starting points and potential.

Findings inform an **annual SEND self-evaluation and development plan**, linked to the whole-school improvement plan.

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13. Use of SEND Funding

SEND funding is used to provide:

- Targeted interventions and specialist staff support
- Teaching Assistant deployment and training
- Specialist equipment and resources
- Staff CPD and whole-school SEND training

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14. Complaints Procedure

Concerns about SEND provision should initially be raised with the SENDCo.

Formal complaints follow the EMET Trust Complaints Policy, available on the school website. Parents may also seek advice from Derbyshire Information, Advice & Support Service for SEND.

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15. Useful Contacts

SENDCo: Mr M Hodkin – info@highfields.derbyshire.sch.uk

Assistant SENDCo: Mrs K Bowden - info@highfields.derbyshire.sch.uk

SEND Governor (Inclusion Governor): Mrs H Longbottom

Derbyshire Information, Advice & Support Service: https://www.derbyshireiass.co.uk/

Derbyshire Local Offer: https://localoffer.derbyshire.gov.uk/

Highfields School Accessibility Plan: Policies, Forms & Key Information - Highfields School

EMET Trust SEND Policy: Policies, Forms & Key Information - Highfields School