



HIGHFIELDS SCHOOL

SEND INFORMATION REPORT

2023/24

NAMED STAFF

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RATIONALE

It is a legal requirement that every 12 months we produce an SEND Information Report which complements our school SEND policy. Our SEND policy is also reviewed and updated every 12 months. The first section of this report will signpost where you can find the information that you might need in the school SEND policy which you will also find on our website.

The report will then go on to detail the provisions put in place over the last 12 months including groups and clubs as well as intervention regarding learning need.

SEND POLICY – WHERE TO FIND KEY INFORMATION

INFORMATION	SEND POLICY PAGE NUMBER
The kinds of provision that the school makes and how it identifies need including working with partners	3 - 5
Provision put in place, how needs and progress is assessed, adaptations made to the curriculum, support provided for students, support for social and emotional needs	5 - 6
The expertise of staff and access to specialist services and support	6
Arrangements for consulting with students and parents	4 - 5
Involvement of outside bodies in supporting students and their families	5 - 9
Contact details of support services for parents of students with special educational needs	7

THE LOCAL OFFER

Highfields SEND provision is part of the wider provision for the city as a whole. On the City Council website you can find full details of the WOLVERHAMPTON LOCAL OFFER which includes groups and support for young people with SEND needs and their parents/carers: [Local Offer](#)

TYPES OF SEND WE PROVIDE FOR

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

Students at Highfields School have a range of difficulties relating to Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

HOW DO WE IDENTIFY AND ASSESS STUDENTS WITH SEND?

The SEND department at Highfields School has established links with feeder primary schools and effective liaison takes place in order to gather SEND information regarding Year 6 students. All Year 6 students complete a reading test and writing task during the induction period, and this can identify students who may not already be on the SEND register.

The SENCO, class teachers, Heads of Department and SLMT closely monitor the progress and attainment of all students; including those who have or may have had SEND. The continuous monitoring of students during their time at Highfields School will endeavor to highlight students with a special educational need that has not been identified.

This identification may come from the SEND team, subject teachers, Heads of School, outside agencies, parents/carers or the students themselves. If your child needs to be assessed, we will gather evidence and make a referral to our specialist assessor so an assessment can be carried out.

We follow a graduated approach to identifying and assessing needs. Suitable and effective interventions will be put in place if your child is not making expected progress despite receiving adapted learning opportunities. Your child's progress within interventions will be monitored regularly.

All students with SEND are placed on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning and to ensure that they meet students' needs.

WHAT IS OUR APPROACH TO TEACHING STUDENTS WITH SEND?

All teachers at Highfields School have high expectations of all students, including those with SEND. The SENCO will inform all teachers of your child's needs and provide a 'Teaching and Learning Strategy Sheet' to ensure that staff can adapt their lessons to meet these. At Highfields we adopt an 'Every Teacher is a Teacher of SEND' approach, thus meaning that all staff need to ensure that lessons are fully accessible for all students with SEND.

We offer a range of interventions at Highfields to help fully support your child if necessary. We will inform you if we feel that your child needs to be part of an intervention.

When your child is approaching the start of Key Stage 4, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations. If granted, these access arrangements will be applied to all subject areas.

HOW DO WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT?

As mentioned above, we have a number of interventions at Highfields to support and improve your child's skills and progress. We aim to provide intensive interventions at KS3 to allow students to make accelerated progress and therefore study a broad and balanced curriculum at KS4.

The majority of students with SEND follow a traditional curriculum however, a small number of learners have a personalised timetable to match their individual needs, interests and abilities. This may include option choices; additional literacy and or numeracy; nurture groups and intervention groups.

A number of students also receive Literacy and Numeracy interventions during form time. Literacy Interventions involve Lexia, one to one studies and Paired Reading and Switch On reading intervention.

To ensure students with SEND feel safe during break and lunchtime, the SEND Team run a 'Chill and Chat' Club. A small number of students with SEND attend this club daily and socialise with peers and play games over lunch.

Highfields School is a safe and accessible building and is welcoming to our students, parents and the community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift to access all areas; disabled toilets and wide corridors.

An Accessibility Plan is in place and available from our school website.

HOW DO WE ENABLE STUDENTS WITH SEND TO ENGAGE IN ACTIVITIES WITH OTHER STUDENTS WHO DO NOT HAVE SEND?

We have a very busy extra-curricular timetable and all students are encouraged to partake in a range of clubs and activities. In addition, the SEND Department offers a 'Chill and Chat' club every break and lunchtime. Our extra-curricular timetable is available on our website.

We also offer a 'Pal' and 'Buddy' scheme to support students. A number of our Pals and Buddies have SEND.

HOW DO WE CONSULT PARENTS/CARERS OF STUDENTS WITH SEND AND INVOLVE THEM IN THEIR CHILD'S EDUCATION?

We will inform you of any intervention that your child needs to be part of. Your support is crucial; it is important that you encourage your child to fully engage with their learning and with any support/interventions offered by:

- Helping them to be organised (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Encouraging reading
- Regularly checking homework on MCAS
- Attending parents' meetings
- Attending any meetings specifically arranged for your child

The SENCO and/or SEND Department can be contacted via email and/ or telephone and will return any messages that you leave. The SENCO will also be available for appointments at all Parents' Evenings.

Students with multi agency support will be assigned a named key worker who will hold review meetings throughout the year to discuss your child's support and learning experience at Highfields.

HOW DO WE CONSULT STUDENTS WITH SEND AND INVOLVE THEM IN THEIR EDUCATION?

Student Voice is very important at Highfields. Students complete regular surveys and also attend lunch meetings in order to inform us of their feelings and views about their school experiences.

Students with an Education, Health and Care Plan are invited to share their views at the Annual Review meeting.

HOW DO WE ASSESS AND REVIEW STUDENTS' PROGRESS TOWARDS THEIR OUTCOMES?

You will receive three Progress Reviews per year which will show your child's current and target grades as well as reporting on their effort, progress and homework. Your child's Progress Review will be analysed by the SENCO, Head of Department and Head of School; interventions and support will be implemented if necessary.

If your child receives support, or an intervention, following a Progress Review you will be informed of this. Staff will review progress made within interventions during the following progress review cycle.

If your child is on the SEND Register they will meet with a member of the SEND team to discuss their progress, support and any concerns they may have.

HOW DO WE SUPPORT STUDENTS MOVING BETWEEN DIFFERENT PHASES OF EDUCATION?

We liaise closely with primary schools and provide personalised transition packages if needed. We also host team building activities and Induction days for Year 6 students.

All Year 9 students access a CEIAG programme and meet with a member of SLMT to discuss option choices. If additional support is needed this will be put in place. A member of the Connexions team will attend Year 9 Annual Reviews to ensure plans are created and these will be reviewed during future meetings.

All students are encouraged to visit colleges to explore Post 16 courses. At GCSE level, we work closely with Connexions to ensure relevant paperwork is completed for students with Education, Health & Care Plans. The Year 11 team also organise a 'Staying in Learning' event to prepare students for post 16 studies.

HOW DO WE SUPPORT STUDENTS PREPARING FOR ADULTHOOD?

We pride ourselves on providing a high level of student support and guidance. We have a Student Welfare & Support Manager and a Manager of Emotional Health & Wellbeing who will meet with your child to discuss support and or interventions needed. In addition, we also have Year Managers and a Safeguarding Team who also provide support and guidance. We provide independent Careers advice and support in securing Post 16 and Post 18 destinations.

There are a number of interventions and provisions that are available to support your child's emotional and social needs such as: Buddies, Counselling, Anger Management, Behaviour Therapy, and Resilience Programmes.

In some cases, we adopt a 'Team Around the Child' approach and will work closely with outside agencies such as CAMHS and Base 25 to best support your child.

WHAT EXPERTISE AND TRAINING DO OUR STAFF HAVE TO SUPPORT STUDENTS WITH SEND?

The SEND team is made up of the SENCO Teaching & Learning, SENCO Inclusion, Lead HLTA and subject specific HLTAs/ TAs. We have staff who have a range of experience and training covering various SEND needs including the National SENCO Award.

All HLTAs have received training regarding Dyslexia, Dyscalculia, Literacy and Numeracy Needs, ASD, ADHD, Visual and Hearing Impairments and Dyspraxia. This training has been delivered by SENCO, SEND HLTA, Visual and Hearing Impairment Teachers, Outreach Teams, Occupational Therapy and Education Psychologists.

All new staff receive SEND training as part of a 'Wider School Issues' induction package. These sessions are also made available for existing teaching staff to attend.

HOW WILL WE SECURE SPECIALIST EXPERTISE?

We access a range of support services when necessary such as: specialist teacher/assessor SEND Teachers, Educational Psychologist, Educational Welfare Officer, Speech and Language Therapists, Occupational Therapy, Physiotherapy, Visual and Hearing Impaired Teachers.

HOW WILL WE SECURE EQUIPMENT AND FACILITIES TO SUPPORT STUDENTS WITH SEND?

If you feel that your child needs specialist support and or equipment then please contact our SENCO Teaching & Learning, Mr P Rose, to discuss this.

HOW DO WE INVOLVE OTHER ORGANISATIONS IN MEETING THE NEEDS OF STUDENTS WITH SEND AND SUPPORTING THEIR FAMILIES?

In some cases, we adopt a 'Team Around the Child' approach to best support your child. This means that outside agencies may be invited to provide interventions and support for your child. As interventions are put in place there will be review meetings where professionals will discuss support and any future actions.

HOW DO WE EVALUATE THE EFFECTIVENESS OF OUR SEND PROVISION?

We evaluate the effectiveness of our SEND provision via the following methods:

- All of our provisions are recorded on a Provision Map.
- As stated in our Assessment Policy, students are assessed regularly throughout the year and you will receive five progress reviews annually. The SENCO, Heads of School and Heads of Department analyse this data to measure the effectiveness of interventions and provisions.
- The SENCO will also use national data to compare the progress and outcomes of students with SEND at Highfields to those nationally.
- Voices exercise of students will be carried out to monitor provision, extra-curricular activities and the culture of engagement and involvement of students with SEND.
- Evidence and feedback arising from student and parental questionnaires.
- The Annual Review and Transition/Moving Forward Plans are produced for students with an Education, Health and Care Plan.

HOW DO WE HANDLE COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND ABOUT PROVISION MADE AT THE SCHOOL?

Any complaints that parents/carers may have should be directed to the Year Team in the first instance. Should the matter fail to be resolved the issue can be dealt with through the School's Complaints Procedure.

You can find the procedure [here](#)

WHAT SUPPORT SERVICES ARE AVAILABLE TO PARENTS?

Wolverhampton Information, Advice & Support Service 'for special educational needs and disability - [IASS](#)

WHERE CAN THE LOCAL AUTHORITY LOCAL OFFER BE FOUND?

City of Wolverhampton Council's Local Offer – [Local Offer](#)