



# HIGHFIELDS SCHOOL

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## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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## **Policy Statement on Special Educational Needs & Disability**

### **Rationale**

We are proud of our diverse school community and are committed to ensuring opportunity and success for all.

We value the abilities and achievements of all our students and have high expectations and set meaningful and challenging targets to raise the attainment and progress of everyone.

We will ensure that we support students with special educational needs and disabilities and fulfil the requirements of The Disability Act (2005) and The Equality Act (2010).

We will challenge discrimination for all and endeavour to create an environment that is free from discrimination.

All students, regardless of need, have an entitlement and right to access a high quality education delivered through a balanced, relevant and personalised curriculum.

We will aim to identify, make provision and make reasonable adjustments where possible for students with special educational needs and disabilities (SEND).

Provision for students with SEND is recognised as a whole school responsibility.

We aim to create and maintain awareness within the school of the needs of students with SEND so all members of the school community share the responsibilities throughout the curriculum.

All teachers are teachers of special educational needs and what constitutes good practice for students with special educational needs is good practice for all students.

We recognise the value of parents/carers in supporting their children and will look to engage them and the students themselves in planning to meet their needs.

We also recognise that children's special educational needs are on a continuum and may change over time.

### **Definition of Special Educational Needs**

Children have special educational needs if they have a *learning difficulty*, which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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 in schools within the area of the local education authority.

The school will create and maintain a SEND register. The Governing Body will continue to have regard to the Revised Code of Practice when carrying out its duties towards all students with SEND. Students will be placed on the special educational needs register using the following criteria:

- At KS4, students who have a long standing identified special educational need will be placed on the SEND register. KS4 students who access specialist and/or specialist interventions, that are additional to or different from the usual curriculum offer, may also be on the special educational needs register.

- At KS3, students who have a long standing identified special educational need will be placed on the SEND register. KS3 students with specific literacy and numeracy needs may also be placed on the register to ensure that needs can be supported and met through KS3 interventions.

The school accepts students with Education, Health and Care Plans. March 2021 figures are stated below:

Special Educational Needs status	Number of students
SEND Support	223
Education, Health and Care Plans	35
<b>Total number of students with special educational needs</b>	<b>258</b>

### Identification and Assessment of Special Educational Needs

Highfields School is committed to early identification, assessment and intervention of special educational needs and adopts a graduated response to meeting students' needs in line with the Revised Code of Practice.

Before we can begin working with students we have to identify their needs. This can be very early with students with Education, Health & Care Plans, often in Years 5 and 6 at primary school. There is contact with parents/carers, primary schools, LA representatives, specialist teachers to discuss needs and prior attainment data and specific information regarding students' needs is collected from their primary school.

On entry to Highfields, a range of evidence is collected through assessment and monitoring arrangements for students:

- During Induction students complete a series of assessments including the NCFE reading test.
- Information from the Teaching Assistants following the Induction Programme is also collated.
- Monitoring of a student's progress in conjunction with Head of Lower School, Year Managers, Heads of Learning Schools and SENCO.

If more specialised assessment/advice for literacy needs is required, the SEND Team will carry this out on an individual basis to assess more precisely the needs of the student.

If, despite significant support and intervention, the school has evidence that a student is not making sufficient progress, we may seek further advice, consultation or assessment from external professionals such as an Educational Psychologist or specialist assessor.

If a student joins the school after Year 7 then previous schools are contacted for information regarding the student's special educational needs.

English as an Additional Language: Lack of competence in English must not be equated with learning difficulties as understood by the 'Special Educational Needs Code of Practice'. At the same time, students who have an additional language and make less progress may have learning difficulties.

The identification and assessment of the special educational needs of young people whose first language is not English require particular care. A student must not be regarded as having a learning difficulty solely because the language or form of the language of the home is different from the language in which he or she will be taught. Where there is uncertainty about an individual, Highfields School will look carefully at all aspects of a student's

performance in different subjects and assessments to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

### **Special Educational Provision**

Highfields operates a Student Support Model (see appendix one) that outlines all of the support and provisions that are available to students with Special Educational Needs (see appendix two for further information regarding each provision/ intervention). The support within this model is graduated and is determined by the wishes and feelings of students in consultation with parents/ carers. All support is reviewed and evaluated regularly to ensure that students' needs are being met.

Highfields Student Support Model begins with support provided on a school level via school staff such as SENCO, SEND Team, Inclusion Team and teaching staff. The model highlights the range of interventions and provisions Highfields offer at this level to support students in school with their learning, emotional wellbeing, behaviour and sensory/ physical needs.

Highfields also work alongside a range of external professionals to offer additional and specialist support to students who need this. Staff in school work with students and parents and will make referrals (with consent where needed) to external professionals if students require additional and or specialist support that is in addition to what school can offer.

As shown within the model, Highfields also works closely with external provision providers. Highfields will refer to external provisions if needs cannot be met within the student support model. Highfields liaise regularly with all external provisions to ensure that students are safe, well, supported and engaged.

Identified students on the SEND register with high needs and receiving an intervention will meet regularly with a member of the SEND team to complete a Learning Plan as part of the 'Plan, Assess, Review, Do' process. Learning Plans are recorded on Edukey Provision Map and are reviewed and updated on a termly basis.

All special education provision is recorded for individual students on Edukey Provision Map.

### **All teachers are teachers of children with special educational needs and disability**

The school and Governors recognise the importance of sharing information regarding special educational needs and training for staff. Members of the SEND Team can and do use their expertise to provide professional development for colleagues within the school on a range of topics related to special educational needs.

Whole school support systems for staff, to enhance their knowledge and strategies for dealing with students with special educational needs, include:

- The special educational needs information in SIMS gives advice, strategies and access to 'Teaching and Learning Strategy Sheets' for all staff.
- 'Teaching and Learning Strategy Sheets' are created for all students with SEND. These sheets provide effective strategies for all staff on an individual need's basis.
- Planned liaison between teaching staff and Teaching Assistants during directed time.
- An open-door policy where staff can seek advice and support regarding individual students and their needs.
- Upon request, SENCO will provide in lesson support to work with staff and develop appropriate resources, materials, targets, strategies and differentiation.

- Training for staff can take place in school and off site by external agencies. The SENCO contributes to the new staff Induction Programme and training for Initial Teacher Training and Newly Qualified Teachers.
- Regular team meetings and training sessions for Teaching Assistants to develop existing knowledge and skills. Training will include sessions relating to: What makes an outstanding Teaching Assistant, Differentiation, Literacy across the Curriculum (how to support students' literacy skills), Lexia, Dyscalculia, Dyslexia, Dyspraxia, Cool Kidz, Autism Awareness and New Arrival training.
- Staff training from specialist teacher/Outreach Teams/Education Psychologists.

### **Working with Students**

We recognise the importance of consulting with students with SEND and involving them in decisions regarding their education. We value the importance of Student Voice and regularly use this to involve students in decisions at Highfields. Students are encouraged to speak to staff if they are concerned about progress, support or general issues in school. Identified students with SEND meet termly with a member of the SEND team to create and review a Learning Plan as part of the 'Assess, Plan, Review, Do' process. Students with an Education Health and Care Plan are invited to contribute their thoughts and feelings during an annual review process.

We ensure that students with special educational needs are supported throughout transition phases.

- Highfields staff visit Year 6 students with SEND prior to induction. Year 6 students with an Education, Health & Care Plan (EHCP) are invited to the school in order to become familiar with the setting, environment and staff.
- Year 9 students with SEND receive close guidance and support as they select KS4 choices.
- Connexions Career Advisors also work with Year 9, 11 and 13 students with an EHCP to discuss future career paths as part of their transition mapping.
- Staff mentors ensure that Year 11 and 13 students with SEND secure an appropriate College/Sixth Form place.
- All Year 11 and 13 students with an EHCP will have a transition plan and this information is shared with future educational providers.

### **Working with Parents/Carers**

Partnership with parents/carers plays a key role in enabling students with SEND to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them.

We offer and encourage parents/carers to contact us in a variety of ways and endeavour to be flexible in the timing of face to face and Teams meetings.

Parents/carers will receive copies of Plan, Assess, Review, Do Learning Plans, and will have the opportunity to contribute to these plans.

Parents/carers of children with an EHCP are invited into school for an annual review meeting. Both students and parents/carers are asked about their views regarding progress, learning and support. The meeting gives parents/carers the opportunity to raise any concerns they may have regarding their child's special educational needs and the support that is received.

The SENCO will also be available to meet parents/carers during all consultation evenings within the school calendar.

All correspondence regarding individual needs and interventions are communicated home to parents/carers to ensure they are fully informed and updated with their child's learning.

If necessary SENCO will invite parents/carers into school to discuss any concerns, extra support and to celebrate success.

The school will provide information about the Independent Advice & Support Service to all parents/carers of students with SEND if this is necessary.

The school has a complaints procedure that is available upon request and from the school's website.

### **Monitoring and review**

- This policy will be monitored, evaluated and reviewed as part of the school's Assessment Policy.
- The Governing Body of Highfields School has a committee with specific oversight of the school's arrangements and provision for meeting SEND and an appointed Link Governor.
- The Governing Body of Highfields School will ensure that the necessary provision and reasonable adjustments are made for any student who has SEND. Highfields School admits students who have already been identified as having SEND.
- Equipment and facilities for students with SEND are secured during an annual budget and allocation meeting.
- This policy will help the school to raise attainment as part of the School Improvement Plan. Governors have a statutory requirement to know that the teaching and learning in the school are effective and that the school offers good value for money.

### **The key indicators of this process will include:**

- Evidence of student progress, monitored through the school's assessment and reporting procedures, as stated in the Assessment Policy.
- Analysis of SEND data to show student attainment over three years – Analyse School Performance and/or FFT data.
- How the work of the SENCO/SEND Team aligns with the work of the Inclusion Team and Heads of Learning Schools and Departments in analysing and interpreting data in order to identify those students whose rates of progress are causing concern and then take action to resolve those concerns.
- Evidence that shows interventions are appropriate to the learning needs of students with SEND and effective in ensuring the intended progress.
- Voices exercise of students will be carried out to monitor provision, extra curricula activities and the culture of engagement and involvement of students with SEND.
- The Annual Review and Transition/Moving Forward Plans produced for students with Education, Health

& Care Plans.

- The relative success of inclusion, integration and access monitored by the amount of support provided in the mainstream classes. The use of Provision maps to demonstrate high quality resources which are well matched to the full range of students' needs.
- The use of the SEND Team and external professionals in a training capacity to ensure that there is ongoing entitlement to training and support for staff in meeting the individual needs of children and young people.
- Evidence and feedback arising from student and parental questionnaires.
- Link Policies: Safeguarding Policy, Behaviour for Learning, Access Arrangements Policy, Mental Health Policy, Assessment Policy.

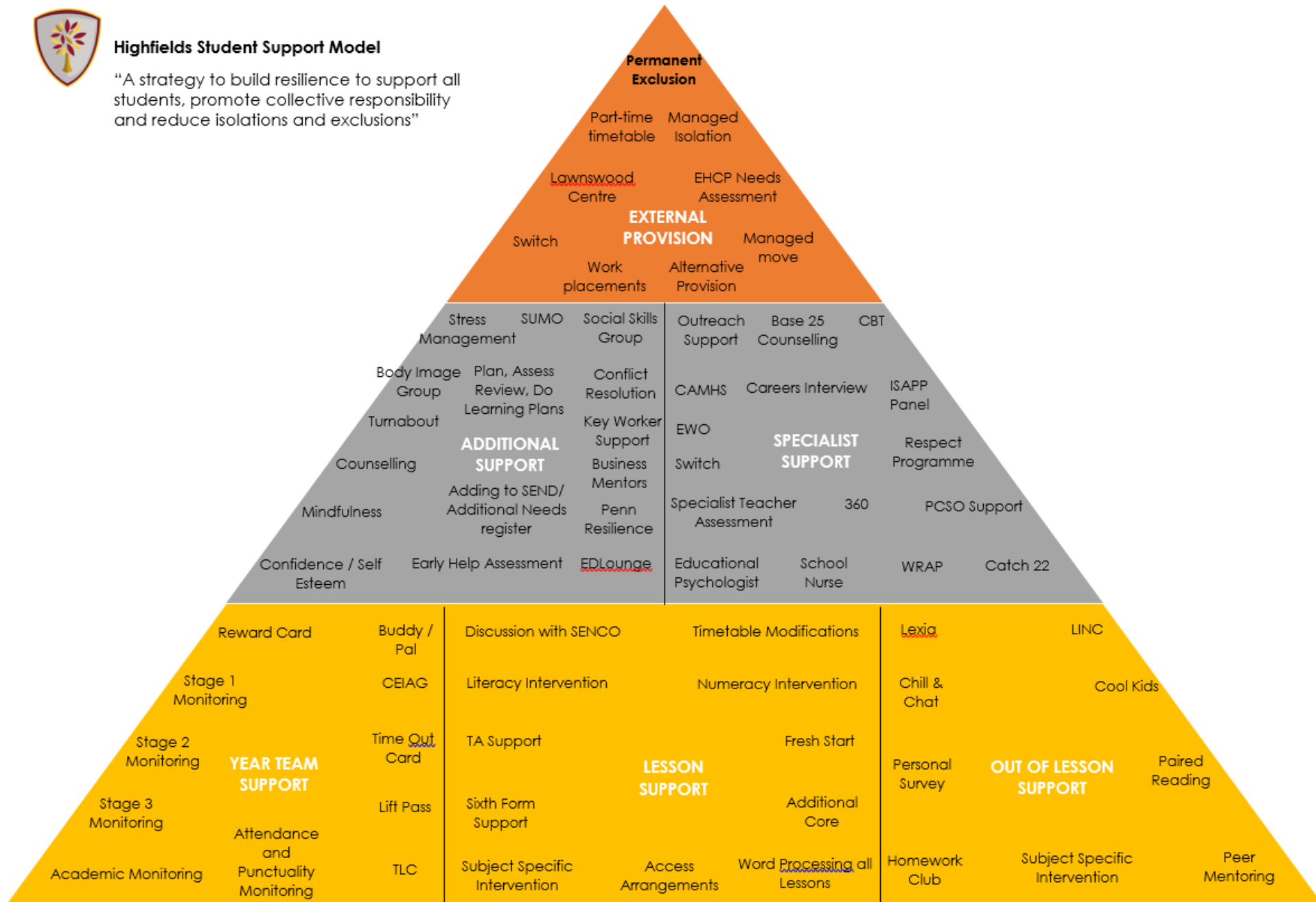
**Review – 2022/2023**

# Appendix One - Highfields Student Support Model



## Highfields Student Support Model

"A strategy to build resilience to support all students, promote collective responsibility and reduce isolations and exclusions"







### Highfields Student Support

“A strategy to build resilience to support all students, promote collective responsibility and reduce isolations and exclusions”

YEAR TEAM SUPPORT				
Intervention	Target Group	Focus	Delivered by	Intended Outcomes
<b>Reward Card</b>	Students who need daily monitoring regarding effort, behaviour, progress and homework.	To encourage students to improve in all areas of school. To celebrate success when students have made improvements.	Heads of School/SENCO/ Year Managers	Students attitude and behaviour will improve in all areas of school
<b>Stage 1 , 2 and 3 Monitoring</b>	Students who need daily monitoring as Progress Review data highlights concerns.	To encourage students to achieve targets set out on daily monitoring card. To enable Year Teams to gain daily feedback from teaching staff.	Heads of School/Year Mangers	Students attitude and behaviour will improve in all areas of school. Improvements will be evident in next Progress Review.
<b>Academic Mentoring</b>	Students who are not making expected progress in three of more subject areas.	To gain regular feedback from staff to ensure that students are aware of their success and targets for improvement. Students have the opportunity to speak to a member of staff on a weekly basis regarding any concerns that they may have.	Year Managers, Assistant Year Managers	Students' academic progress will improve in line with their end of year target grades.
<b>Attendance and Punctuality Monitoring</b>	Students who have attendance figures below 95%.	To improve attendance and punctuality through parental engagement and close monitoring.	Year Managers/ Assistant Year Mangers/ Education Welfare Officer	Students and parents will understand the importance of punctuality and attendance. Students attendance and punctuality will improve to above 96%.

## YEAR TEAM SUPPORT

Intervention	Target Group	Focus	Delivered by	Intended Outcomes
<b>Careers Education Information Advice and Guidance</b>	Students who need specific guidance regarding CEIAG, aspirations and goals.	To ensure that students have support regarding their future aspirations. To raise expectations relating this.	Head of Middle School/ Connexions	Students will have a clear progression route and aspirations.
<b>Buddy System- peer support network</b>	Buddies - Year 7 transitions.	To ensure vulnerable year 7 students settle into Highfields.	Manager of Emotional Health and Wellbeing	Voices data will demonstrate that vulnerable Year 7 students will feel safe and settled at Highfields.
<b>Pal System- peer support network</b>	Students with friendship issues, behavioural, emotional or academic issues.	To provide students with peer support to address any issues that they may face.	Manger of Emotional Health and Wellbeing	Students feel confident in school. Students will contact Pal to discuss issues that may arise.
<b>Timeout Card</b>	Students who need time out of class due to sensory needs, medical needs and or emotional health and wellbeing.	To give students the opportunity to take time out of lesson to refocus their thoughts.	N/A	Students use Timeout Card to help manage their social and emotional needs.
<b>Lift Pass</b>	Students who cannot use the stairs due to medical reasons.	To support students by allowing them to use the school lift with a friend.	N/A	Students use the lift while they are unable to use the stairs.
<b>TLC</b>	Students suffering anxiety or concerned for specific reasons.	To provide support to the student during a difficult time.	Year Team/Safeguarding	Students able to discuss their concerns and temporary support measures in place.

**LESSON/CURRICULUM SUPPORT**

<b>Intervention</b>	<b>Target Group</b>	<b>Focus</b>	<b>Delivered by</b>	<b>Intended Outcomes</b>
<b>Numeracy Intervention</b>	KS3 students who are not making expected progress in Maths.	To reinforce basic Maths skills to further progress towards target grades.	Maths Teachers and HLTA	Students will achieve KS3 target grade in Maths.
<b>Literacy Intervention</b>	Students who achieved a low grade in writing. Students who are not making expected progress in Years 7, 8 and 9 in English	To develop writing and literacy skills: punctuation, spelling, paragraphing, vocabulary, connectives, sentence lengths. To learn to write for the correct purpose: descriptive, narrative etc.	English Department	Students will be working at or above English target grade at the end of the academic year.
<b>Fresh Start</b>	Year 7 students who scored significantly below on KS2 reading tests.	To improve students' literacy skills. To teach students how to decode and blend words to enable them to read unfamiliar vocabulary.	SENCO/Head of English Department	Students basic literacy skills will improve. Students reading age data will also improve.
<b>Teaching Assistant Support</b>	Students who need or may require support from an additional adult.	To support teaching and learning across the school.	SENCO/HLTAs	Students feel supported in lessons and are able to access all areas of the curriculum.
<b>Access Arrangements</b>	Students who need or require either a scribe, reader, extra time or IT provision to complete tasks.	To ensure that students are not at a disadvantage when completing tasks, standard assessments and examinations	SENCO	Students will be able to complete all exams regardless of their SEND/Disability.

**OUT OF LESSON SUPPORT**

<b>Intervention</b>	<b>Target Group</b>	<b>Focus</b>	<b>Delivered by</b>	<b>Intended Outcomes</b>
<b>LINC</b>	Students who may not be able to manage mainstream school due to additional needs.	To provide support for students and reintegration to mainstream environment.	Inclusion Team	Students' Additional Needs will be supported. Students will be successfully reintegrated back into mainstream environment.
<b>Chill and Chat</b>	Students who struggle to form and mainstream friendships. Students who feel vulnerable during break and lunch times.	To provide a social environment that encourages and fosters social skills, peer relationships/ friendships.	Teaching Assistants	Students feel safe and comfortable during break and lunch times.
<b>Lexia</b>	Students with low literacy levels. Students who are not making expected progress in English.	To develop students literacy skills, reading in particular.	Teaching Assistants	Students' reading levels will improve throughout the programme.
<b>Cool Kids</b>	Students with Dyspraxia and coordination, sensory issues and social needs.	To improve the coordination, fine and gross motor skills of students To improve social skills and students' resilience.	Teaching Assistants	Students' social skills, basic skills and fine and gross motor skills will improve.
<b>Homework Club</b>	Students in Years 7-11 who demonstrate concerns with regard to the completion of homework and/or who need support to be able to complete homework.	To provide support for students when completing homework tasks.	Inclusion Team/ Teaching Assistants	Improve student progress and engagement regarding homework. Address and support any barriers to learning that students may have.

**ADDITIONAL SUPPORT**

<b>Intervention</b>	<b>Target Group</b>	<b>Focus</b>	<b>Delivered by</b>	<b>Intended Outcomes</b>
<b>Stress Management</b>	Year 10 students who need techniques to cope with stress.	To provide an understanding of stress and provide coping mechanisms.	Manager of Emotional Health and Wellbeing	Students feel more confident in managing stress.
<b>Mindfulness</b>	Students who need techniques to deal with anxiety or to learn relaxation techniques.	To provide students with techniques to keep them calm.	Manager of Emotional Health and Wellbeing	Students are able to use techniques to manage their emotions.
<b>Counselling</b>	Students who need individual support about a variety of issues affecting their emotional and mental health.	Individual support using techniques to suit each individuals need.	Manager of Emotional Health and Wellbeing	Students to feel happier and move forward with whatever issues they are facing.
<b>Body Image Group</b>	Students who struggle to have a positive body image.	To empower students when looking at their own body image.	Manager of Emotional Health and Wellbeing	For students to be more accepting of themselves and have an increased positive outlook in regards of body image.
<b>Confidence/Self Esteem</b>	Students who view themselves in a negative way or feel a need to build their confidence in a variety of settings.	To improve students' self-esteem and confidence.	Manager of Emotional Health and Wellbeing	For students to feel more confident and happier in themselves.
<b>EdLounge</b>	Students struggling to attend school due their needs.	To provide students with continued learning in Core subjects when not in school.	EdLounge	To ensure continued attendance, and learning and progress
<b>Plan, Assess, Review, Do Learning Plans</b>	Identified SEND students, including all those with an EHCP.	To create and regularly review short term targets to support learning.	SEND Team	To involve SEND students and parents in learning focused target setting.

**ADDITIONAL SUPPORT**

<b>Intervention</b>	<b>Target Group</b>	<b>Focus</b>	<b>Delivered by</b>	<b>Intended Outcomes</b>
<b>Social Skills Group</b>	Students who find it difficult to maintain peer relationships.	To provide students with strategies to support forming new peer relations. To provide a network of similar individuals.	Manager of Emotional Health and Wellbeing	To enable students to feel confident in forming new peer relationships.
<b>Conflict Resolution</b>	Students who get angry easily or who are finding themselves regular in conflict.	To increase understanding around conflict and anger and provide techniques to reduce outbursts, avoid conflict and manage their emotions.	Manager of Emotional Health and Wellbeing	Students will reduce the amount of conflict they find themselves in and to manage their anger more effectively.
<b>Penn Resilience</b>	Students who lack resilience and social skills.	A curriculum based programme that teaches essential resilience skills.	Inclusion Team	Students will have resilience skills to overcome setbacks that they may face.
<b>SUMO</b>	Students who are not engaging positively within school.	A curriculum based programme that gets students to reflect on actions and behaviour.	SENCO	Students will use SUMO strategies to positively engage with school and reflect on their actions and behaviours.
<b>Turnabout</b>	Students who become disengaged with school and have specific learning difficulties.	To improve students' engagement with learning. To develop students' memory and processing skills.	Inclusion Team/ Teaching Assistants	Students are engaged with school and their learning. Students' memory and processing skills will improve.
<b>Early Help Assessment</b>	Students and families who require support from additional agencies/services.	To requested support from professionals and extended services to improve a family's circumstances.	Inclusion Team	Assessment ensures that the student and or family receive effective support and provisions to improve home/school issues.

**SPECIALIST SUPPORT**

<b>Intervention</b>	<b>Target Group</b>	<b>Focus</b>	<b>Delivered by</b>	<b>Intended Outcomes</b>
<b>Catch 22 (Counselling Service)</b>	Students who may be involved with gangs and crime outside school.	To understand the dangers of gangs and crime. Support students who are involved in gang culture.	Gary Henry	Students do not get involved with crime.
<b>Base 25 (Counselling Service)</b>	Students who need specialist external counselling for a number of reasons such as CBT, self-harm.	To provide students with strategies to improve their emotional and mental health.	Various Counsellors	Students can apply learnt strategies in school.
<b>360 (Counselling Service)</b>	Students at risk of using drugs.	To educate students around the negative impact of drugs.	Wolverhampton 360	To deter students from using drugs.
<b>Respect Programme</b>	Students who may be vulnerable and at risk of committing crimes.	To educate students about various dangers in the community. To educate students about staying safe in the community.	Police Community Support Officer-Siobhan Collis	Students are safe within the community and do not commit crimes.
<b>PCSO Support</b>	Students who may have committed a crime in the local community.	To ensure that students understand the consequences of their behaviour and to prevent any further crimes.	Police Community Support Officer-Siobhan Collis	Students reflect on their behaviour and rectify this.
<b>WRAP (Workshop to raise awareness around prevent)</b>	Students who present at risk of radicalisation.	To educate students on radicalisation and the effects on society.		To deter students from radicalisation groups.
<b>Outreach Support</b>	Specialist SEN advice for students and teachers.	To identify needs and behaviours to support students and teachers.	Outreach Support	Strategies for students and teachers to use in lessons to ensure learning and progress.

<b>ISAPP Panel</b>	Students struggling with mainstream school.	To identify alternative provision for students struggling with mainstream school setting.		To provide appropriate alternative educational provision.
<b>Careers Interviews</b>	Students not sure of next step in transition	To provide independent careers advice and guidance on next steps and pathways.	Independent Careers Advisor	To inform students of potential pathways and support them in reaching them. To motivate students to succeed.
<b>EWO</b>	Students with poor attendance (below 92%)	To advise and support parents and carers with attendance.	EWO	To ensure students improve attendance to school.



**EXTERNAL PROVISION**

<b>Intervention</b>	<b>Target Group</b>	<b>Focus</b>	<b>Delivered by</b>	<b>Intended Outcomes</b>
<b>Managed Isolation</b>	Students who have not made improvements regardless of all additional and specialist support provided.	Students will have the opportunity to reflect on their behaviour, conduct and attitude whilst at another setting for a short period of time.	SENCO	Students modify behaviour upon their return to Highfields. Clear improvements made.
<b>Managed Move</b>	Students who need a fresh start at a new setting.	Gives students the opportunity to access a new education setting to re-engage with school.	SENCO	Students will transfer to this education setting and become engaged and successful in school.
<b>Midpoint (KS4 Pupil Referral Unit)</b>	Students with challenging behaviour at KS4.	To give students the opportunity to study GCSEs. To work on negative and challenging behaviour.	R Brown	To prepare students either for a return to mainstream school or alternative provisions.
<b>Braybrook (KS3 Pupil Referral Unit)</b>	Students with challenging behaviour at KS3.	To provide an education using the national curriculum to students who are not in mainstream education.	R Brown	To prepare students either for a return to mainstream school or alternative provisions.
<b>Orchard Centre (Pupil Referral Unit)</b>	Students with emotional difficulties, medical conditions, teenage mothers and school phobic.	To provide an education to students. Full range of GCSEs are delivered.	R Brown	Students receive an education within a nurtured environment. Students gain GCSE qualifications.