

SEN INFORMATION 2022-2023



Who Can I contact about Special Educational Needs and Disabilities (SEND)?

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Vision

At Highfield school we provide a student-centered curriculum, delivered in an inclusive environment. Students develop their communication, independence and social skills to make outstanding personal progress towards their EHCP outcomes. We prepare them for the responsibilities and experiences of adult life, building resilience opportunities within the curriculum.

By doing this we aim for students to become young adults who:

Live independent lives

Have a job that they are happy with

Function in society

Have friends and relationships

Be safe

Have the best qualifications possible



Highfield School

Highfield is a local authority special school for young people age 11 to 19 with Severe Learning Difficulties (SLD). Many of our students have additional needs such as autism, speech and language difficulties, hearing or visual impairments, social emotional and mental health needs and physical difficulties.

We are prepare our students for adulthood through a curriculum which is differentiated and focuses on the students' own Education Health and Care Plan (EHCP).



Curriculum and Learning

Personalised learning

EHCP outcomes and IEP Targets
Accreditation

SEND Code of Practice

4 areas of need
Communication & interaction
Cognition & learning
Social, emotional & mental health
Sensory & physical

Cognition and Thinking skills

Communication

Health

Personal Development

Independence

Preparation for work

Preparation for Adulthood

Preparation for independent living: having choice, control and freedom
Participating in society: having friends, participating, contributing
Being healthy
Preparation for Employment
Preparation for Higher Education

Broad Balanced curriculum with an equal weighting for all areas of study
Specifically chosen vehicles to offer a breadth of knowledge and skills

The curriculum develops English and Maths through all 6 areas.



What will be my child be learning ?

At Highfield school our differentiated curriculum is progressive and supports students in developing their communication, independence and social skills on their journey towards adulthood.

Year 7	Transition Curriculum Me and my learning	Curriculum focused around the 6 areas of the curriculum with a focus on supporting the student in settling into their new school and finding out how they learn.
Year 8 and 9	Developing Independence Curriculum	Curriculum focused around the 6 areas of the curriculum with a focus on supporting the student in developing their independence and making choices.
Year 10 and 11	Skills for Life Curriculum	Curriculum focused around the 6 areas of the curriculum with a focus on supporting the student in developing the use of skills they have learnt and understanding their place in the wider world.
Post 16	Vocational Curriculum	Curriculum focused around the 6 areas of the curriculum with a focus on supporting the student in developing their strengths and preparing them for the world of adulthood

Some students access a personalised curriculum which is planned by the class teacher and is appropriate for their learning style and age.

We have a curriculum document which is available for each year group.



Who Teaches my child?

Students will access the semi-formal, blended or formal curriculum delivered in a safe, supportive environment and delivered by our experienced teaching team.

- Students in the **semi-formal** classes are our **sensory learners** and will access the curriculum through a class-based model with some teaching in specialist areas of the school.
- Students in the **blended** classes are our **supported learners** and will access the curriculum through a class or tutor based model with a range of teaching in specialist areas of the school.
- Students in the **formal** classes are our **independent learners** and will access the curriculum through a class or tutor based model with some teaching in specialist areas of the school.
- Students in **post 16** follow a bespoke vocational curriculum which is a balance of class and mixed key stage teaching.

Classes are smaller than in mainstream and have a higher ratio of adult support. Student support is specified in their EHCP. Our ultimate aim is for students is to become independent learners.

Where are the subjects?

The traditional subjects which you know are woven into our curriculum areas.

Maths is part of the cognition and thinking skills area

English is part of the communication area

Many subjects are taught across a variety of the areas.



Facilities

What facilities do you have?

Highfield has excellent facilities to cater for our students needs, these include:

A wildlife area with access to small animals	Outdoor playgrounds with play equipment	Outdoor sports area for football and sports
A large poly tunnel for delivering horticulture	Art room, Cooking room, music room	School library, communication intervention room
Modern fitness suite with gym and trampoline	Small and Large IT suite, laptops and tablets specific IT suite for post 16	Behaviour and Welfare are "The Hut"
Gym and sports hall	Post 16 life skills and work skills areas	2 sensory rooms
A lift to access the upstairs classrooms	Mobile Hoist to manage student positioning	Accessible toilets on both floors



Assessment

How do I know my child is making progress?

Student progress is monitored everyday. This does not mean they are tested every day. The assessments are typically staff observing what a student can or cannot do (e.g. in work or interaction or play) or from marking work.

We also assess students via their Individual Education Plans (IEPs).

We monitor how well students are meeting their targets and gather evidence so that we know where the student is up to.

These assessments help us to identify what progress the student has made and help us to evaluate what they need to learn next. We use Evidence for Learning to document student progress against their termly IEPs and long-term goals as stated in their EHCP.

Some students are entered for national tests. This tends to be from Year 11 onwards and can include Maths or English tests such as Entry Level English or Entry Level Maths.

Monitoring of assessments helps school leaders to understand the current effectiveness of the education we provide.



How do I know my child is making progress?

Teaching staff look at the assessment progress of each student. Our assessments help us to decide how we can best teach and support each student.

The head teacher & leadership team of Highfield School monitor the progress of individual students.

Parents are formally informed of a student's progress each year. This happens via the school report and the annual review of the EHCP document.

Some times our assessments suggest we might need to seek extra support. This might be because we think we've identified additional needs, which haven't been spotted before. For example, this might be that we've spotted signs that a student may have autism or that their mobility is deteriorating. If this happens, we will discuss this with parents/carers and refer to the appropriate external professionals for their advice and support.



Staffing

Does my child get 1:1 support?

Students are encouraged to be as independent as possible, however we target support for identified areas as specified in the EHCP.

We have highly trained staff and a specific environment to support the students in accessing their learning.

Teaching and support staff have been trained in: (Some training is dependent upon role)

Safeguarding and Child Protection	Autism	Speech Language and communication disorders
Behaviour management and de-escalation	Physical Intervention strategies (Team Teach)	Childhood trauma
Visual Impairment	Hearing impairment	Risk assessment
Epilepsy	Reading and phonics	IEPs and collecting Evidence
Moving and Handling	First aid	Mental Health First Aid
Storage and dispensing of medication	Attachment	PECS—picture exchange system



Professionals in school

Who else supports my child?

First of all, we try strategies and interventions that we already know and have worked for other students with similar needs. Often, this works very well.

However, we do also engage other specialist professionals where we have concerns that we should better meet the needs of a child.

Professionals who support:

Educational Psychologists (EPS)	Speech and Language Therapists (SALT)	Social Care
Occupational Therapist (OT)	Early Help Hubs	Home to school transport
Child and Adolescent mental Health (CAMHS)	Children's sensory impairment team	Physiotherapist
School Exclusions Team	School Nursing Team	Paediatricians
Social Emotional Mental Health team	Colleges	Other schools



How do you support my child?

Autism:

All our classrooms are autism friendly. We display a visual timetable and ensure key routines are in place to support students with their anxiety.

Social Emotional Mental Health

We support our students through many strategies in class and with our learning mentors who can offer specific interventions such as anger management. Our Hut resource offers a quiet space which students can access if they need to talk to work on a specific intervention.

Communication

We aim for a total communication approach which includes photos, pictures, symbols, words and Makaton sign. We have specific interventions for literacy which are delivered 1:1 or in small groups.

Physical Needs

Staff who support students with physical needs have specific training to support them in accessing the full curriculum offer. This includes specific aids where required. We have a lift to ensure students can access all the school building.



How do you let me know how my child is doing?

We keep you informed of your child's progress by:

- Feeding back information from school council.
- Dojo communication—individual and class messages
- Telephone calls
- Communication book if required
- Class newsletters
- Annual reports
- Parents evenings—twice yearly

You can also contact us by:

- Phone 01924 264240
- Email senco@highfield.wakefield.sch.uk
- Dojo messages
- Arrange a meeting, contact us now so we can arrange a time.



Interventions

What are the interventions you offer?

Some interventions are provided to specific year groups, through pupil premium or year 7 catch up funding.

Lego Therapy	Word aware	Language for thinking
Communication Skills	Friendship terrace	Speech sounds
Talk about— communication	SMILE intervention	Language for Living
Social communication group	Habilitation	Touch Typing
Emotional regulation	Assertiveness skills	Forest school
Lunchtime clubs (targeted)	OT input	Physio Input
Fitness programmes	Low vision toolkit	First 1000 words



Behaviour

What do you do about behaviour and exclusions?

We use a range of positive behaviour management strategies to support students.

- We have a visual reward system which earns bronze, silver, gold and platinum certificates.
- We also use de-escalation strategies, these include:
Distraction, redirection, reminder of reward, choices, humour, take up time and planned ignoring.
- Visual traffic light system with clear red / amber and green behaviours
- Class rules are written and discussed by the students
- Teaching of coping strategies through the curriculum
- Behaviour plans to support individuals
- Access to the Hut area for time out or planned periods of time
- Visual timetables for supporting routines and reducing anxiety

We try our best to avoid exclusions, where it does happen, a wide range of reasonable adjustments for a student's SEN or disability are likely to be in place and students have been involved in an episode so serious no other option is left available

(See Behaviour Policy)



Admissions and Transition

How many places are there at Highfield?

We have 196 places which include our post 16, We have 3 classes in each of the years 7-11 and 5 in post 16.

How do I apply for a place at Highfield?

Your child must have an EHCP for Severe Learning Difficulties (SLD) and be transitioning or at secondary school.

- Highfield will attend the student's EHCP meeting where possible to give advice on whether or not we can meet your child's needs.
- Your child's current school will send the EHCP back along with your preference to SENART and then a specialist panel of professionals will make a decision of which provision is best suited to meet their needs.
- They will then consult with us and we will make a decision and give a start date.

When will they start at Highfield school?

- If your child is offered a place you will receive a start date on their EHCP paperwork.
- We will then arrange to: Meet your child in their current setting, collate any paperwork and discuss your child with their current school, arrange a series of transition visits for your child and ensure all staffing and resources are in place to be able to start.



What happens when my child finishes year 11?

When students are in year 10 we begin to look at post 16 options and support you as parents to make a decision about whether you think our post 16 or another college is the next step they need to progress.

Mostly our students go on to:

Our post 16, Wakefield College, Barnsley college, Barnsley Reds, Pennine College, (Camphill), Supported Internship, or Adult Services.

We have a careers programme which runs from year 7.

What happens when my child finishes year 14?

Our post 16 curriculum is designed to prepare our students for adulthood and either work or further education by developing life skills, independence skills, work skills and functional skills.

Mostly our students go on to:

Wakefield College, Barnsley college, Barnsley Reds, Pennine College, (Camphill) Supported Internship, or Adult Services.

We support this by college visits throughout the year.



Complaints

What if I am unhappy?

If you are unhappy let us know first. You can contact the class teacher or a member of the senior leadership team:

Rebecca Thompson (Head Teacher)

Nicola Hirst (deputy Head Teacher), curriculum leader and KS3 leader:

Anna Bates (Assistant head & semi-formal leader) Jude Hickey KS4(Y10-11)

Amanda Sheppard Post 16(Y12-14)

If your issues are not resolved please contact school and make an appointment to speak to the Deputy or Head Teacher. *(See Complaints Policy)*

Our **Parent Support Advisors** are also available to support you:

Kirsty Barr KS3 (Y7-9) Lynne Catchpool (Y10-11) Emma Kitchener(Post 16)

How do I get independent advice?

You can speak to a range of other professionals about your child these include:

- Wakefield SENART: 01924 302465
- SENDIASS: 01924 379015 wesail@barnardos.org.uk
- WESAIL: 01924 304152

What is the local offer?

You can see what help is available through the local offer website (link also on our website) <http://wakefield.mylocaloffer.org/Home>



Glossary

ADHD—Attention Deficit Hyperactivity Disorder – A condition more commonly found in children than adults. Individuals with ADHD present as overactive, impulsive and inattentive. It is caused by chemical imbalances in the brain.

Advisory Teacher -A specialist teacher who visits schools or early years settings to advise on special needs provision.

Annual Review—A meeting held every year which updates a child's statement or EHC plan (See statement and EHC plan definitions).

ASD / ASC—Autistic Spectrum Disorder/ Autistic Spectrum Condition- These are two names for the same disorder which is also sometimes simply called autism. It affects an individual's social skills, language development and thought processes. Often, it affects a child's sensory processing.

Asperger's syndrome—Asperger's syndrome (or Asperger's) is a type of autism/ASD.

BAME—Black & Asian and Minority Ethnic.

BSP—Behaviour Support Plan – a document that outlines how a child behaves and the best responses that adults can give



Glossary

CAF—Common Assessment Framework – this is an assessment and then a series of meetings. It helps to co-ordinate team work for children and families. It includes the parent(s), school and any other professionals involved.

CAF Meeting—A meeting of people who are involved with supporting a child/young person. This meeting discusses the current situation and plans actions that have a positive impact on the youngster(s).

CAMHS—Child and Adolescent Mental Health Service - the NHS team who support the mental health of those under 18.

CIAT—Communication, Interaction and Access Team – Wakefield Council’s service for children and youngpeople: With an autistic spectrum difficulty, or With a social communication need, or With a physical difficulty.

CIC—Child in Care - a child who is fostered, or who lives in a children’s home or who has short breaks (short breaks were previously known as respite).

Differentiation—Teachers adapting lessons to suit the learning needs of groups or individuals within the class (e.g. adjusting the difficulty of a task, providing adult support, or using pictures to record ideas instead of writing.)

EAL—English as an Additional Language – a child whose first language isn’t English and they speak English as a second (or third or fourth language)

EHC Plan—Education, Health, Care Plan - This is a legal document that outlines a child’s SEN or disability. It outlines what outcomes the child is working towards. It also gives an overview of what will happen (this is called the provision) to achieve the outcomes. It also says how education services, health services and care services are going to contribute. EHC plans have been introduced from Sept 2014 onwards.



Glossary

Element 1, 2 or 3 funding—These are the 3 sets of funding that we receive for students with Education, Health and Care Plans.

Elite—Elite is an education and training provider. Some of our students attend Elite to study courses not available in school, for example, motor vehicles.

Entry Level—A qualification that shows small steps of progress, normally in maths and English. After Entry level, some students move on to Level 1 (equivalent to $\frac{1}{2}$ of a GCSE) or Level 2 (equivalent to a GCSE) qualifications in future years. Entry Level qualifications can be Entry Level 1, 2 or 3. Level 3 is the highest of the qualifications.

EP—Educational psychologist – this is a specialist in child development and child psychology.

EPS—Educational Psychology Service.

EWO—Education Welfare Officer. A professional who supports when a student has attendance problems.

Exam Board—This is a company who write exams and set the pass score. There are several exam boards for different subjects.

Exclusion -The temporary or permanent banning of a pupil from school.

GCSE -General Certificate of Secondary Education – a standard qualification used by many English schools to recognise achievement of Y11 students.

IBP-Individual Behaviour Plan – another name for a behaviour support plan (a behaviour support plan is a document that outlines how a child behaves and the best responses that adults can give).



Glossary

IEP-Individual Education Plan – a written plan that sets targets for a child. Most IEPs are reviewed once a term.

INSET-In-Service Education and Training – courses and training for staff.

Intimate Care Plan -This is a plan that sets out how we support students who need help with things that are intimate (for example toileting or changing).

Key Stage 3 -Years 7, 8 and 9.

Key Stage4 -Years 10 and 11.

LA-Local Authority – the public sector organisation that runs local education services. In Wakefield District, it is Wakefield Council.

LAC-Looked After Child – the old name for a child who is fostered, or who lives in a children's home or who has short breaks (short breaks were previously known as respite).

Lead Professional-The key person who organises a CAF and CAF meetings.

LSS -Learning SupportService.

MDA -Multi-Disciplinary Assessment – an assessment done by a range of health or education experts. The assessment will determine whether a child has autism or not.

Medical Profile -This is a document that gives details of the medical needs that a student has, for example, epilepsy or diabetes.



Glossary

MLD-Moderate Learning Difficulties.

MSP -My Support Plan – A plan that looks at the needs of the child and outlines what everyone is going to do to help meet these needs.

NEET -Not in Education, Employment or Training – A youngster, older than 16 who is not engaged in learning or work.

OFSTED -Office for Standards in Education – the independent government department that inspects school standards in England.

One Page Profile -A pupil profile that fits onto one page – it outlines some key information on the child.

OT-Occupational Therapy/Occupational Therapist – A specialist NHS worker who is an expert in movement, co-ordination and sensory needs.

Outcomes-In Education, Health and Care plans, these are the five long term targets that we want the student to achieve by the end of a particular year group (e.g. Year 11).

Peripatetic teacher -A teacher who works in a number of schools to give specialist instruction (e.g. for a child who is visually impaired)

PMLD -Profound and multiple learning difficulties – these children have some of the most complex needs.

PN / PD -Physical needs / Physical disability

PRU -Pupil Referral Unit – a unit for students with complex special needs. PRUs usually meet the needs of youngsters with social, emotional or mental health difficulties. Placement in a PRU is often short term.



Glossary

PSHE-Personal, Social and Health Education. This is sometimes called PSHCE (the C stands for Communication). It might cover subjects like: Personal Hygiene, Making friends, Smoking

Resource Provision-A unit for children with complex special needs which is based on the site of a mainstream school. The special needs might be related to autism, hearing impairment, mental health or visual impairment.

QTOD -Qualified Teacher of the Deaf

QTVI -Qualified Teacher of the Visual Impaired – A QTVI has the expertise to teach both visually impaired and blind children.

Safeguarding -Safeguarding means: protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, taking action to enable all children and young people to have the best outcomes.

SALT—Speech & Language Therapy/Speech & Language Therapist—NHS specialists who support children who have speech, language and communication difficulties.

SATs—Standard Attainment Tests – National tests that are used in England for Year 6 pupils. Children should complete them unless there is a good reason not to (e.g. a child's special needs mean that they aren't able to access the test).

SEAL—Social and Emotional Aspects of Learning – Teaching youngsters social skills and understanding of emotions.



Glossary

SEMH -Social, emotional and mental health needs – Children with these needs may have difficulty with remaining calm, anxiety, regulating their emotions or behaving appropriately.

SEND -Special Educational Needs & Disabilities – a child has special educational needs if they require any form of special educational provision to be made for them to help them to make appropriate progress. A disability might not need any kind of special educational provision to be made (for example, a child using a prosthetic leg might not need any special provision to be made).

SENART-Special Educational Needs Assessment and Review Team – This team from Wakefield Council administer statements and Education, Health and Care plans. They also make sure that the local authority and its schools fulfil their duties (for example duties set out in the SEN Code of Practice).

SENDCo -Special Educational Needs & Disability Co-ordinator - The adult responsible for co-ordinating SEN provision.

SLCN-Speech, language & communication need

SLD-Severe Learning Difficulties – a learning difficulty so severe that a child achieves in the lowest 0.1% of their age group, or has a severe lack of progress due to their learning difficulties.

SpLD-Specific learning difficulties (e.g. dyslexia, dyscalculia). Usually used to refer to difficulties with either English or maths, but is also sometimes used for other specific areas of difficulty (e.g. dyspraxia – a movement difficulty).

SRE-Sex and Relationships Education

Statement (see EHC Plan also). -This is was a legal document that outlines a child's complex SEN or disability. It's been replaced by the Education Health and Care Plan.



Glossary

Streaming/setting-Grouping students in classes according to their ability

Support staff-This term is normally used to mean adults who are not teachers, who still support students to learn in class. This normally means teaching assistants. Sometimes schools use this term very broadly to include office staff, lunchtime supervisors, catering staff, caretakers, and cleaning staff.

Team Teach -This is a training programme that teaches staff how to manage difficult behaviour. This includes a range of de-escalation techniques. It also teaches staff how to use physical intervention to move or, if deemed necessary, hold a child safely.

Transition -The support processes to help a child move from one school to another (or one year group to another).

Wave 1, 2 or 3-

Wave 1 – Things that school provides for all students (e.g. teachers)

Wave 2 – Things that school provides for groups of students (e.g. teaching assistants to support small groups)

Wave 3 – Things that school provides for individual students (e.g. an individual visual timetable, physiotherapy)