



Highfield School

SEND Report

2023-2024

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

Contact:

senco@highfield.wakefield.sch.uk

01924 264240

Contents

Vision & Welcome - Page 3

Curriculum - Page 4

Curriculum Pathways - Page 5

Subject Coverage - Page 8

Facilities - Page 9

Assessment - Page 10

Professional Support – Internal and External - Page 11

How do you support my child? - Page 12

How do you let me know how my child is progressing - Page 13

Interventions - Page 14

Behaviour – Page 15

Admissions and Transitions - Page 16

Complaints - Page 18

SEND Glossary - Page 19

Site Addresses – Page 27

Highfield School Vision & Values

At Highfield School our intent is to

'Maximise potential for confident and independent futures'.

We aim to do this through our agreed **core values** which are:

Communication

Independence

Resilience

Respect

Enjoyment

Responsibility

Compassion

Community

Excellence

Welcome to Highfield School. We are a local maintained school providing education for pupils with severe learning needs. Our pupils come from all over the Wakefield area and some from further afield, to benefit from our specialised teaching, excellent pastoral care and the wide range of specialist support services and interventions we provide through our curriculum offer.

Our ambition is to ensure that every pupil is well prepared for the next stage of their education and for adult life, be that finding meaningful employment, continued education, supported or independent living.

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

Our commitment to the students:

- To make sure that doors are open to you because we want you to have a life full of choice.
- We will make sure our excellent teaching means that you will make the very best you can achieve. This will open some of the biggest and heaviest doors. These doors take time, patience, effort, trust and resilience, but we promise to help you and support you and you will find the way through.
- We will put you at the centre of all we do, so you can be the best you can be, confident, happy, independent and resilient, leading your best life.
- You will be confident, resilient and committed students who take pride in your achievements. Your achievements will be celebrated and your interests will be harnessed effectively

Curriculum

At Highfield School we believe that our school's curriculum is much broader than subjects on a timetable. The school curriculum comprises all learning and other experiences that the school plans for its pupils. Pupils at the school have a range of needs that can change over time and in order to best support our learners the curriculum is highly personalised and continuously reviewed and developed. This document aims to provide an overview of the curriculum and examples of how it is personalised for a range of learners at different stages of development.

Curriculum Vision

At Highfield School we provide a student-centred 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.

Curriculum Intent

The intent of our curriculum is to provide a balanced and broad experience for pupils which promotes their spiritual, moral, cultural, mental and physical development. We are committed to preparing our pupils for the opportunities, responsibilities and experiences of later life so that they may become actively involved in their community, contributing to society financially and living as independently as possible. The pedagogy and principles behind the range learning programmes have a strong evidence base for raising attainment. The school's curriculum meets all statutory requirements.

The wider curriculum is multi-layered and work is ongoing to ensure that the lateral and horizontal planning takes account of all our learners needs and can be personalised as needed.

Curriculum Framework

Our curriculum framework is grounded in research-based evidence and pedagogy. It was developed through collaborative work between other special schools, specialist consultants, and our own teachers, assistants, families and pupils and governors'. We wanted to have a frame work that could support and enable Education, Health and Care Plan (EHCP) outcomes to be embedded in, and central to our everyday work with each individual pupil at our school. Whilst also ensuring pupils have a broad and balanced experience.

What will be my child be learning ?

Curriculum Pathways

Highfield has 4 Curriculum Pathways.



Most students in school will be on the Formal or Semi-Formal Pathways.

This is initially decided between school and SENART when a placement is finalised.

Once a student starts on a pathway it may be appropriate for them to move pathways to support their continued learning.

There is also the blended pathway. Some students benefit from the higher levels of support of the Semi-Formal pathway whilst accessing some aspects of the Formal curriculum.

SCERTS® Pathway

SCERTS stands for 'Social Communication, Emotional Regulation, Transactional Support'. It is primarily a framework and educational approach for students with ASD. After staff training and consultation with Emily Rubin (the SCERTS author and principle trainer) it may also be used for students with SLD.

SCERTS provides guidelines for an individual to become a confident communicator able to advocate for their needs and actively engage in their environment in meaningful ways.

Students on the SCERTS pathway are our more complex learners and require very high levels of support from the staff working with them.

From September 2022 Highfield will have one SCERTS specific class. There are 5 students and 4 staff.

For students on the SCERTS pathway it is more likely that specialist teachers will come to their known environment to introduce appropriate learning. All areas of school are available for students to access when appropriate for the individual.

Semi-Formal Pathway

Students following the semi formal pathway are focusing on developing their communication and independence skills. It is based on developing their life skills. This curriculum supports learners who need greater support with all or some of the following:

Communication, concentration and attention, short term and long term memory, sequential memory, information processing speed, strategies for thinking and learning, generalisation and problem solving.

There are semi-formal classes in all Key Stages of School including Post 16.

Classes on this pathway are in smaller classes with a higher staff ratio. Usually 7 students with 3 staff members. This allows staff to provide a greater level of support to successfully access their learning.

This pathway follows the Equals curriculum [t-drive pathway link] <https://equals.co.uk/>. Students have a strong focus on highly personalised targets that thread across the curriculum areas.

Classes on this pathway have weekly lessons with specialist staff and areas of school – PE & Fitness, Horticulture, Cooking, Art, Music and Careers.

Formal

Pupils following the Formal pathway are our more independent learners.

Classes on this pathway usually have 9 pupils with 2 adults.

Students follow a subject specific curriculum under a 6 strand curriculum.

Key Stage 3 students follow a primary model and pupils stay with their form tutor for the majority of their lessons.

Key Stage 3 students on this pathway access lessons with specialist staff for PE & Fitness, Horticulture, Cooking, Art and Music.

When students on the formal pathway move into Key Stage 4 they move to a more traditional approach for a High School.

Students have a form tutor and access Specialist staff for all lessons.

At the end of Year 9 they choose 'options' to study accreditation for such as music, art, sport and leisure, animal care, horticulture, construction and mechanics.

Students in Key Stage 4 also work towards accreditation in English, Maths, ICT and Community Education.

Students continue with RSHE, Cooking and Shopping, PE & Fitness and Employability and Enterprise (Careers).

Please see details regarding accreditation on page x.

Blended

As some students progress through Highfield it may be appropriate for them to access time on a different pathway.

For some students this is to access accreditation on the formal pathway. It may not be suitable for them to fully move pathway but they will join their peers for specific subjects.

Specialist Subjects

All students in Years 7-11 will have lessons with the Specialist staff in Outdoor Learning, Cooking, PE, Fitness and Careers.

Art, Music and Horticulture are also taught to all students by specialist teachers.

These become optional as accredited subjects for students in Years 10 and 11 if they are on the formal pathway.

Post 16 Curriculum Pathways

Moving On (Equals Curriculum) – Highfield Site

Within this pathway we follow some of the EQUALS Moving On curriculum. (which is a natural progression from the Semi-formal curriculum followed in main school).

The curriculum specifications form a comprehensive package appropriate to the needs of young people aged 16+ and adults with additional needs. They comprise a breadth of relevant and stimulating learning opportunities, which can be used to address pupils' individual objectives and prepare young people for adult life. Courses of Study include: World Studies, Independent Living and Vocational Skills as well as Literacy, Numeracy and ICT, where appropriate. The Moving On pathway also offers a breadth of experience within which pupils' EHCP and IEP's can focus on

All Students have opportunities to engage in meaningful community experiences, these

include trips into our local community, internal community experience and external community experience to different places of work and interest .

Futures – Thornes Park Site

Within this pathway students will further develop their independent life and work skills, planning for work,

Students will follow the NOCN suite of qualifications in Independent Living, and, Using Employability Skills.

All students have opportunities to engage in meaningful community experiences such as shopping, visiting public amenities, travel training, internal and external work experience. Students will partake in enterprise schemes to enable them to learn more about the world of work. Transferring all the functional skills learnt in Maths and English in to a real-life workability scenario

Students will also continue to work through functional skills in English and Maths and RSHE.

City Futures - Wakefield City Centre Site

Many of our pupils will learn the skills needed to work as they move through the school and through the curriculum offer. EHCP outcomes, aspirations and interests will be used to ensure the skills learnt are relevant to the individual and their needs. Work experience will be included to ensure pupils are able to apply their skills within real environments and situations. Some of our pupils will have learnt many of the skills necessary to be successful in the workplace and will be ready to work. We will again look to develop their aspirations, skills and interests to be able to complete longer work placements that are meaningful, develop further skills and provide a real taste for employment. Opportunities for supported internships or courses from relevant training providers will be pursued.

NOCN Units:

Preparation for Further Learning or Employment 1 Credit [Mandatory Unit]

· Health and Safety and Food Hygiene in Catering 2 Credits .

Introduction to Customer Service 3 Credits

· Personal Budgeting and Managing Money 3 Credits .

Preparing for an Interview 2 Credits

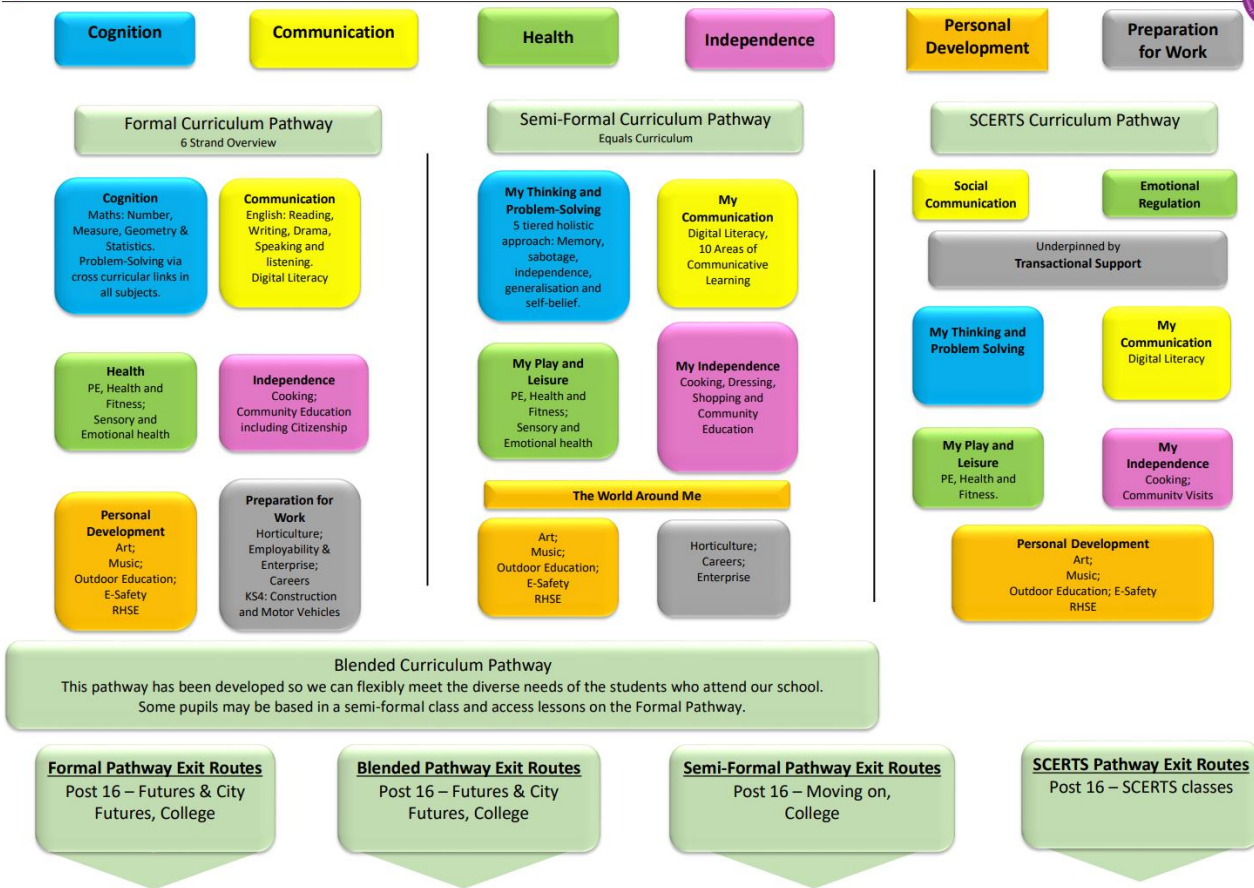
· Skills for Employability 3 Credits .

Introduction to Mental ill Health

Curriculum Pathways & Coverage



Highfield School: Curriculum Overview Years 7 - 11



Our Facilities

The school is built around two paved courtyards. There are eighteen classrooms, each with networked computer facilities and all rooms are well equipped for a variety of teaching purposes.

In addition to the general classrooms there are specialist rooms for Art/Design, Life Skills and Information & Communication Technology. Other facilities include an area for Emotional Health and Well being, a Library, a Hall (used for assemblies and dining), a Sports Hall, a Health Suite, a Medical Room, a Multi-sensory room and Drama Studio. The school is fully accessible for students with physical difficulties and has a lift to the 1st Floor. The school benefits from very extensive, secure school grounds with high quality all weather areas, playing fields and purpose-built inclusive playgrounds, as well as outdoor learning environments.

Small Animal Unit: Chickens, rabbits, guinea pigs and rats	Art room, Cooking room, Music room with recording facilities	A large poly tunnel for delivering horticulture
Sports hall with trampolines for rebound therapy	Substantial grounds with Outdoor Learning spaces including bike track and bikes	Outdoor playgrounds with play equipment
Modern fitness suite	IT suite, laptops and tablets	Behaviour for Learning Mentors with designated space for supporting students
Outdoor sports area for football and sports	School library – well stocked with a range of books including VI formatted	Phsyio Space
Visual Impairment Intervention room	Sensory room	Communication intervention room
A lift to access the upstairs classrooms	Mobile Hoist to manage student positioning	Accessible toilets on both floors

Assessment

At Highfield we use the 'Evidence for Learning' software to allow us to effectively capture and record evidence of pupil's learning and progress. Evidence will be uploaded by class staff throughout each half term and will include photographs, videos, comments and links to the pupils IEP targets and curriculum areas.

This then creates a pupil's personal learning journey which can be shared at Parent's Meetings and EHCP reviews.

We are shortly rolling out the 'Evidence for Learning' parent portal which will enable us to work closely with parents around their child's learning and progress. We will be actively encouraging parents to engage with Evidence for Learning by sharing the photos/videos with their child, commenting on evidence uploaded by class staff and sharing their own photos/videos of their child's progress at home.

Education Health and Care Plan

EHCP outcomes are set in their EHCP Annual review which is chaired by our SENCO Judy Gallagher. During this meeting you will have opportunity to discuss current attainment, progress made since the last review and look at next steps. We try to ensure the class teacher or form tutor attends the review.

Small step targets

Teachers will set a small step target for each EHCP outcome which will be shared with you on their IEP. If you have not seen your child's IEP please contact school – details at the bottom of the page.

Evidence

School staff who work with your child will then collect evidence which demonstrates progress through the work they are doing. This can be a witness statement, a photo, video or a piece of work.

On entry Assessment

On entry to Highfield students are baselined using a range of assessments and professionals to ensure they are provided with the best support.

This may include:

Expressive and Receptive Language Assessment (RAPL, BPVS-3, or DLS)

In class baseline assessments for Maths, English and other core subjects.

Occupational Therapist assessment from NHS staff.

SALT observation for all students on entry to ensure class provision and interventions are correct.

Professional Support – Internal and External

Within school there is a great wealth of support for student's needs. These may already be identified and planned for or staff may have concerns that need to be addressed.

In school	External Agencies
Speech and Language Sangita Sharma	Speech and Language Therapists: Hannah Cooke
Visual Impairment Rebecca Talbot	Habilitation Lisa Priestley CSIT Team Leader (CSIT – Children's Sensory Impairment Team)
Hut Team If staff have any low-level concerns for a student and feel they require additional support away from the classroom staff can contact the learning mentor team.	CTLD CTLD take referrals and run clinics in school every 4 weeks.
Dyslexia / Processing Difficulties Amanda Whitwood (English Curriculum Lead)	Other agencies referrals and support can be sought from: WISENDSS – Wakefield Inclusion and SEND Support Service. CIAT – Communication and Interaction Team – can provide consultation and reports to support referrals and requests for changes EHCPs relating to need. Social Communication (ASD) assessments ADHD assessment and referrals OT assessments and referrals – all year 7 students are visited and assessed by an OT in the first half term of attendance.
Fitness Interventions Run by qualified staff for fitness or movement breaks.	
Rebound Therapy Many staff are trained and can provide planned sessions for students as part of their sensory diet as required.	
Outdoor Learning We have a designated Outdoor Learning team who provide curriculum activities for all pupils as well as small group and 1:1 interventions for individuals	
If there are any overarching concern regarding a student requiring additional help we ask staff to speak to their pathway lead or member of SLT. Headteacher & SENCO : Rebecca Thompson Deputy Headteacher : Nicola Hirst Assistant Headteachers: Jude Hickey – Formal Pathway (Yr 7-11) Anna Bates – Semi-Formal Pathway (Yr 7-11) Amanda Shepherd – Post 16 & SENCo	

How do you support my child?

Autism:

We try and ensure 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 progressing?

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

- Dojo communication—individual and class messages
- Telephone calls
- Communication book if required
- Class newsletters
- Annual reports
- Parents evenings—twice yearly

Feeding back information from school council.

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 pupils, year groups, through Pupil Premium or Year 7 catch up funding.

Lego Therapy	Habilitation	Intensive interaction
Physio Input	OT input	Fitness Interventions
Think about it (group)	Using AAC	Colourful Semantics
Lego Therapy (group)	Talk About Friends (group)	First 1000 words
Conversation Skills (group)	Touch Typing(VI)	Ipad accessibility (VI)
Assertiveness (KS4 group)	Mouse Skills (VI)	Positive Looking (VI)
Outdoor Learning time (bikes, climbing, accessing outdoor spaces in all weathers, water play etc)	Low Vision Toolkit (VI)	Rebound Therapy

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 (where appropriate).
- 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 (where appropriate).
- 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 210 places which include our post 16. Every year our intake varies and the final decision regarding places is taken by SENART.

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.

We aim to work with families and make the transition as smooth as possible.

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, 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, Supported Internship, or Adult Services.

We support this by college visits throughout the year.

What if I am unhappy?

If you are unhappy let us know first. You can contact the class teacher or a member of SLT.

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

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

Kirsty Barr KS3 (Y7-9) Lynne Catchpole (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>

You may need to Google Local offer if you live in a different Local Authority.

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

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 young people: 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.

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 ½ 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.

EWOW—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).

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 Stage 4 -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 Support Service.

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.

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.

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.

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.

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)



Highfield School
Gawthorpe Lane
Ossett
Wakefield
West Yorkshire
WF5 9BS
Tel: 01924 264240

Post 16 Futures
Highfield School
Penny Appeal Campus
Thornes Park
Wakefield
WF2 8QZ
Tel: 01924 806146 Ext: 2051

City Futures
28 Westgate
Wakefield
West Yorkshire
WF1 1JY
Tel: 01924 376756