SEND Policy

Last Reviewed by:	Rebecca Thompson
Date of review:	October 2025
Due for next Review:	October 2026
Headteacher:	Rebecca Thompson

Contents

Fundamental Principles underpinning the Code of Practice 2
Mission Statement 3
1. Aims and Objectives..... 4
2. Responsibility of the coordination of SEN Provision 5
3. Type of Provision 5
4. Admission arrangements and Educational, Health and Care Plans (EHCPs)..... 5
5. Facilities..... 5
6. Allocation of resources 6
7. Identification and review of students' Needs 6
8. Access to the curriculum 6
9. Monitoring and evaluation..... 7
10. Complaints..... 7
12. Links 7

School Senco: Mrs Rebecca Thompson Email: Senco@highfield.wakefield.sch.uk

Fundamental Principles underpinning the Code of Practice

Special educational needs and disability code of practice: 0 to 25 years January 2015

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and their parents
- the importance of the child or young person, and their parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Involving children, parents and young people in decision making

- Parents have statutory rights to contribute to the decision-making process about their child's education
- Children have a right to be involved in making decisions and exercising choices.

Identifying children and young people's needs

- Local authorities must carry out their functions with a view to identifying all those who may have SEN
- Local authorities, CCGs and other partners must work together to assess the health needs of local people, including those with SEN.

Greater choice and control for parents and young people over their support

- All available services should be reflected in the Local Offer
- Parents of children who have an Education, Health and Care plan and young people who have an Education, Health and Care plan have a right to ask for a particular school or college to be named in the Plan and for a personal budget for their support.

Collaboration between education, health and social care services to provide support

- Education, health and social care must work together to support children, young people and their families.

High quality provision to meet the needs of children and young people with SEN

- High quality teaching which is differentiated and personalised should be available for all pupils
- Special educational provision is that which is additional to or different from what is provided to all
- Early year's settings, schools and colleges should have an embedded culture of high expectations.

Supporting successful preparation for adulthood

- High aspirations are key to preparing young people for life beyond school.

Mission Statement

At Highfield School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success to make the best possible progress by providing the highest standard of education and care.

Highfield adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that all our pupils with special educational needs can fulfil their potential and achieve optimal EHCP outcomes.

1. Aims and Objectives

Aims

Highfield School is a specialist school for students with severe needs; we provide a student-centred curriculum which is 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 throughout the curriculum.

We will achieve this by:

- Providing a positive, safe and secure learning environment, staffed by trained and committed professionals
- encouraging students to develop a positive attitude to their learning through the celebration of success and achievement
- maintaining high expectations in terms of attendance, behaviour and co-operation in learning
- providing a broad, balanced and relevant curriculum, which excites and challenges students
- ensuring a safe and caring environment where individual views on spiritual, social, moral and cultural issues are respected as students develop into responsible citizens
- working closely with parents, carers and the local community
- development and training for parents and staff in all aspects of SEN.

Policy principles and objectives

- To provide top-quality education for students with special educational needs age 11-19.
- Their welfare, care and safety are paramount
- Make appropriate provision to overcome all barriers to learning and ensure students have full access to the Curriculum. All students and young people have equal rights to equality of opportunity and high class shared learning experiences
- To enable all students to realise their full potential through our agreed core values: communication, independence, resilience, respect, enjoyment, responsibility, compassion, community and excellence.
- Identify any changes in individual needs of every student; we do this effectively by gathering information from parents, education, health and care services and feeding schools prior to the child's entry into the school.
- This will be co-ordinated by the SENCo and the Senior leadership team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met, personal progress is aspirational and all aspects of student needs are catered for.
- Work with parents and carers to gain a better understanding of their child's needs and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing regular information on the provisions for students within the school as a whole; including the effectiveness of the SEN policy and the school's SEN work.
- To provide all staff with the necessary SEN information to enable them to meet student needs.
- To ensure effective multi professional working in order to enable singular and highly effective student short and longer-term outcomes
- Create a school environment where pupils feel safe to voice their opinions of their own needs.

2. Responsibility of the coordination of SEN Provision

- The Head Teacher and the governing Body have a legal responsibility to determining the provision and implementation of the policy for students with SEN
- The SENCO, senior leadership team and leads for Key stages 3, 4 and 5 monitor and evaluate the effectiveness of the inclusion policies
- The school has regular visits from the educational psychologist, speech and language therapists, occupational therapists, physiotherapists, School nurse, care workers, advisory teachers for SEN in the LA, other specialist staff and a range of therapists including music and play as and when required.

3. Type of Provision

Highfield school is a secondary day special school for students, primarily with cognition and learning needs which may be severe and multiple -this includes students who are on the Autistic Spectrum. Some students may have additional needs such as behaviour, emotional and social development, communication and interaction, sensory impairment (HI/VI), physical or medical difficulties.

The organisation of the school reflects that of a mainstream Primary school for Key Stage 3, a Mainstream Secondary School for Key Stage 4, with students predominantly taught in chronological year groups. Key Stage 5 is organised in to college ready, life skills and work skills pathways. Our most complex young people follow the Equals Curriculum which is a Semi-Formal curriculum which progresses through all Key Stages. We also provide a blended pathway for students who require a more-bespoke approach to their specific learning needs.

Great emphasis is placed on students becoming involved in the community, visiting local shops and places of interest and developing independence skills by using public transport with appropriate levels of support from staff.

4. Admission arrangements and Educational, Health and Care Plans (EHCPs)

Decisions regarding placement are made by the Local Authority which has detailed admission procedures and clear criteria based on which placements in a special school can be made. All requests for placement are submitted to the SEN panel, schools are then consulted as to whether they can meet the needs of the student concerned.

Before naming a school in a young person's Education Health and Care Plan the Local Authority must consult the governing body of the school, usually through the Headteacher.

All the pupils at Highfield have their special educational needs detailed in their Education Health and Care Plan which will be reviewed at least annually. The SENCO is responsible for managing the review procedure and leading the review meetings.

5. Facilities

The school is built on two levels, wide corridors and a lift allow ease of access. Facilities at Highfield include subject based classrooms, library, Hall for dining and assemblies, sensory rooms, The Hut, music room, recording studio, large fitness suite, sports hall, extensive outdoor play areas and sports fields, forest school and award-winning horticulture facilities. The current Post 16 block provides appropriate study areas for students in the 16 to 19-year age range. We also provide an off-site facility in Wakefield City centre (city futures) for students who are further developing their independence skills in the community in preparation for their transition to College or work placement.

The school grounds provide secure, designated areas where students can choose to play ball games, join in general activities or take advantage of the quiet areas

6. Allocation of resources

All students have an equal opportunity to access the school's resources. Specific needs may be identified, and specific resources allocated through the Annual Review procedures. Students will receive varying levels of support according to their individual needs.

The schools delegated budget provides resources which are allocated to meet the needs of the students; staffing ratios will vary from very highly staffed groups (possible1:1 staffing ratio), to groups where the ratio may be 1:6.

Whole school resources are purchased according to school priorities, curriculum resources are purchased to meet identified need, and key stages are given an allocation for resources – the amounts being determined by the budget.

Individual resources are purchased usually on the advice of therapists *for example* communication aids – Speech and Language, sensory integration – Occupational Therapy, positioning equipment – physiotherapy.

7. Identification and review of students' Needs

All the students at Highfield are subject to an Education Health Care plan, which is reviewed on an annual basis. A student's IEP (Individual Education Plan) will comprise of the collaboratively agreed outcomes set at Annual Review together with the termly Short steps. Records will be maintained using the evidence for learning platform, relevant assessments undertaken by subject teachers and form tutors.

8. Access to the curriculum

Students learning needs are led by the Outcomes identified in the Education Health and Care Plan. Students are prepared for the opportunities, responsibilities and experiences for adult life. Differentiation to ensure an appropriate learning pathway. Suitable learning challenges are set, Diverse learning styles catered for (visual, auditory, kinaesthetic), Barriers to learning addressed acknowledging the need for a sensory/developmental curriculum and learning aids, identified pathways to post school options with appropriately modified curriculum

It is our aim to ensure that all resources and SEN provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The School does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for all staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is appropriately differentiated
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels

All students within KS3 and KS4 have access to a broad and balanced curriculum which includes the National Curriculum, where programmes of study are differentiated according to individual needs.

As students move into KS4 at the end of Year 9, they are offered more vocationally based opportunities.

At the end of Y11, students can move into Post 16, where the Curriculum is more flexible, offering a one, two or three year pre-internship pathway, an independent life and work skills pathway.

Our complex needs students follow the Equals Curriculum, a semi-formal curriculum that builds on the areas of independence, communication, play/leisure and thinking/problem solving. This curriculum follows from Year 7 into Post 16

9. Monitoring and evaluation

Parents will be consulted three times a year on their child's progress towards their EHCP Outcomes through evaluation and resetting of the Individual Educational Plans (IEP's - steps towards the outcomes).

School staff (SENCO/Key Stage Leads or PSA's) will attend multi agency meetings whenever possible to ensure sharing of Outcomes and opportunities to extend and generalise learning across all settings.

The Governing body will evaluate the success of the education provided through;

- The school's yearly self-evaluation process
- Headteachers reports to the governing body
- Reports on school results and assessments and analysis of targets and summative assessments
- Termly Remits

10. Complaints

If parents have any concerns about their child's education they should contact, the class teacher, Key Stage Leader, SENCo, Deputy Headteacher or Headteacher to arrange an appointment.

If concerns are unresolved the Local Authority have drawn up a complaints procedure which may be followed (LA Model Complaints Procedure for Schools).

12. Links

The school is committed to developing links with the community and aims to make effective use of local facilities to enhance and enrich pupils' education and broaden their experience.

Parental involvement is an essential part of school life and effective dialogue is of the utmost importance. Parents are encouraged to share communications through the use of Class DoJo (telephone conversation is available, but not during teaching time) including essential information such as what activities the young person has taken part in, visitors, places they have been; this information can then be used as part of the teaching process and to develop communication. Parental support is vital in order to maximise student's achievements whilst at school.

External Agencies and other professionals support the school to meet the needs of pupils