

Highams Park School SEND Information Report 2023/2024

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We pride ourselves on being a fully inclusive school that celebrates our common achievements and our diversity, and as a team of collective, dedicated professionals share a common goal of ‘lifting every child beyond their own vision of capability.’ Our vision is that all students at Highams Park School, including those with SEND, are happy, enjoy school and feel a valued part of the school community. We seek to provide a high quality and broad education which will result in students making outstanding progress and achieving high standards, whatever their starting points. Our aim is that our young people will be responsible, independent, happy, well rounded, confident citizens who are proud of their school. We will develop critical thinking about the world they live in which in turn will enable them to go beyond their individual experiences. Everything we do is centred around our school mission statement:

‘At Highams Park we all work together to ensure all students and staff have the opportunity to achieve their personal best both educationally and morally. We aim to enable students to have responsibility for taking their place successfully in a diverse and ever-changing society. We encourage and promote mutual respect for each other, hard work and personal resilience all set within a stimulating educational environment.’

This is achieved through our school motto of ‘Success through our endeavours’.

It is the responsibility of every member of staff to be familiar with the school’s Special Needs Policy and procedures. The Special Educational Needs Coordinator –Carl Robinson, and the team of teaching assistants provide students, parents, carers, teachers and the wider community with specialist support. This support offers access to external agencies, procedures and strategies so all learners have every opportunity to make progress and to achieve independence and fulfil their learning potential.

The Team

The SEND team is headed up by the Assistant Principal for SEND and Inclusion – Mr Robinson. Mr Robinson ensures his team are timetabled to offer targeted support so that students on the SEND register make progress against their own starting points. The structure of the team is as follows:

- Assistant Principal - SEND and Inclusion – Carl Robinson
- Deputy SENCo’s – EHCP coordinators x 2
- Deputy SENCo – Literacy and Intervention lead – x 1
- SEND administrator
- HLTA x 2
- Emotional literacy support assistant x 1
- Learning support assistants x 8

The team have a range of skills and attend all inset days throughout the school and participate in all training in line with teaching staff. In addition to this they receive training from external agencies such as the speech and language therapist and educational psychologist. The team work in collaboration with the subject teachers to ensure that ‘quality first teaching’ is at the forefront of

openll teaching and learning, moreover; we ensure that the students have access to a broad and balanced curriculum.

All decisions are made in line with the Equality Act 2010, Children and Families Act 2014 and the SEND Code of Practice 2015.

- <https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND Codes and Register:

We use two different codes to inform teachers about what level of SEND support students require: 1) E – this means that the students have a statutory EHCP. The provision within the EHCP must be adhered to by the school. 2) K – This code is for students who don't have an EHCP but do require SEND support; both K and EHCP students have a one-page profile, (see below for more details) Both codes above are used on Arbor and the SEND register. The SEND register is reviewed termly by the SENCo and the wider team and if we feel a student is making progress then we may in some circumstances take them off the SEND register, depending on the assessment of their outcomes and the progress they have made. For some other students we may need to increase the level of support and in the most exceptional circumstances this would mean applying for an EHCP; if successful this would mean the students being registered as an E student on our register. Parents/carers are informed of all decisions made in relation to the SEND register.

Interventions and Support on offer

The team provide a variety of support for our SEND students, inclusive of the following:

- In class support
- 1-1 in class support – if stated within the EHCP
- Literacy – small group intervention
- Numeracy – small group intervention
- Emotional literacy support
- SEMH – Social Skills group
- 1-1 Speech and Language therapy – with the SALT therapist – only if stated within the EHCP
- Small group speech and language therapy – LSA led.
- Handwriting Intervention
- Touch typing Intervention.
- Break and lunch social skills time

Pupil Passports

All Students on the SEND register will have a pupil passport. The pupil passports are written by the LSA's in collaboration with the student and parent using the graduated approach as per the SEND Code of Practice 2015. The Pupil passports contain information about the students including assessment data and strategies so that teachers can plan targeted, 'quality first teaching'. The pupil passports contain SMART targets which are reviewed 3 times per year, again, complying with the SEND Code of Practice 2015.

External Agencies:

We work with a range of external agencies and professionals, including the following:

- Educational Psychologist
- Speech and Language therapist
- CAMHS
- Occupational therapists
- SEND Success
- Social Care
- LA – SEND Officers and Senior managers.
- Other local schools
- Alternative provision providers

Identifying students with SEND

Identifying students who have SEND needs is a key role that sits within our department but also the wider school. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We identify students needs in the following ways:

- In class identification of SEND needs by subject teachers and subsequent SEND referral forms
- Referrals by heads of year which are fed into the weekly Inclusion meeting, attended by the assistant principals for key stage 3 and 4 and headed up by the assistant principal for SEND and Inclusion – Mr Robinson
- Analysing KS2 data
- CAT 4 Assessment
- NGRT reading assessment.
- Boxhall Profile
- Strength and Difficulties questionnaire

We use the following intervention tools to help close attainment gaps in Numeracy and Literacy

- Bedrock Literacy
- Word Wasp Phonics
- Skills academy – literacy trust
- SPARX Maths

The Code of Practice identifies four broad areas of need:

1. Communication and interaction - Children with speech, language and communication needs (SLCN) have difficulty in communicating their needs to others. This may be because they have



difficulty saying what they want to, understanding what is being said to them or they do not understand the social rules of communication. The profile of each child is different and is likely to change over time. Children with Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction and may experience difficulties with language, communication and imagination.

2. Cognition and Learning - Support for learning difficulties may be required when children learn at a slower pace or are significantly behind their peers in terms of achievement even with appropriately differentiated work in class. These difficulties can be defined as Moderate Learning Difficulties (MLD) or Severe Learning Difficulties (SLD). Children with Profound and Multiple Learning Difficulties (PMLD) are likely to have severe / complex learning difficulties as well as physical disability or impairment. Children with Specific Learning Difficulties (SpLD) may have a difficulty which affects more specific areas of learning and encompasses dyslexia, dyspraxia and dyscalculia.

3. Social, Emotional and Mental health - Difficulties Children may experience a wide range of social and emotional difficulties which may manifest themselves in a variety of ways: withdrawn or isolated; challenging behaviour; disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues such as anxiety, depression, self-harm, substance misuse, eating disorders or unexplained physical symptoms. We have clear systems to manage disruptive behaviour so that other children are not adversely affected.

4. Sensory and/or Physical Needs - Some children require special provision because they have a disability which hinders them from making use of the educational facilities generally provided. These difficulties may be a vision or hearing impairment, multi-sensory impairment or physical disabilities both of which require special equipment or may be sensitivity to certain sensory stimuli. The school will identify the special needs of a child to work out what action it needs to take and the SENCo will be in touch to arrange a meeting with parents/carers. It will identify needs alongside parents, carers and other health and education specialists and ensure that due consideration is given to the needs of the whole child not just the special educational needs. Once the child has been identified as having Special Educational Needs or disability they will be classified as 'SEND Support' and support will be provided accordingly. If a parent or carer has a concern then they must contact the SENCo directly to request a meeting.

Access Arrangements

In key stage 3 students will be identified as requiring additional support in their assessments by subject teachers. If this is required, then the SENCo will be informed, and the specific exam access arrangement will be outlined on the student's passport. It is the responsibility of the subject teachers to contact the SEND team in advance of any assessment so that the SEND team have time to ensure support can be provided.

At the end of Key Stage 3, students are tested for Access Arrangements. This testing assesses whether a student might benefit from alternative/added arrangements during their exams, which can include the use of a scribe, a reader, a word processor, extra time, alternative rooming and so on. These access arrangements are provided in order to remove any disadvantage for candidates and where there is evidence of need and the reasonable adjustments fall within the candidate's normal ways of working. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. Please note that if a

student has an EHCP then they automatically receive exam access arrangements for all formal assessments.

Post 14

As part of the curriculum offer at KS4 there is an alternative course/ programme offered for years 10 & 11.

There are a range of pathways on offer in our 6th Form to cater for students with differing levels of GCSE results and their preferred assessment method.

Our 6th Form Learning Centre is supervised by staff and they will be aware of any special educational needs that students might have so that they can support them in their management of independent study time.

Transition

The Year 6 Transition Co-ordinator and the SENCo visit primary schools in the Spring and Summer terms to discuss transition to secondary. An Induction Programme for 1 day takes place in July for all students. The SENCo also attends, when appropriate, the Transfer Reviews. Additional induction programmes, where appropriate, are also planned by the SENCo in collaboration with the Primary School for specific students.

Students in Year 11 are given the opportunity of a one-to-one guidance meeting and also at other points in their time at HPS with an independent careers officer. This is to help guide their thinking about KS4 and post-16 plans. Parents are also invited to these interviews.

There is specific work done with targeted groups of students to ensure that they are making post-16 subject choices that will keep their post-18 options open.

The school has a clear programme of support to help 6th Form students move on to the next level in their education, or into employment. This starts in March of Year 12 and carries through to when student's final results are published in August of Year 13. The programme is led by the Head of 6th Form and supported by all form tutors to ensure students receive individual attention.

Accessibility

We want to ensure that the physical environment in and around our school is accessible to all children especially those with Special Educational Needs and Disabilities. Where there is a need, each SEND child has a risk assessment of their access needs carried out by our SENDCo and we purchase or borrow any equipment needed to remove any access barrier. Pupils may for instance need specialist IT equipment or furniture. All classroom resources are made accessible by making personalised modifications as necessary such as the use of coloured overlays, proximity to the whiteboard, access to dyslexic dictionaries etc.

Complaints

In the first instance complaints should be made to the Assistant Principal for SEND and Inclusion – Mr Robinson – crobinson@highamsparkschool.co.uk. Alternatively complaints for students with an EHCP can be made to the SEND officer at the LA. Further options include contacting the principal – Mr Armsby or the chair of the trustees – Mrs Tracy Penfold.



SEND Local Offers

You can find out more information about SEND services that can support your child including on how to apply for an EHCP as a parent/carer on your local authority's respective local offer.

- [Local Offer: Special Educational Needs and Disability \(SEND\) | London Borough of Waltham Forest](#)
- [Enfield's local offer for SEND | Enfield Council](#)
- [Redbridge FiND | The Local SEND Offer](#)