

HIGHDOWN SCHOOL & SIXTH FORM CENTRE



SEN Information Report, March 2018

Highdown is a fully inclusive mainstream Academy within Reading Bough Council. At Highdown, all students are valued equally, regardless of where their abilities lie, with the Academy being committed to developing 'the best in everyone'. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, Highdown is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the Academy.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report.

March 2018

Regulation	Question	School response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do students have in your school?</i>	<p>Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of students the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for students of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Highdown have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of students with special educational needs.	<i>How do you know if a student's needs extra help?</i>	<p>When your child first joins Highdown, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; MidYis (Middle Years Information System); literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers, Heads of Curriculum and Heads of Achievement closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Highdown will further identify students with a special educational need. This identification may come from mentors, subject teachers, support colleagues, Heads of Achievements, outside agencies, parents/carers or the students themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a students who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEND or Additional Needs registers which are accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>

<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><i>How will I know that my child is making progress? How do you evaluate provision?</i></p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the Academy's Assessment Policy. Teachers formally assess and review progress and attainment 5 times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with a Statement or Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have a termly review.</p> <p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally progress and attainment data for students is analysed for effectiveness and value for money.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will send home 5 reports each year which will show your child's current and target levels as well as reporting on their effort, behaviour, homework and independent learning. Heads of Curriculums, Heads of Achievements and Inclusion staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time we will check whether the right progress has been made. We give reports to the governors who check and review the work of all departments, including Inclusion.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents evenings; notes in planners; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews (for those on the SEND register).</p> <p>The school provides information for parents through newsletters; information on the website; Open/Information days; Parents Evenings and letters home.</p>
<p>3c. The school's approach to teaching pupils with special educational needs</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p>

		When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.
3d. How the school adapts the curriculum and learning environment for pupils with special educational needs	<p><i>How will the curriculum be matched to my child's needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy; intervention groups and number of qualifications studied.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including disabled toilets; ramps and equipment to help with reading and writing.</p> <p>An Accessibility Plan is in place and available from our school website.</p>
3e. Additional support for learning that is available to pupils with special educational needs	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes Primary school teachers; Learning Support Assistant's; Pastoral Support; SENCo; Educational Phycologist and School Counsellor.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with Statements/EHCP's will have targets and strategies set by the SENCo. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>
3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs	<p><i>What social, before and after school, and other activities are available for pupils with SEND?</i></p> <p><i>How can my child and I find out about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>A large range of academic and hobby/interest clubs are available at Highdown School. There are open to all students, including students with SEND.</p> <p>Additionally we run a range of activities to support SEND students including Homework Club, Lunch and Break Time Social Club etc. We also run coursework/revision sessions for older students as and when required.</p> <p>The Extra-Curricular timetable is available on the schools website.</p> <p>All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p>

<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p><i>What support will there be for my child's overall well-being?</i></p>	<p>At Highdown School we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a Mentor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between mentor and students.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Star Centre Team; School Counsellor; Learning Assistant; Learning Managers; Child Protection Officer. We also have excellent relationships with a number of external agencies for example CAMHS, CAT etc</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator</p>	<p><i>Who should I contact if I want to find out more about how Highdown School supports pupils with SEND? What should I do if I think my child may have a special educational need or disability?</i></p>	<p>The SENCo is Mrs J Arnold Contact details: Email SENCO@highdown.reading.sch.uk or telephone 0118 901 5800. Speak to your child's Mentor or teachers in the first instance.</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>We have a Learning Support department which is made up of the SENCo, Learning Support Assistants. Within this team we have staff who have a range of experience and training covering various SEN needs including the National Senco Qualification; CCET (Certificate of Competence in Educational Testing); Supporting students with ASD; Supporting students with ADHD; Attachment Issues and CAF training, QTVI.</p> <p>Training is provided to all staff, including teachers and LSA's, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEN.</p> <p>As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services</p>

<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured</p>	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team. We have the VI base for Reading so we have a vast knowledge in this area. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact the SENCo or discuss the issue at the next review/parents evening.</p>
<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helping them to be organised for their day (including bringing the right equipment and books) <input type="checkbox"/> Full attendance and good punctuality <input type="checkbox"/> Completion of homework using SMHW <input type="checkbox"/> Checking and signing planner <input type="checkbox"/> Attending parents meetings <input type="checkbox"/> Attending any meetings specifically arranged for your child <p>We will support you by having regular communication, through the HOA's, Mentor's and SENCo when needed.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements.</p>

<p>9. Any arrangements made by the governing body or the proprietor relating to the from parents of pupils with special educational needs concerning the provision made at the school</p>	<p><i>Who can I contact for further information?</i> <i>Who can I contact if I have a complaint?</i></p>	<p>Please contact the SENCo for further information. In the first instance contact the subject teacher or your child's mentor who may refer your concerns to a more senior member of staff if needed. Alternatively please contact our SLT. The schools complaints procedure is available on the school's website.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Connexions; Speech and Language Service; and Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Reading Bough Council and use the ECAF process when appropriate to do so. If you believe your child needs support from a specialist please contact the SENCo or discuss at the next review/parents evening.</p>

<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>Reading Information, Advice & Support Service for SEND http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=VqahHplA19A</p> <p>Reading Bough Council Special Educational Needs: http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=djWCTbPQ3EE</p> <p>Reading Service Guide http://servicesguide.reading.gov.uk/kb5/reading/directory/home.page</p> <p>Child and Adolescent Mental Health Service (CAMHS): http://www.berkshirehealthcare.nhs.uk/ServiceCatInfo.asp?id=46</p>
<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. We also host a Summer School for Year 6 students. All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Adviza to ensure relevant paperwork is completed for students with Statements/EHCP's.</p>

13. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my child?</i>	Reading Service Guide http://servicesguide.reading.gov.uk/kb5/reading/directory/home.page
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Key Staff

SENCo: Mrs J Arnold

Assistant SENCo: Mrs C Bates

Primary Teachers: Mrs C Bates

QTVI (VI Base): Mrs J Arnold plus visiting QTVI

Star Centre Team: Miss J Hunter and Mrs J Mullett

School Counsellor: Changeable

School Governor with responsibility for SEND: Mrs Simon Lovlock

Assistant Headteacher for Inclusion: Mrs J Noctor

You can contact any member of staff by telephoning the main switchboard on 0118 9015 800