



Highlands School SEND Information Report

Our vision and how we hope to achieve it

We will aim to achieve the following:

To run an education Provision of an 11-18 school which includes all groups and meets their needs in appropriate premises.

Progression at varying rates to suit individual needs and abilities. Above national rates of progress. A voice for all students including regular opportunities for feedback on teaching and learning. A comprehensive range of responsibilities for all students. Equip students with the skills and attitudes required for adult and working life. Develop a culture of self-evaluation involving all stakeholders. The facilities as a community resource.

At Highlands, we believe that all children have an equal right to a broad and balanced education, which will enable them to achieve their full potential. We work to ensure that children with Special Educational Needs and Disabilities (SEND) receive provision that is 'additional to and different from' that provided within the curriculum for all students according to their needs. We provide for all the four categories of need within the resources available:

What kind of special educational needs are provided for in Highlands School?

At present the school caters for a very wide range of special educational needs including:

ASD	Autistic Spectrum Disorder	Students who have Autism or Asperger's Syndrome.
HI	Hearing Impairment	Students may need specialist support, or equipment to access the curriculum.
MLD	Moderate Learning Difficulties	Students are likely to need support in some areas of the curriculum.
SEMH	Social, Emotional and Mental Health Difficulties	Students may have a range of disorders such as attention deficit disorder, attention deficit hyperactivity disorder, anxiety disorder, or attachment disorder.

SLCN	Speech and Language communication needs	Students who have difficulty communicating with others
SpLD	Specific Learning Difficulties	Students who have a range of conditions such as dyslexia, dyscalculia and dyspraxia.
VI	Visual Impairment	Students may need specialist support, or equipment to access the curriculum.

In addition, Highlands School is a designated Secondary **Resourced Provision for deaf** students and caters for students who use British Sign Language (BSL), Total Communication and Auditory-Oral Communication.

The type of school we are

Highlands is an 11—18 mixed, community, comprehensive school serving the pleasant suburban area of west Enfield. The school opened in 2000 in new purpose built accommodation with state of the art equipment and since then we have been able to recruit the highest calibre staff available in every curriculum area. From September 2006 the school has been full with pupils from Years 7 - 13 including a large sixth form.

Our OFSTED Rating

Highlands was rated OUTSTANDING by Ofsted in March 2011 and March 2014

How we know if a young person has special educational needs

How does Highlands School ensure that young people who need extra help are identified early? Pupils who have special educational needs are identified and their needs determined in a number of ways:

1. Records from previous schools, including KS2 information -SATs
2. Literacy screening of Year 7-9 and Spelling test.
3. Individual assessments of casual intake.
4. Information provided by teachers, parents and external agencies.
5. Half-termly data collection collated and analysed.

What we do to help young people with special educational needs

- 1) In the first instance, make an appointment with the SENCo to discuss your worries.
- 2) If you would rather discuss with your child's form tutor, he or she can pass on your concerns to the SENCo who will then contact you.

SENCo: Selina Adu (NASENCO Award completed in September 2016)

Email : postbox@highlands.enfield.sch.uk

Tel: 0208-370-1100

More information will be gathered on your child, this will then be used to plan additional intervention with you to support him/her.

Because the general level of ability within our school is high, we recognise that some children may feel disadvantaged working alongside high achieving children and as a result, they may be offered

additional support, through small group work or 1:1 activity, in order to boost their skills and level of confidence.

How we adapt our teaching for young people with special educational needs

The approach to teaching children and young people with SEND at Highlands is through Quality First Teaching and differentiation. At Highlands School, we aim to ensure that all SEND learners are able to make at least expected progress. The SENCo collaborates with the Pastoral Team, Heads of Faculty and the Senior Leadership team to oversee and plan for the needs of all SEND learners. We regularly track progress data and individual assessments to identify interventions and then evaluate the effectiveness of the interventions offered. This includes support for developing emotional and social well-being, small group work and includes measures to prevent bullying.

How we decide what resources we can give to a young person with special educational needs

Resources are allocated according to need and priority. At Highlands we operate Faculty-based Learning Support Assistants and a Core Team of HLTAs (Higher Learning Teaching Assistants) to support interventions. As an Outstanding School our staff has the expertise to support children with SEND and as, and when, required we seek specialist advice from external professionals. Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared views of a child's needs. All parents of children with SEND will be treated as partners and given support to play an active role in their child's education.

Support we offer for young pupil's health and general well-being

The SENCo works closely with the Pastoral Team including the School nurse and Counsellor to ensure Medical Care Plans, Pastoral Support Plans and other information are in place for pupils with medical needs and these are updated regularly. This includes support for developing emotional and social well-being and includes measures to prevent bullying. All students follow a programme of Personal, Social and Health Education as well as Citizenship. We involve other external agencies as needed. All students with EHCPs have an allocated Key worker who they can talk to for emotional /academic support. This also applies to some students on SEN support.

Specialist external services we use when we think extra help is needed

Highlands collaborates with the Educational Psychology Service, CAMHS, Speech and Language Therapist, Social Services and other Alternative Education Providers to ensure all the needs of our pupils are met. Highlands work in partnership with Durants School and other Outreach Services. We hold multi agency meetings as needed and advice is shared with staff and implemented as agreed.

The training our staff has had or are getting

Training in SEND is ongoing. Staff have had access to a variety of training, including ELKLAN, Dyslexia and Mindfulness training. Learning Support Staff share their skills with teaching staff in the faculties and also run drop in days, joint training sessions (e.g doing SEND differently) to skill up all staff in Highlands in providing for SEND students. Annual themed weeks for the whole school have been held e.g Autism Awareness Week, Dyslexia week, Deaf Awareness Week, etc to ensure inclusion is always on the agenda.

How we include young people in activities and school trips

Highlands is a fully inclusive school and young people with SEND are enabled to engage in all activities should they wish. Support is always provided via a variety of means e.g additional adults, other adaptations which take into account the needs of the child.

Our school environment

Highlands is housed in a large building over three floors. The wide corridors and lifts enable easy access for pupils with physical disabilities. Facilities for physical needs e.g disabled toilets, physio room, hoist, etc. ensure pupils with disabilities are catered for.

The Fire evacuation process is compliant with Health and Safety requirements and overseen by a trained member of staff.

The Hearing Impaired Base provides additional support and specialist equipment for pupils with hearing difficulties.

How we prepare for young people joining our school and leaving our school

We support young people to transition effectively to post 16 education enabling them to prepare for employment, independent living and participate in society. We involve the appropriate services e.g Careers Advisor, Adult Social Services at each step. Learning Support staff support both parents and the young person in post 16 visits and transition events.

We visit every Primary School in Year 6 from where a child is coming including attending EHCP review meetings when invited. Extra transition days are planned in accordance with the needs of the young person to enable a smooth transition.

How parents are involved in school life

Parents have access to the SENCo via emails, phone and face to face contact. We run half termly coffee morning events and appointment systems to discuss progress. Parents participate actively in review meetings and their views are sought yearly via parent questionnaires. Highlands has a rich diverse culture and parents can be supported by staff from similar backgrounds and languages if needed.

Who to contact for information or to discuss a concern

Complaints - If you have complaints about the provision made for your child, please follow the school's Complaints' Procedure, a copy of which is on our website.

Our offer to children with special educational needs and disabilities was prepared on September 2016

This has been reviewed in April 2019.

Further information on services available in Enfield for Students with SEND can be found on Enfield's Local Offer:

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>