



# Highlands

## School & Sixth Form

**Dare to  
flourish**

**SEN information report**  
**APPROVED**

Governor Committee	SSP committee
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## **Section 1: The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, physical disabilities including those who require a wheelchair

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 Additionally Resourced Provision (ARP) is funded for 15 students by the local authority. The ARP has one dedicated room which is used as a classroom and office for the team.

The ARP is managed by a qualified teacher of the Deaf (QToD) who is managed by the SENCO. The rest of the team comprises 5 Communication Support Workers (CSW). There is also a visiting teacher of the deaf who supports the teacher of the deaf in training and a BSL tutor that is contracted to teach BSL once a week.

Deaf students are supported by the ARP team in their mainstream lessons (through BSL or as additional support in their lessons) and by the QToD in ARP lessons. Some students are also offered weekly Speech and Language Therapy sessions by the therapist as recommended on their EHCP.

## **Section 2: Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

The SENCO and the QToD will also analyse data from whole school data collection points and act on concerns raised from observations of students by teachers and the pastoral team.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Section 3: Consulting and involving pupils and parents**

Parents/carers can raise concerns with the school.

- 1) In the first instance, make an appointment with the Form teacher / Head of Year to discuss your concerns
- 2) Head of year will pass concerns to the SENCO and the QToD via the school's internal referral form.
- 3) The Learning Support team will conduct a variety of assessments to determine the range of the difficulties.
- 4) SENCO and the QToD will contact parents/carers to determine the types of additional evidence required and discuss the nature of the support needed.
- 5) SENCO and the QToD will lead on implementing the agreed support by providing staff with an SEN student profile which outlines the strategies needed to be in place.

Parents have access to the SENCO and the QToD via emails, phone and face to face contact. We run 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.

All students with an EHC plan are invited to attend annual reviews and are supported to share their views openly. Students' views are also sought via a programme of student voice interviews with the SENCO. The school has a student council where discussions are held about students and their needs and support offered to address these. All students, including SEND students, are welcome to run for any of the roles on the student council and leadership roles within their houses.

### **Section 4: Assessing and reviewing pupils' progress towards outcomes**

The school undertakes formative and summative assessments at regular points in the year. Reading comprehension tests are administered in year 7 to 9 to screen for literacy difficulties. Information from teachers is also used to support access arrangements for exams. Parents evenings are held for each year group yearly which allows a dialogue between parents/carers and teachers about their child's progress. Students who participate in interventions will have assessments to ascertain the impact of each intervention.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The SENCO and the QToD will work to carry out a clear analysis of the pupil's needs. This will draw on:

- The subject teachers' assessment and experience of the pupil

- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required, via the pupil profile. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### **Section 5: Supporting pupils moving between phases and preparing for adulthood**

We have a robust transition process in place.

- We run Open Evening in the autumn term where parents/carers are invited to attend. This provides an opportunity to look at the school, meet the staff and discuss any SEN needs with the SEN team.
- The SEN team visits every Primary school in the third term in year 6 where students are coming from and meet the staff working with these students
- We attend year 6 EHCP review meetings as invited by the primary schools
- Students with EHCP are invited for a transition morning in the summer term to meet the SEN team and participate in taster activities
- All year 6 students are invited for a transition day in the summer term where they meet the year 7 Pastoral team and have taster lessons
- An extra transition morning is organised to support a small number of SEN students who may need extra reassurance
- in September all year 7s are welcomed by their form tutor who takes them through an induction session
- Mid term transitions are managed by the pastoral team with the support from SENCO to ensure smooth transition

We prepare young people to transition effectively to their next stage of education or training - post 16/18 by

- Providing guidance and support in choosing appropriate course
- Involving the Careers Advisor and adult social services at each step.
- Students with EHCPs have a one to one session with the careers advisor in the autumn term to discuss choices
- SEN team support parents/carers and the young person to visit post 16 placements and transition events as appropriate

### **Section 6: Our approach to teaching pupils with SEN**

The approach to teaching children and young people with SEND at Highlands is through high quality teaching and adaptations that allows all students to access the curriculum and stay in the classroom.

At Highlands School, we aim to ensure that all learners with SEND are able to make at least expected progress. The SENCO collaborates with the pastoral team, heads of department and the senior leadership team to oversee and plan for the needs of all learners with SEND. All teaching staff have access to each SEN student's profile which outlines their areas of strength and difficulties and the strategies to use within the classroom. Teachers plan their lessons taking into account the student's profile and ensure all students are able to access the lessons and make progress. All resources are planned according to clear guidelines intended to support neuro divergent students. This includes guidance on limiting copying, font type, size and spacing, and pastel backgrounds on slides.

Resources are allocated according to need and priority. At Highlands we operate learning support assistants (LSAs) to support in some classes. CPD develops our staff's expertise to support children with SEND and as and when required we seek specialist advice from external professionals.

We track progress data and individual assessments to identify interventions and then evaluate the effectiveness of the interventions offered.

We provide the following interventions:

- Lexia - a school wide intervention run for all students in key stage 3 who have a reading age below 10 years
- Colourful Semantics - a speech and language therapist recommended programme aimed at improving students grammar and writing skills
- Emotional Literacy Support Assistants (ELSAs) - LSAs trained by the educational psychology service to provide bespoke interventions to support students with their emotional literacy and regulation
- Key workers who meet with students weekly
- A quiet room for break and lunch times
- SEN homework club
- Mindfulness interventions in our wellbeing room
- Therapy dog
- SALT interventions
- "PEERS" intervention with the support of the EP
- "Talkabout teenagers" intervention
- "Soft start" intervention

## **Section 7: Adaptations to the curriculum and learning environment**

Highlands is housed in a large building over three floors. The wide corridors and lifts enable easy access for students with physical disabilities. Facilities for physical needs e.g disabled toilets, physio room, hoist, etc. ensure students with disabilities are catered for. Our accessibility plan is available on the school website.

The Deaf Resource Base (ARP) provides additional support and specialist equipment for pupils with hearing difficulties. Some deaf students will use radio aids. The learning environment has favourable acoustics.

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

Our curriculum covers GCSEs as well as BTEC qualifications which can suit lower attainers. For a small number of students there is the opportunity to take AQA Entry Level qualifications in the core subjects. SEND Students who may struggle to complete a GCSE in Modern Languages are able to pick alternative options after careful consultation with parents/carers.

Students with SEN are provided with equipment such as chrome books, reader pens and overlays to enable them access lessons effectively. All subjects release pre-teaching material on google classroom in the form of topic overviews.

### **Section 8: Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as Lexia, Colourful Semantics and ELSA.

Learning support assistant support in lessons is limited and is timetabled based on need and the recommendations of EHC plans.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology (London Borough of Enfield)
- Speech and language therapy (London Borough of Enfield)
- Enfield Advisory Service for Autism
- Occupational therapist, physiotherapists and any other professionals who are supporting students who attend the school

### **Section 9: Expertise and training of staff**

Our SENCO is also an assistant headteacher (SLT). Additionally, we have two assistant SENCOs that are non teaching staff, an SEND administrator, a speech and language (SALT) learning specialist and a team of Learning support assistants (LSAs) and communication support workers (CSWs) who are trained to deliver SEND provision.

Training in SEND is ongoing. Staff have had access to a variety of training, including speech and Language, Dyslexia and Autism training. Learning support staff share their skills with teaching staff in the faculties.

Staff running interventions are given training by SENCO or external professionals.

Annual themed weeks e.g Autism Awareness Week, Dyslexia week, Deaf Awareness Week etc are represented in assemblies and staff briefing to ensure inclusion is always on the agenda.

## **Section 10: Evaluating the effectiveness of SEN provision**

SEN student's progress is tracked by the SENCO and the provision evaluated by using a range of measures such as:

- Information from teacher assessments,
- Pastoral team information on behaviour points and support provided
- EHCP review process, where the support in place is evaluated for impact
- Student voice
- Focus group discussions and feedback from students who attend interventions
- Reviewing the impact of interventions on provision map
- Exam results analysis

## **Section 11: Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

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, on school trips or DARE days, and other adaptations which take into account the needs of the child. Reasonable adjustments are made for SEN students and those with disabilities to enable participation. Risk assessments are carried out before any trips are undertaken. The school has a disability policy and should be read in conjunction with our SEN offer.

## **Section 12: Support for improving emotional and social development**

The SENCO works closely with the pastoral team including the Welfare officer and Counsellor to ensure Individual Health Plans, Pastoral Support Plans and other information are in place for students with medical needs and these are updated regularly. We have a medical room overseen by the Welfare officer who provides medical care to students as needed.

Behaviour mentors attached to each year group provide support for developing emotional and social well-being through regular mentoring sessions as needed. The school has a behaviour policy which clearly outlines 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. Students with EHCPs can have an allocated key worker who they can talk to for emotional /academic support.

## **Section 13: Working with other agencies**

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 students are met.

Highlands work in partnership with special schools and other Outreach Services. Staff from these services provide advice and support for the school in situations where a student with SEN may need



additional input not available within the resources of the school, or where a change of provision may need to be considered.

We hold multi agency meetings for example Team Around Family, and advice is shared with staff and implemented as agreed.

#### **Section 14: Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **Section 15: Contact details of support services for parents of pupils with SEN**

Contact details for a range of support services can be found on Enfield Council's website - <https://www.enfield.gov.uk/services/children-and-education/local-offer/family-support/support-services-and-organisations>

#### **Section 16: Contact details for raising concerns**

SENCO: Dr Vicky Tsoni [senco@highlearn.uk](mailto:senco@highlearn.uk)

QToD: Ms Jaana Jutila [jutilaj@highlearn.uk](mailto:jutilaj@highlearn.uk)

#### **Section 17: The local authority local offer**

Our local authority's local offer is published here: <https://new.enfield.gov.uk/services/children-and-education/local-offer/>