Higham Lane School
Work Hard | Be Kind | Take Responsibility

Higham Lane School's SEND Information Report 2026-2027

Higham Lane School is a fully inclusive mainstream school and we truly believe in our ethos of: Work Hard, Be Kind, Take Responsibility. We endeavour to ensure that all students achieve their potential personally, socially, emotionally and academically whilst ensuring they have access to a broad and balanced curriculum through high-quality teaching adapted to suit the diverse needs of all learners.

Key Acronyms:

CAMHS – Children and Adolescent Mental Health Service

JCQ – Joint Council of Qualifications

CPD – Continuing Professional Development

TA – Teaching Assistant

DSL – Designated Safeguarding Lead

OT – Occupational Therapy

EHA – Early Help Assessment

PEEP – Personal Evacuation Plan

EP – Educational Psychologist

S4L – Support 4 Learning Department

GP – General Practitioner (your doctor)

SEND – Special Educational Needs and Disabilities

HI – Hearing Impairment

SENDCo – Special Educational Needs and Disabilities Coordinator

HLTA– Higher Level Teaching Assistant

IDS – Integrated Disability Service

STS – Specialist Teaching Service

VI – Visual Impairment

Effective from: September 2026

Review date: September 2027

	General	Specific Area Focus			
		Communication and interaction	**Cognition and learning**	**Social, emotional and mental health**	**Sensory and/or physical**
How does Higham Lane School know if my child needs extra help?	• Liaising with primary/previous school. • Concerns raised by parents/carers • Concerns raised by teaching staff or non-teaching staff e.g. Learning Mentor, School Counsellor by completing a SEND referral form. • Liaising with external agencies • Tracking and analysis of progress data. • Book trawls. • Lesson observations	Behaviour monitoring system. Observed behaviour by members of staff.	Student's progress is below expectations despite subject specific interventions.	Observations through the pastoral system. Observed behaviour by members of staff. Informed by parents, CAMHS or other external professionals.	Communication between medical professionals and SENDCo.

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What should I do if I think my child may have a special educational need or disability?	• Contact Ms K Bassett, Clerical Assistant to S4L to arrange an appointment with the SENDCo or the Deputy SENDCo.	Speak with the SENDCo/Deputy SENDCo who can point you in the right direction.	Discuss your concerns with the subject teachers or Form Tutor. Speak with the SENDCo/Deputy SENDCo.	See your GP and keep the school informed. Speak with your son/daughter's Progress Leader and Form Tutor.	See your GP and keep the school informed.

How will I know how Higham Lane School supports my child?	• All intervention which takes place is communicated home by a member of S4L or individual teaching staff. • Regular meetings with key contacts at the school e.g. Annual Reviews. • Bi-annual Student Progress Reports are sent to parents/carers informing them of their child's recent progress. • Opportunity to meet with SENDCo or the Deputy SENDCo on Student Information Evenings, coffee morning/afternoon and any other SEND events. • The SENDCo or Deputy SENDCo will contact you where there are concerns. • Parents/carers are also welcome to contact the school to make an appointment to share any concerns. • All students on the SEND register will have an individualised Pupil Passport which is shared with teachers.	Programmes are in place throughout the year as required, these may also be led by outside professionals such as Speech and Language therapists.	The SENDCo can complete diagnostic testing which may highlight an area of concern. Interventions occur at various points of the school day. Referral to Educational Psychologist Service or the Specialist Teaching Service as required and supporting any recommendations.	Intervention on an individual level for self-esteem. Implementing recommendations from CAMHS and Educational Psychologists as required. Social skills group are created to support students to develop their emotional intelligence and resilience. Intervention through Relax Kids, ELSA, ADHD / ASC Support Groups.	Working with recommendations from outside agencies for example Physiotherapy. Integrated Disability Service (IDS), Occupational Therapy, Hearing support service and Vision Impaired support service.

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How will the curriculum be matched to my child's needs?	• Students are streamed according to ability in core subjects. Students with SEND placed in smaller groups, wherever possible. • TA support across the curriculum, where appropriate. • TAs deployed in subjects where they have relevant subject knowledge. • ASDAN Qualification is available for those requiring it as a personalised option at Key Stage 4. • An alternative English and Maths curriculum can be delivered at Key Stage 4 for students who may not be able to access the GCSE curriculum.	Differentiated teaching to meet students' needs. Use of visual aids and tasks management boards.	Differentiated teaching and resources to meet students' needs. Personalised advice when making option choices. Learning Support is provided as an option for students who will find 4 option subjects too challenging.	Personalised timetables to fulfil the student's requirement to access the curriculum. A specialist area for the students to work in when their anxiety prevents them from going into the classroom. A designated person allocated who students can talk to.	Risk Assessments to ensure access to the curriculum. TA's will act as a practical assistant and a scribe where needed. Enlarged worksheets

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How will I know how my child is doing?	A child's form tutor will be the parents initial and main form of contact. The Progress Leader or another member of the Pastoral Support team will also be a point of contact. Meetings/telephone contact/emails with the SENDCo, Mrs German or Mrs Smedley (Deputy SENDCo). Student Progress Reports which will be sent out to parents. Annual Reviews for those with an EHCP. External Professional meetings, if required.	Discussions with Form Tutor/Subject Teacher/Progress Leader/Support 4 Learning Team	Discussions with Form Tutor/Subject Teacher/Progress Leader/SENDCo	Discussions with Keyworker/Form Tutor/Subject Teacher/Progress Leader/SENDCo/ School Counsellor/ DSL	Discussions with Keyworker/Form Tutor/Subject Teacher/Progress Leader/SENDCo

How will you help me support my child's learning?	• Home school communication; Student Organisers are key for home/school communication as well as Class Charts. • Support 4 Learning email account for parents to contact the SENDCo/Deputy SENDCo if there are any issues. • Support 4 Learning Welcome Evening for new Year 7 parents/carers.	Discussing the student's individual need with the young person and parent/ carer.	Ensuring the homework is clearly communicated by the teachers in the organisers or via Google classroom or Class Charts.	Adapting the timetable to the individual needs of the student.	TA if required to ensure that the lesson is accessible.

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What support will there be for my child's overall well-being?	• Support through a well-established system of pastoral care. • Referral to the School Counsellor after discussions with parents/carers, if required. • Close contact with CAMHS for supporting the recommendations provided by medical professionals for the improved wellbeing of the student. • Resources available on the school website with regards to Wellbeing.	Lunchtime and break time Clubs. Access to a School Counsellor, if required. Assessment by an Educational Psychologist/Specialist Teaching Service and support where appropriate. Use of RISE dimensions Toolkit. Time out card/leave lessons early/early lunch pass	Lunchtime and break time Clubs. Access to a School Counsellor, if required. Assessment by an Educational Psychologist/Specialist Teaching Service and support where appropriate. Use of RISE dimensions toolkit Time out card/leave lessons early/early lunch pass	Identified room for the student to go to, if required. Access to a School Counsellor, if required. Assessment by an Educational Psychologist and support where appropriate. Lunchtime and break time Clubs. Use of RISE dimensions toolkit	Lunchtime and break time Clubs. Access to a School Counsellor, if required. Assessment by an Educational Psychologist/IDS and support where appropriate. Use of RISE dimensions toolkit Time out card/leave lessons

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	• Re integration Hub - support provided for those students who are finding attending school difficult. • Early Support Assessment			Time out card/leave lessons early/early lunch pass Meet and greet in the morning by form tutor Home/school communication book or weekly phone call.	early/early lunch pass
What specialist services and expertise are available at or accessed by the school?	• Educational Psychologist, Warwickshire EPS • IDS (Integrated Disability Service) including Hearing and Vision impaired • Speech and Language • Occupational Therapy • Physiotherapy • CAMHS	Autism Team Specialist Teaching Service	Dyslexia Screening Specialist teaching service	School Counsellor Mentoring System Clinical Psychologist will contact the SENDCo if further support is required or to make recommendations.	IDS Physical Disability Qualified Teacher of the Deaf Qualified Teacher of the Visual Impaired Occupational Therapy

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	• Support through the Early Help Assessment (EHA) • Support from a qualified and accredited SENDCo. • Referral to Specialist teaching Service for a specific assessment and recommendations. • Support from a Literacy Intervention Coordinator, School Counsellor and Behaviour Intervention Manager and colleagues within CEAT. • Qualified and accredited Exams Access Arrangements assessor	CASS (Children's Autism Support Service)		CASS (Children's Autism Support Service)	Educational Psychologist – sensory assessment

What training are the staff supporting children and young people with SEND had or are having?	• There is regular communication from the SENDCo to staff and sessions during INSET days. • Circle of Adults for specific students delivered by SENDCo, Deputy SENDCo, DSL and EP.	Training from the Educational Psychologist on how to deliver 'Lego Therapy' intervention to support children with developing their speech, language and communication skills. Training from the Educational Psychologist on how to use 'Social Stories' when supporting children with autism.	Supporting students with Dyslexia Supporting students with speech, language and communication difficulties.	Mental Health First Aiders. All teaching staff received training delivered by educational psychologists from the local authority on how to adopt the Trauma Informed and Attachment Aware Schools approach (TIASS) 2024 – 2025.	Trained Pastoral Support Assistants who can provide physio following guidance from the student's physiotherapist. Manual Handling training September 2026 for pastoral support assistants. All teaching staff have had Level 1 Autism training from STS.

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How will my child be included in activities outside the classroom, including school trips?	• Differentiation of the activities • Risk assessments are carried out prior to any off-site activity. Whilst every effort is made to provide equality of opportunity for all students, in the unlikely event that it is considered unsafe for a child to take part in an activity, then every effort will be made to provide an alternative activity which will cover the same curriculum areas, where the activity is considered an essential part of the curriculum.				Specific arrangements put in place by tour operators'/trip providers to accommodate students with specialist needs, where possible. Teaching Assistants can accompany students on trips

How accessible is the school environment?	• The School prides itself in being able to support students with a range of disabilities. All curriculum areas, apart from Music, are accessible on the ground floor of the school and in the case of Music, a lift is available.	Visual Timetables are made for individuals to access the curriculum independently.	Visual Timetables are made for individuals to access the curriculum independently.	Visual Timetables are made for individuals to access the curriculum independently.	Three disabled toilets. One wet room, with a hoist, changing bed and a Closimat toilet. One wet room, with a changing bed. Ground floor ramps throughout the building. Personalised Evacuation Plans (PEEP). Specifically designed Physio room with a hoist.
					Lifts for the first floor classroom. Automated doors at main reception and student services. Height adjustable tables in Food Technology rooms and two science classrooms. Table raisers available to be used in other classrooms.

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How will the school prepare and support my child when joining Higham Lane School or transferring to a new school or post-16 provision?	• Transition meeting between the Year 6 teacher and the Transition Co-ordinator. • S4L Welcome event for all students on the SEND register at primary school. • A pre-induction afternoon is held on the Friday prior to transition week. • Transition week starts with students meeting their future tutor • Higham Lane School staff meet with primary staff prior to starting • Higham Lane School SENDCo attends the last IEP Review at previous school, where possible. • Transition Days for post-16 • Assemblies delivered by Post 16 providers	Meet with the student prior to Year 6/7 Transition Week to assist with a transition book. Support students in making their Post 16 applications and if required attend Post 16 open evenings and interviews. Attend careers interviews with students.	SENDCo to attend relevant meetings held by outside agencies working with the student during final term of Year 6 or Year 11. Support students in making their Post 16 applications and if required attend Post 16 open evenings and interviews. Attend careers interviews with students.	Students are introduced to their form tutor to mentor them through the transition period. Early Help meetings are attended until they are passed to a new lead professional at the new setting. Support students in making their Post 16 applications and if required attend Post 16 open evenings and interviews. Attend careers interviews with students.	SENDCo meets the provision support adults at the previous school to see how Higham Lane School can meet the student's needs. Meet with the parents/carers, where appropriate, to ensure we meet the student's requirements to access the site. Support students in making their Post 16 applications and if required attend Post 16 open evenings and interviews. Attend careers interviews with students.

How are the school's resources allocated and matched to children's special educational needs?	• Our team Teaching Assistants, two HLTAs, Deputy SENDCo and a SENDCo. • The budget is allocated on a need's basis. • The distribution of the TAs is allocated to support as many students with SEND as possible and reviewed regularly. • TAs will be subject based to increase their subject knowledge when supporting students. • The SEND budget is overseen and managed by the SENDCo and Deputy Head. • Those on an EHCP, the SENDCo will apply on behalf of the student for additional funding to support the individual within the school environment by submitting a costed IEP to the local authority.	TA support within lessons. If required 1:1 or small group lessons delivered by SENDCo, Deputy SENDCo, HLTA or TA.	TA support within lessons. If required 1:1 or small group lessons delivered by SENDCo, Deputy SENDCo, HLTA or TA. Purchase of Dr Frost Maths.	TA support within lessons. If required 1:1 or small group lessons delivered by SENDCo, Deputy SENDCo, HLTA or TA.	A Pastoral Support Assistant was appointed in February 2022 and additional pastoral support assistant was appointed in September 2022, using additional funding from the local authority. Their role is primarily working with students with physical disabilities and in particular personal care needs. • TA's to act as a practical assistant and scribe where appropriate. • If required 1:1 or small group lessons delivered by HLTA or TA.

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How is the decision made about how much/what support my child will receive?	• If there is an ECHP already in place, discussions will take place at the Annual Review meeting to ensure that the provision outlined in the plan is put into place. • Exams concession testing may be used to identify what special arrangements are needed for examinations • On-going discussions between parents/carers and SENDCo or Deputy SENDCo • Students may move off the SEND register if they make sufficient & sustained progress.	Information passed on by primary schools is used in the early years of secondary to help identify appropriate support. Feedback from the specialist staff within school e.g. Behaviour Intervention Manager	Information passed on by primary schools is used in the early years of secondary to help identify appropriate support.	Recommendations from outside services such as CAMHS and Educational Psychologists for specific students	Meetings with and reports from IDS making recommendations as to reasonable adjustments for students with specific disabilities
How will I be involved in discussions about and planning for my child's education?	• Invitation to meetings with tutors and subject staff regarding KS4 option choices. Where appropriate, parents/carers will also meet with the Deputy Headteacher in charge of curriculum and SENDCo/Year 8 Progress Leader • Consultations with the SENDCo or Deputy SENDCo. For students with EHCP's, discussions will take place during the annual review.	EHCP annual reviews Professional Meetings	EHCP annual reviews Professional Meetings	EHCP annual reviews Professional Meetings	EHCP annual reviews Professional Meetings

Who can I contact for further information?	• Reception, who will guide you in the right direction - 02476 388123 - contactus@highamlaneschool.co.uk • Ms K Bassett - Clerical Assistant to the Support for Learning Department - support4learning@highamlaneschool.co.uk				
Who do I contact if I am unhappy with the provision made at the school for my child?	Contact the Support 4 Learning team to arrange a meeting to discuss concerns either via phone (02476 388123) or via email support4learning@highamlaneschool.co.uk Alternatively, a formal complaint can be made to the Headteacher, Mr M. Gannon via email at: contactus@highamlaneschool.co.uk and finally to the School's Governing Body or the Chair of Governors, via email at: contactus@highamlaneschool.co.uk				
Contact details of support services.	**Warwickshire Local Offer** https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send **SENDIAS -** 02476 366054 • warwickshire@kids.org https://www.kids.org.uk/warwickshire-sendiass-front-page • **Family Information Service** - 01926 742 274 https://www.warwickshire.gov.uk/children-families • **Warwickshire parent/carer voice** - Family Helpline: 0808 808 3555 (9.30am-5pm Monday - Friday) https://warwickshireparentcarervoice.org/ **Coventry and Warwickshire MIND - Dimensions Health and Wellbeing tool.** https://dimensions.covwarkpt.nhs.uk/				