



Higham Lane School aims to embrace the needs of all students and has a whole school approach to Special Educational Needs and Disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse learning needs and disabilities, setting suitable learning challenges and overcoming barriers to learning.

CAMHS – Children and Adolescent Mental Health Service
 CPD – Continuing Professional Development
 DSL – Designated Safeguarding Lead Teacher
 EHA – Early Help Assessment
 EP – Educational Psychologist
 GP – general practitioner (your doctor)
 HI – Hearing Impairment
 HLLSA – Higher Level Learning Support Assistant
 IDS – Integrated Disability Service
 IEP – Individual Education Plan

JCQ – Joint Council of Qualifications
 LSA – Learning Support Assistant
 OT – Occupational Therapy
 PEEP – Personal Evacuation Plan
 S4L – Support 4 Learning Department
 SEND – Special Educational Needs and Disabilities
 SENDCO – Special Educational Needs and Disabilities Coordinator
 STS – Specialist Teaching Service
 VI – Visual Impairment

	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?	<ul style="list-style-type: none"> • Liaison 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 from. • Liaison with external agencies • Tracking and analysis of progress data. • Book trawls. 	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 or CAMHS.	Communication between medical professionals and SENDCO.
What should I do if I think my child may have a special educational need or disability?	<ul style="list-style-type: none"> • Contact Ms K. Pallett, Clerical Assistant to S4L to arrange an appointment with the SENDCO 	Speak with the SENDCO who can point you in the right direction.	Discuss your concerns with the subject teachers. Speak with the SENDCO.	See your GP, and keep the school informed. Speak with your	See your GP, and keep the school informed.

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				son/daughter's Progress Leader.	

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How will I know how Higham Lane School supports my child?	<ul style="list-style-type: none"> • 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. • Termly Student Progress Reports are sent to parents/carers informing them of their child's recent progress. • Opportunity to meet with SENDCO at Parents Information Evening and Progress Evenings. • The SENDCO will contact you where there are particular 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 a Pupil Profile or a Behaviour Passport which are shared with parent/carers. 	Programmes are in place throughout the year as required, these may also be led by outside professionals such as the IDS Friendship Programme.	The SENDCO can complete some diagnostic testing which may highlight an area of concern. Interventions through Extra English lessons are specifically designed to support those with lower literacy ability and are reported on to parents/carers via the Student Progress Reports. Referral to EP as required and supporting any recommendations.	Intervention on an individual level for self esteem. Implementing recommendations from CAMHS and EP as required. Social skills group are created to support students to develop their emotional intelligence and resilience.	Working with recommendations from outside agencies (e.g. Physio and OT services).
How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Students are streamed according to ability in core subjects. Students with SEND placed in smaller groups, wherever possible. • LSA support across the curriculum, where appropriate. • Life skills course is available for those requiring it as a personalised option. 	Differentiated teaching to meet students' needs. Use of visual aids and tasks management boards.	Differentiated teaching to meet students' needs. Personalised advice when making option choices. Extra English lessons in place of one or both modern foreign languages, where appropriate.	Personalised timetables to fulfil the student's requirement to access the curriculum. A specialist area for the students to work from when their anxiety heightens which prevents them from going into the classroom. A designated person	Risk Assessments to ensure access to the curriculum.

				allocated who students can talk to.	
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			Learning Support is provided as an option for students who will find 4 option subjects too challenging.		
How will I know how my child is doing?	<ul style="list-style-type: none"> • Student Progress Evenings. – Mrs Elliott (SENDCO) attends all progress evenings. • Student Progress Reports. • Annual Reviews for those with an EHCP. • Professionals meetings if required. • Re: Meetings/telephone contact with the SENDCO and Progress Leader/Pastoral Manager • Key worker for all SEND students 				
How will you help me support my child's learning?	<ul style="list-style-type: none"> • Home school communication; Student Organisers are key for home/school communication • Support 4 Learning email account for parents to contact the SENDCO if there are any issues out of school hours. • 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.	Adapting the timetable to the individual needs of the student.	LSA if required to ensure that the lesson is accessible.
What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • Support through a well-established system of pastoral care. • Keyworkers meet all SEND Students fortnightly or weekly if necessary. • Referral to the School Counsellor after discussions with parents/carers, if required. • Close contact with CAMHS for supporting the recommendations provided by medical 	Lunchtime and break time Clubs.		Identified room for the student to go to, if required. Access to a School Counsellor, if required. Assessment by an Educational Psychologist and	

	professionals for the improved well being of the student.			support where appropriate.	
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What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • Educational Psychologist, Warwickshire EPS • Support through the Early Help Assessment (EHA) • Support from a qualified and accredited SENDCO. • Referral to STS for a specific assessment and recommendations. • Support from a Literacy Intervention Coordinator, School Counsellor and Behaviour Intervention Manager, where appropriate 	<p>STS Autism Team</p> <p>EMTAS (Ethnic Minority and Traveller Achievement Service)</p>	<p>Dyslexia Screening</p> <p>Phonic intervention programme</p> <p>EMTAS (Ethnic Minority and Traveller Achievement Service)</p>	<p>School Counsellor</p> <p>Mentoring System</p> <p>Clinical Psychologist will contact the SENDCO if further support is required or for recommendation.</p>	<p>IDS Physical Disability</p> <p>Qualified Teacher of the Deaf</p> <p>Qualified Teacher of the Visual Impaired</p> <p>Occupational Therapy</p> <p>Educational Psychologist – sensory assessment</p>
What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • CPD for all staff regarding different areas and aspects of SEND through weekly briefings and workshops held throughout the academic year. • Circle of Adults for specific students delivered by SENDCO, Teacher in charge of Children Looked After, and EP. • Seven CAF trained lead practitioners within the school (Including the SENDCO) • Qualified Assessor (HLTA) for JCQ Access Arrangements (Additional arrangements for exams such as extra time) • HLTA is to attend annual update for JCQ Access Arrangements 2018-2019. • SENDCO is one of the Schools DSL. • 4 members of the Support for Learning team (including the SENDCO) are Team Teach trained. Training took place 16th April 2018. 	<p>The SENDCO has received Autism Education Trust Level 1</p> <p>Autism Awareness Training February 2016 and Autism Education Trust Level 2 training March 2018.</p> <p>All staff will have received Autism Education Trust Level 1</p> <p>Autism Awareness Training in December 2019.</p>	<p>Supporting students with dyslexia</p> <p>Irlen Screener</p> <p>Supporting students with Speech, language and communication difficulties.</p>	<p>SENDCO is a qualified Mental Health First Aider.</p> <p>SENDCO can deliver a basic CBT programme.</p> <p>All staff have received attachment awareness training in June 2019.</p> <p>Pastoral Support Assistant can deliver 1:1 and small group work focussing on Social skills and emotional wellbeing.</p>	<p>Trained LSAs who can provide physio before school through guidance from the student's physiotherapist.</p> <p>Manual Handling training September 2018.</p>

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How will my child be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> • Differentiation of the activities • Feedback from Student Voice relating to trips/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. Learning Support Assistants accompany students on trips
How accessible is the school environment?	<ul style="list-style-type: none"> • 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. 		School Maps are located around the school. Visual Timetables are made for individuals to access the curriculum independently.	School Counsellor available A specialist room to support students with SEMH was opened in September 2016.	Three disabled Toilets, One wet room, with a hoist and a Closimat toilet. Ground floor ramps throughout the building. Personalised Evacuation Plans (PEEP), Specifically designed Physio room with a hoist, Lifts for the first floor classroom.

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<p>How will the school prepare and support my child when joining Higham Lane School or transferring to a new school or post-16 provision?</p>	<ul style="list-style-type: none"> • Transition meeting between the Year 6 teacher and the Transition Co-ordinator. • S4L Welcome Evening 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 student meeting their future tutor • SENDCO meets with each students' previous SENDCO • SENDCO attends the last IEP Review at previous school where possible. • Transition Days for post-16 • Assemblies delivered by Post 16 providers 	<p>Meet with the student prior to Transition Week to assist with a transition book.</p>	<p>SENDCO to attend all meetings held by outside agencies working with the student.</p>	<p>Students are offered a Keyworker 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.</p>	<p>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.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • Our team of 11 Learning Support Assistants and 2 HLTAs are funded from the SEND budget. • A Pastoral Support Assistant was appointed in February 2018, using additional funding from the local authority. Their role is primarily working with students with physical disabilities and in particular personal care as well as supporting students with social, emotional and mental health needs. • The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving LSA in class support. • The distribution of the LSAs is allocated to support as many students with SEND as possible and reviewed regularly. 				

	<ul style="list-style-type: none"> • LSAs will be subject based to increase their subject knowledge when supporting the students. • The SEND budget is overseen and managed by the Director of Corporate Services. • Those on an EHCP, the SENDCO will apply on behalf of the student for additional funding to support the individual within the school environment. 				
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How is the decision made about how much/what support my child will receive?	<ul style="list-style-type: none"> • If there is an ECHP already in place, discussions will take place at the Annual review meeting • Exams concession testing may be used to identify what special arrangements are needed for examinations • Students are all treated as individuals. • On-going discussions between parents/carers and 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?	<ul style="list-style-type: none"> • 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 				
Who can I contact for further information?	<ul style="list-style-type: none"> • Reception, who will guide you in the right direction - 02476 388123 - contactus@highamlaneschool.co.uk 				

	<ul style="list-style-type: none"> • Mrs K. Pallett, Clerical Assistant to the Support for Learning Department - support4learning@highamlaneschool.co.uk • SENDCO, Mrs D Elliott - support4learning@highamlaneschool.co.uk • Progress Leaders <ul style="list-style-type: none"> ○ Year 7 – Mr Emery ○ Year 8 – Mr Emery ○ Year 9 – Mr Morris ○ Year 10 – Ms Hemmings ○ Year 11 – Mr Davies ○ Sixth Form – Mr Ladha • Behaviour Intervention Managers: Mrs K Nuttall and Mrs S Davies • Pupil Support Co-ordinator and Designated Teacher for LAC: Mrs D. Pitcher 				
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	<ul style="list-style-type: none"> • SENDIAS <ul style="list-style-type: none"> - 02476 366054 - https://www.kids.org.uk/warwickshire-sendias • Warwickshire Local Offer - www.warwickshire.gov.uk/send 	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical
Testimonials	<p><u>Parent of a Year 7 Student:</u> <i>'Schools have a responsibility to support students but I wanted to take the time to thank you for going above and beyond to support my son and myself. A special thanks to Pastoral Lead and SENDCO for supporting me at home, it was unexpected and really helped me more than I can say. Also to the keyworker for going above and beyond daily to support my son and to nurture and encourage him. Everyone I have dealt with have been lovely and I am so glad that Zak is at such a wonderful and inclusive school.'</i></p>				

	<p><u>Parent of Year 8 Student:</u></p> <p><i>'My youngest daughter has a high level of SEND (ASD) and the care that she has been given can only be described as above and beyond. Both teachers and teaching assistants have taken time to get to know my daughter and how she responds best, resulting in a much happier, amenable child who is keen to learn. I cannot thank the SEND department enough for their continuous support. Their care, patience and kindness has made an enormous difference to the whole family.'</i></p>
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Written in collaboration with Students, Parents / Carers, SENDCO, SLT and SEND Governor.

Effective from: July 2019

Review date: July 2020.