



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
 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. • 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.
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. Or Form Tutor. Speak with the SENDCO.	See your GP, and keep the school informed. Speak with your son/daughter's	See your GP, and keep the school informed.

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				Progress Leader and Form Tutor.	
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 Student 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.	The SENDCO can complete diagnostic testing which may highlight an area of concern. Interventions occur during curriculum support lessons 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 is 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. • LSA's deployed in subjects where they have relevant subject knowledge. • 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. 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	Risk Assessments to ensure access to the curriculum.

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				allocated who students can talk to.	
How will I know how my child is doing?	<ul style="list-style-type: none"> • Student Progress Evenings. – Miss Greenfield (SENDCO) attends all Student 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 EHCP students and SEND students in Year 7. Keyworkers are allocated to SEN Support students in Year 8-13 and is reviewed termly. 	Discussions with Keyworker/Form Tutor/Subject Teacher/Progress Leader/SENDCO	Discussions with Keyworker/Form Tutor/Subject Teacher/Progress Leader/SENDCO/Learning Mentor	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?	<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 professionals for the improved well being of the student. 	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 support where appropriate.	

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	<ul style="list-style-type: none"> Resources available on the school website with regards to Wellbeing. Re integration Hub - support provided for those students who are finding attending school difficult. Early Help Assessment 				

<p>What specialist services and expertise are available at or accessed by the school?</p>	<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 Qualified and and accredited Exams Access Arrangements assessor 	<p>Autism Team</p> <p>EMTAS (Ethnic Minority and Traveller Achievement Service)</p>	<p>Dyslexia Screening</p> <p>EMTAS (Ethnic Minority and Traveller Achievement Service)</p> <p>Specialist teaching service</p>	<p>School Counsellor</p> <p>Mentoring System</p> <p>Clinical Psychologist will contact the SENDCO if further support is required or to make recommendations.</p> <p>Relax For Kids</p>	<p>IDS Physical Disability Qualified Teacher of the Deaf</p> <p>Qualified Teacher of the Visual Impaired</p> <p>Occupational Therapy</p> <p>Educational Psychologist – sensory assessment</p>
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> There is regular communication from the SENDCO to staff and sessions during INSET days. Circle of Adults for specific students delivered by SENDCO, Teacher in charge of Children Looked After, and EP. Eight Early Help trained lead practitioners within the school (Including the SENDCO) SENDCO is one of the Schools DSLs. SENDCO is a Qualified and and accredited Exams Access Arrangements assessor 	<p>Autism Education Trust Level 1</p> <p>Autism Awareness Training and Autism Education Trust Level 2 training</p>	<p>Supporting students with dyslexia</p> <p>Supporting students with speech, language and communication difficulties.</p>	<p>Mental Health First Aiders.</p> <p>SENDCO can deliver a basic CBT programme.</p> <p>Staff have received attachment awareness training in June 2019.</p>	<p>Trained LSAs who can provide physio before school through guidance from the student's physiotherapist.</p> <p>Manual Handling training September 2019.</p>

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	<ul style="list-style-type: none"> • 4 members of the Support for Learning team (including the SENDCO) are Team Teach trained. 				

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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 • 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 is 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 students meeting their future tutor • Higham Lane School SENDCO meets with each students' previous SENDCO • 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 	<p>Meet with the student prior to Year 6/7 Transition Week to assist with a transition book.</p>	<p>SENDCO to attend all meetings held by outside agencies working with the student during final term of Year 6 or Year 11.</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 10 Learning Support Assistants, 1 HLTA, Assistant SENDCO and Apprentice 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 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. • LSAs will be subject based to increase their subject knowledge when supporting 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 <ul style="list-style-type: none"> - 02476 388123 - contactus@highamlaneschool.co.uk • Mrs K. Pallett, Clerical Assistant to the Support for Learning Department <ul style="list-style-type: none"> - support4learning@highamlaneschool.co.uk • SENDCO & Designated Teacher for LAC: Miss D Greenfield <ul style="list-style-type: none"> - support4learning@highamlaneschool.co.uk • Progress Leaders <ul style="list-style-type: none"> ○ Year 7 – Mrs Lynch ○ Year 8 – Mr Ireland ○ Year 9 – Miss Hemmings ○ Year 10 – Mr Davies ○ Year 11 – Mr Morris ○ Sixth Form – Mr Ladha • Behaviour Support Manager: Mrs K Nuttall and Mrs S Davies • Pupil Support Co-ordinator Mrs L. Whitfield 				

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	<ul style="list-style-type: none"> • SENDIAS - 02476 366054 https://www.kids.org.uk/warwickshire-sendias-front-page • Warwickshire Local Offer https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send • Family Information Service - 01926 742 274 https://www.warwickshire.gov.uk/children-families 				
<p>Testimonials From parents of students who have EHCP's.</p>	<ol style="list-style-type: none"> 1) My daughter has regular contact with her key worker which has worked really well as she can have open discussions with him. The support she's had with her mental health, has been really beneficial as well as having extra time in tests. 2) Our child receives a high level of support that enables him to be able to remain in a mainstream school. 3) Miss Greenfield (SENDCO) communicates well and they talked to my child. 4) What has worked well is the bespoke support that is provided which takes into account needs as they have changed. The following support has been beneficial: regular meetings, collaboration with teaching staff, supervised quiet spaces, positive relationships built, always on the end of the phone or email and quick to respond, proactive approach to support given. 5) My daughter has a good relationship with her key worker. The Support For Learning team are very responsive, kind, professional and supportive. 6) The timely reviews and implementation of plans is really positive. What has been beneficial has been the flexible response to developing issues which adds great support, response to developing situations or concerns, contact with support is excellent, early lunch pass and regular reviews and discussions. 				

Written in collaboration with Students, Parents / Carers, SENDCO, SLT and SEND Governor.

Effective from: December 2021

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