



Highams Park
Academy Trust



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Special Educational Needs and Disability (SEND) – School Offer

Date of Review	SLMT Lead	Trustee Approval
October 2018	Cally Halkes	15 th October 2018
October 2019	Gill Howard-Smith	28 th October 2019
October 2020	Gill Howard-Smith	22 nd October 2020
September 2021	Brian Dooley	30 th September 2021
September 2022	Brian Dooley	30 th September 2022

Date of next review: September 2023



Highams Park School SEND School Offer 2022

What types of special educational needs support are available for my child in school?

All learning support assistants have received training for an area of special needs e.g. speech & communication; or to deliver a particular intervention e.g. Reading Recovery.

We have in-class support as appropriate in all subject areas depending on the needs of the students and withdrawal groups for specific difficulties e.g. speech & communication, social & emotional, literacy and numeracy.

We have access to the following specialists, an Educational Language Therapist, Social Inclusion Team (BACME), Education Psychologist, Primary Mental Care Team Worker, Learning Mentor, Counsellors and the pastoral support workers.

Who are the best people to talk to about my child's difficulties with learning/special needs?

To begin with talk to your child's tutor or subject teacher who may be able to put in place strategies immediately in their class. The class teacher may refer you to the Head of Year, Head of Department or the SENCo or may discuss your concerns with one or more of them as appropriate or you can ask to meet with the SENCo.

If your child is receiving support you can ask for a meeting with the teacher and/or the SENCo to discuss their progress. You will probably be then invited to a meeting to discuss their progress as appropriate.

Transition

The Year 6 Transition Co-ordinator and the SENCo visit primary schools in the Spring and Summer terms to discuss transition to secondary. An Induction Programme for 1 day takes place in July for all students. The SENCo also attends, when appropriate, the Transfer Reviews. Additional induction programmes, where appropriate, are also planned by the SENCo in collaboration with the Primary School for specific students.

Students in Year 11 are given the opportunity of a one-to-one guidance meeting and also at other points in their time at HPS with an independent careers officer. This is to help guide their thinking about KS4 and post-16 plans. Parents are also invited to these interviews.

There is specific work done with targeted groups of students to ensure that they are making post-16 subject choices that will keep their post-18 options open.

The school has a clear programme of support to help 6th Form students move on to the next level in their education, or into employment. This starts in March of Year 12 and carries through to when student's final results are published in August of Year 13. The programme is led by the Head of 6th Form and supported by all form tutors to ensure students receive individual attention.

How will my child be included in school life?

All children have an induction when they arrive and are given lots of information about activities and clubs that are available before, during, and after school. Most clubs are open to all children. If you feel your child needs support to be able to access a particular club talk to the member of staff running the club or the SENCo.

Classes vote for representatives to sit on the School Council which plays an important part in the decision-making process in the school.

Children with communication difficulties including autism may use 'social stories' to help them understand and develop confidence to form friendships and take part in social situations.

Can this school meet my child's needs?

Teachers and support staff have access to specialist training e.g. Visual Impairment, dyslexia, communication difficulties including autism and emotional health and well-being, to enable them to support the children in their classes

We track children's progress and have a range of strategies, interventions and support if children are not making expected progress or if they are making exceptional progress.

How does the school communicate with me?

All parents are invited to a Parents' evening once per year. Year 7 parents are invited to an additional meeting with their child's tutor, SENCo and SEND Team in the Autumn Term.

Parents of children on particular intervention programmes receive a brief report at the end of the programme with details of next steps if appropriate; this may take the form of a group meeting.

Parents of children receiving daily support are invited to a meeting at least once per year to discuss progress and the next steps. A few children may have daily or weekly Home / School books to share progress and difficulties.

How well did Special Educational Needs students and students with disability do in our school in GCSEs 2022 (2021 figures in brackets)

Progress 8:	Attainment 8:
4 (2) Students with an EHC Plan achieved -1.1 (+1.09)	4 (2) Student with an EHC Plan achieved 2.6 (5.7)
36 (39) Students at K Support achieved -0.1 (-0.69)	36 (39) Students at K Support achieved 4.0 (3.8)
189 (184) Students <i>without</i> SEN support achieved -0.2 (-0.08)	189 (184) Students <i>without</i> SEN support achieved 5.3 (5.4)
54 (60) EAL students achieved -0.2 (-0.22)	54 (60) EAL students achieved 5.0 (5.3)

NB these figures taken from FFT- comparing our results to those of the 2000 schools that shared their data with them. They can be taken as a fair representation of the national results.

How does the school identify and assess children with Special Educational Needs and Disabilities?

The majority of children with SEN and/or disabilities will be known/identified by their primary school and their records will be given to the SENCo when it is known they are transferring to the school. Often the SENCo or Head of Year 7 will have attended at least one meeting with parents at the primary school. The child and the parents will have a meeting early in the Autumn term of Year 7 to discuss what support and interventions will be put in place. Depending on the needs of each child this meeting may be with the Tutor, Head of Year, the SENCo or a member of the SEND Team.

All children will be assessed in reading, writing and Maths in the first half of the Autumn term in Year 7. Parents of children who are identified as needing extra support will be invited to a meeting and the support programme will be explained together with recommendations for what parents/children can do at home.

A few children will need to have specialist screenings/assessments and these may be carried out by school staff or specialists such as a speech therapist or educational psychologist. In every case this will be discussed with the child and parents first and the reason for the assessment explained.



Post 14

As part of the curriculum offer at KS4 there is an alternative course/ programme offered for years 10 & 11.

There are a range of pathways on offer in our 6th Form to cater for students with differing levels of GCSE results and their preferred assessment method.

Our 6th Form Learning Centre is supervised by staff and they will be aware of any special educational needs that students might have so that they can support them in their management of independent study time.

Where else can I find support and information?

The school website has a section/tab/page where the special educational needs information can be found. www.highamsparkschool/downloads/parents/SEND

The website also contains links to useful specialist organisations such as the National Autism Society and Waltham Forest Parents' Forum. If you have found some other sites useful please share the web address with us.

Waltham Forest Parent Partnership can also provide advice in respect of many aspects of special educational needs and disabilities. 0208 496 5230 or Free phone 0800 587 2527. LBWF local offer also has specialist organisations listed on

www.walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page There is also advice available from SENDIASS.

What are the arrangements for making complaints, for the resolution of disagreements, mediation, and parents and young people's rights to appeal?

First level will be school's complaints procedure with SENCo replacing HOY/HOD. You will need to liaise with SEND Offier re arrangements for mediation / right to appeal – this really only applies to children with EHC plans.