



HIGHFIELD LITTLEPORT ACADEMY
An Active Learning Trust School



HIGHFIELD ELY ACADEMY
An Active Learning Trust School

LINC 19 – 25

HIGHFIELD ACADEMIES

SPECIAL EDUCATIONAL NEEDS (SEND) POLICY

THIS POLICY WAS APPROVED:	SUMMER 2025
THIS POLICY WILL BE REVIEWED:	SUMMER 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	YVONNE SKILLERN

Introduction

We aim to provide a stimulating learning environment, across the whole curriculum that maximises individual potential and ensures pupils of all ability levels are well equipped and resilient to meet the challenges of education, work and life. All our learners have an Education, Health and Care Plan. This is the central document for each learner, and the provision outlined in each learner's EHCP along with our curriculum frameworks, informs how we support and challenge each learner to make the best progress they can. The Special Educational Needs and Disability (SEND) provisions in the Children and Families Act 2014 were introduced on 1 September 2014. It states that: "The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014." Special educational needs and disability code of practice: 0 to 25 years, January 2015 6.79

Definition of Special Educational Needs and Disability (SEND)

The definition of SEND is set out in the introduction to the Department of Health's statutory guidance document in paragraphs xiii to xvi: 2

xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory school age or 2 would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Definition of Disability

A disabled person is defined under the Equality Act 2010 as someone who has:

'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is

a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Children in Care (CiC)

“Children who are being accommodated, or who have been taken into care, by a local authority ... are legally defined as being ‘looked after’ by the local authority. Around 70% of Children in Care have some form of SEND, and it is likely that a significant proportion of them will have an Education, Health and Care (EHC) plan.” SEND code of practice 10.1

CiC are seen as being additionally vulnerable due to the nature of their background before being taken into care. Children who are in care are one of the lowest performing groups in terms of educational outcomes. They also have poorer employment prospects and health outcomes than the general population and are over-represented in the homeless and prison populations. Poor educational progress and low achievement are known to contribute to these long-term outcomes. CiC in Cambs receive Pupil Premium Plus, the purpose of which is to raise the attainment of disadvantaged pupils of all abilities to reach their potential. The Education Endowment Foundation (EEF) has produced a teaching and learning toolkit to help teachers and schools use the pupil premium effectively to support disadvantaged pupils. Pupils whom are in care have additional termly Personal Education Plan (PEP) meetings to plan for boosting their progress. All schools must appoint a Designated Teacher for CiC. The Designated Teacher at each school is a member of the Senior leadership Team.

SEN Information

The kinds of SEND that are provided for

All pupils at Highfield Academies have an EHC plan, and are placed at Highfield due to their SEND not being able to be met at the present time within a mainstream environment. As Cambridgeshire Area Special Schools, Highfield Academies make provision for children and young people who:

- have the most severe or complex learning difficulties
- have a significant disability
- often have a significant disability and additional needs – medical, social, emotional, behavioural and sensory or physical need personalised learning approaches and are not able to access a mainstream curriculum have had their needs identified and assessed through the Statutory Assessment process, have an EHC plan and placement agreed through the Statutory Assessment and Team (SAT)

Policies for making provision for pupils with SEND

It is the teacher’s responsibility to provide for pupils within his or her class, and to meet their individual needs, being aware that these needs vary from pupil to pupil. All staff are responsible for helping to meet an individual’s special educational needs and disabilities.

Identification and assessment of pupils with SEND

Pupils have assessments prior to entry to the school. We baseline all pupils upon entry, which gives us an assessment upon which to base initial areas for development. We also hold pre-admission meetings in addition to the statutory annual review. All EHC plans are reviewed on an annual basis in line with statutory guidance with the pupil where appropriate

and parents / carers. We use their EHCP long term Outcomes and short term targets as the basis for planning classroom provision alongside the identification of curriculum based targets. All parents and carers can see progress evidence at any point in time through access to Evidence for Learning, an online platform.

Evaluation of Provision

Progress is monitored regularly in line with school assessment procedures and advice from the Code of Practice. We use Evidence for Learning as a database for progress information, and we measure progress for all learners against their EHCP Outcomes as well as their bespoke curriculum framework. For pupils with High Needs we also measure engagement according to the Engagement Model. For pupils with SLD and MLD we also set curriculum targets and measure progress against these. We involve parents and carers in setting learning goals meaningful for their child. The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The success of the content of the school's SEND policy and provision is also evaluated through the School Development Plan, which is used for planning and monitoring provision in the school; by visits from Local Authority and Trust personnel, as well as Ofsted inspections; the school also actively seeks feedback from parents and staff, both formal and informal.

Approach to teaching

We believe that each pupil has individual and unique needs but that some pupils require more support than others in order to achieve to their full potential. In particular, we aim to:

- Enable every pupil to experience success.
- Promote individual confidence and a positive attitude.
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them.
- Identify, assess, record and regularly review pupils' progress and needs.
- Involve parents/carers in planning and supporting at all stages of their children's development.
- Work collaboratively with parents, other professionals and support services.
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Adapting the curriculum and learning environment

We aim to make each child's curriculum appropriate for their individual needs. We have an increasing range of interventions from which to draw for pupils. We have arranged our curriculum into three curriculum 'pathways'. The Yellow Pathway is a formal style curriculum for those with MLD, Green is for pupils with SLD, there is also a Complex Green branch for learners with SLD who require more intensive adult support and the Blue pathway is for learners with PMLD. We seek to make reasonable adjustments linked to assessment advice and discussion with parents and carers, when possible, to help children access the curriculum. We are happy to discuss suggestions from parents and carers adaptations they would like to see reflected. We use Pupil Premium effectively to provide group interventions as well as individual resources, approaches and subsidies. Individual teachers are responsible for making lessons accessible to all children.

Additional support for learning

We have specialist roles based at either school, including an Autism Level 4 TA who provides individual and group interventions as well as supporting class teachers to develop practice within their classes. We use TEACCH and have had key staff trained in this approach. Our Autism TA works with pupils 1-1 and small groups, and sets the structured approach up for pupils within their class base. We also have a senior leader to lead and develop provision for pupils with communication needs as well as a Communication TA to support pupils with their communication needs. All staff complete training to support communication and interaction, for example, via PECs. We have a Makaton trained staff who provide in-house training for staff and parents, and Eye Gaze technology and have trained staff to access this with their pupils. Support for improving the emotional, mental and social development of pupils with SEN. The school has an anti-bullying policy, and has bought in specialist roles to support pupils with emerging or actual mental health issues, including a Play based Therapist, Music Therapist and Blue Smile / Centre 33 Worker where appropriate. In addition to these school based roles we can refer to external support such as an Educational Psychologist and CAMH.

Expertise and training of staff, and securing specialist expertise

We consult our staff and take into account outcomes from appraisals. We ensure that all staff complete training to support the medical needs of our children. All staff complete an induction training programme to ensure competency to fulfil the job description and role. This includes introductory sessions with key senior staff on Safeguarding, Therapeutic Thinking, Assessment and Curriculum, Profound and Multiple Learning Disabilities (PMLD), ASC, Health and Safety and Information and Communication Technology (ICT). In addition to the expertise detailed in the section, 'Additional support for learning' above, we have staff trainers who train staff in school in moving and handling techniques. We use Therapeutic Thinking, a positive approach to behaviour management and have tutors at each school to lead this. We train staff to implement phonics teaching but also train staff to support children with precision teaching to support a whole word method for some children. For pupils with hearing impairment, staff receive specialist advice and training from the Hearing Support Service. For pupils with visual impairment, we receive advice, support and training from the

Visual Impairment Service. These professionals input into the annual review process for relevant pupils. Access is provided where needed to a School Nurse, Physiotherapist, Occupational Therapist, Speech and Language Therapist, CAMH team, Paediatrician, Educational Psychologist and Music Therapist as necessary, according to needs outlined in the pupil's EHCP.

Equipment and Facilities

We have a range of furniture to support children with SEND, however, we will respond to requests for furniture resulting from assessment recommendations from Physiotherapists and Occupational Therapists. Some pupils have specialist physiotherapy equipment such as walkers and standing frames. The school has a store of furniture and equipment, as well as access to the central store held by the health service. We also purchase additional equipment as necessary according to pupil need.

Working together with parents / carers of students

We take a flexible approach to working with parents and carers. We use Class Dojo as the primary means of communication. Some parents have individual needs, e.g. prefer a 'phone call if they can't read. Where parents are not living together we can send two copies of paperwork home so that both parents are equally involved.

Currently examples of working with parents include:

- Class Dojo
- Access to Evidence for Learning, our online assessment of progress framework, available for parents/carers to see at any time they wish
- Reports from other professionals as part of the annual review (e.g. music therapists, SaLT, Physio)
- Parents' evenings
- Annual parental survey
- Moving on events
- Social fundraising events

All parental views are taken into account and listened to by staff. We do all that we can to make adjustments in provision, taking into account factors such as resources, best interests of the child and so on. Parents are encouraged to become involved as governors or as members of the Highfield Friends and Parents Association at Ely or SOHLA at Littleport. We involve parents and carers in setting learning goals meaningful for their child.

Consulting and involving young people with SEND

Each school has students with class representation and active involvement in day to day decision making, allowing children and young people to give views about the recruitment of staff, fundraising and a range of other subjects. The students regularly asks questions and

collates feedback from other pupils, including learning walks around the school on a termly basis.

Complaints

Our complaints procedures is available on each school's website or via the main school office.

Involvement of Other Agencies

EHC plan annual review meetings are multi-agency meetings, where all involved professionals are invited to attend and/or send a report. In addition, some pupils are defined as 'Children in Need' under the Children Act 1989. Child in Need meetings are held regularly at school. Help and support is available for the family through referral via an Early Help Assessment by a member of school staff.

Contact Details of Support Services for Parents of Pupils with SEN

Due to the changing nature of contact details, if there are any support services, please contact the main school office on 01353 662085 for Ely, and 01353 223301 for Littleport. School staff are available to talk through concerns, and sign-post any available support.

Supporting Pupils with SEN moving between phases of education and in preparation for adulthood

At each Highfield Academy, we operate a curriculum offer that is based on different pathways. Please see our curriculum policy for further information.

All parents are offered support in completing our school admission forms so that we can have key information about the pupil. We hold pre-admission meetings so that we are well prepared for each child starting with us. Many EYFS children will come with a Family Support Plan or have a Team Around the Family (TAF) or Early Help to link the family to services in the locality. We plan with parents whether to start with whole days or half days initially.

Children who transfer to special school at KS3 often have experienced a high level of frustration with a previous placement because it has not met their needs, or the transfer to secondary school is deemed to be too problematic due to the size and scope of the mainstream school. We fully understand parents are often anxious, and encourage parents and carers to visit the school prior to a placement decision.

Young people who transfer to special school at KS4 often move from other local authorities or have decided with their parents that special school can offer a wider curriculum to support their social and emotional development or autism. We offer opportunities for students with a placement decision to visit the school with taster days and listen to their views. Young people who transfer to special school at Post 16 often choose the special school offer because it prepares students with functional skills for vocational educational opportunities linked to colleges and voluntary sector settings. We plan with the student and parents how long they will likely stay on roll and what they will access whilst with us.

Follow Up beyond school

We follow up the destinations of our students, and staff undertaking link courses are able to know the progress of previous students and their success with access to work and care support.

Responsibilities

The Local Governing Bodies, in co-operation with the Headteachers, have a legal responsibility for determining the policy and provision for all pupils. The Headteachers have responsibility for: The management of all aspects of the school's work. Keeping the Local Governing Bodies informed about relevant issues. Working closely with personnel within the school. Ensuring that school provision meets the needs of individual pupils, and that pupils make the best possible progress given their starting points. Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The Local Governing Body will ensure that:

- Pupil progress is at the heart of the school development plan.
- Pupils are not barred from joining any activity due to their SEND.
- They report to parents on related SEND issues.
- They have regard to the requirements of the SEND Code of Practice (2015).
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They ensure, with the Leadership Team that appropriate staffing and funding arrangements are in place to meet the needs of all learners.
- The quality of provision is regularly monitored.
- They, and the school as a whole, are involved in the development and monitoring of this policy.

Class Teachers are Responsible for:

- Overseeing the day-to-day operation of this policy.
- Liaising with and advising other staff as necessary.
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with the school office in attending meetings as necessary linked to areas of responsibility and pupils in their class/es.
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues where necessary.

Teaching Assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for all pupils.
- Provide feedback to teachers about pupils' responses to learning tasks and strategies, and contribute to assessment of pupil progress.

Cambridgeshire's Local Offer

All local authorities working with their partners must publish information about how children and young people 0 - 25 who have special educational needs and/or disabilities (SEND) are supported in their area. This is known as the local offer. Cambridgeshire's Local Offer can be found at

<https://info.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=0>