



As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with Special Educational Needs and Disabilities (SEND) in the local area.

Cambridgeshire's Local Offer is available on the county council website and tells parents/carers how they can access services in their area and what to expect from these services:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

SEND INFORMATION REPORT SEPTEMBER 2024

Section 1

What kinds of Special Educational Needs does Highfield Ely Academy make provision for?

Highfield Littleport Academy is an Area Special school. We have provision to meet the needs of children with profound, complex or moderate learning difficulties. Pupils may also have autism, speech and language disorders and secondary social and emotional difficulties linked to a primary diagnosis. We have 144 places for students ranging from 2-19 years of age.

Section 2

How would Highfield Littleport Academy identify and assess my child's special educational needs?

Every pupil has an Education, Health and Care Plan (EHCP). These are reviewed annually. In addition, pupils are constantly formatively assessed and their progress is recorded.

Pupils are assessed against their own prior learning. Where speech and language therapy support is identified we are able to link with the SALT team and provide additional support through our Intervention TA.

Opportunities to meet staff and discuss student progress take place several times a year through Annual Reviews and two parent/carer evenings.

The school works closely with a range of therapists and external agencies to identify and plan for the holistic needs of every child.

Section 3

How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

We have a robust system of reviewing our provision each term through self-evaluation using the Ofsted Inspection Framework 2023

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023>.

This includes looking at:

1. Safeguarding
2. Pupil outcomes
3. Personal Development, Behaviour and Welfare
4. Leadership and Management
5. Quality of Teaching, Learning and Assessment



Governors and members of the Central Education Team at the Active Learning Trust are involved in this process and receive regular reports through school visits and pupil progress data updates. Any interventions and additional funding such as Pupil Premium are identified and tracked to ensure the impact is effective.

The school was last inspected by Ofsted in March 2022 when it received “**good**” in every area.

b) How do I know how well my child is doing at school?

You are invited to come into school for Parent/Carer evenings and for your child’s Annual Review (this is often held virtually to make it easier for you to attend). We also invite you to download and access the “Evidence for Learning Family” app, through which you will be able to view our live formative assessments of your child.

We will communicate with you regularly through “Class Dojo”, by email and by telephone. Additional virtual meetings or meetings in school can be arranged as needed.

c) How will the staff support my child? How will the curriculum be matched to my child’s needs?

Every pupil follows a curriculum designed to meet their needs and will have specific learning targets set. The staff:pupil ratio varies from class to class but is between 4:12 and 8:8. Pupils may be taught 1:1, in small groups or in whole classes depending upon the activity.

d) How do you adapt the curriculum?

All planning is highly differentiated within each class. Each class has a full-time equivalent teacher and at least 3 teaching assistants. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, school nurse and specialist teacher advisors where and when appropriate.

The curriculum is reviewed regularly by subject leaders, Governors, The Active Learning Trust. We also take parent/carers and student voice into account throughout the year.

We provide a curriculum that is broad, balanced, relevant, coherent and participative which:

- Enables all pupils to fully participate in our community and beyond
- Promotes positive relationships
- Achieves successful outcomes and progress for all
- Provides a safe, secure, supportive, empathetic and nurturing environment

e) How is the decision made about the level of support my child receives?

Your child will initially have their needs identified through their EHCP. We constantly review this and using our expertise and experience will identify when and where additional support may be needed.

f) How will my child be included in activities outside the school curriculum including trips?

At Highfield Littleport Academy there are many opportunities for ‘learning outside the classroom’ and details of these will be communicated as appropriate. These may include visits around the local area, day trips, longer residential outings. These are available in all Pathways.



g) What support is there for my child's overall well-being?

We have a robust safeguarding policy and protocol in place. We are audited by internal and external specialists on a regular basis. Pupils' health and well-being is paramount. We offer play therapy, music therapy, rebound therapy and counselling. Personal/intimate Care is conducted discreetly and with dignity and fostering independence whenever possible. We work closely with medical practitioners where a child has a health need and will discuss Health Care plans with you, if required alongside administration of prescribed medication. We also work closely with LD CAMHS and our LA Educational Psychologist.

Sections 4 & 5

What training is provided for staff supporting children and young people with SEND?

All of our teachers are qualified and have undertaken specialist, relevant and further evidence based professional development.

Our TAs – Teaching Assistants - also have a range of expertise. Ongoing continuing professional development is key to ensuring staff of all categories remain updated and all our staff are skilled.

Section 6

How accessible is Highfield Littleport Academy?

Our school is fully accessible. We have changing facilities for children who require adult support. Our grounds are fully inclusive. We have two lifts in order for access to be facilitated to the first floor.

Section 7

How are Parents involved in the school? How can you get involved and who should you contact?

We hope to meet new parents at the stage when you are deciding which school is your preferred choice for your child and a referral to panel is expected. Once your child has joined the school you can become involved in the SOHLA Group (Supporters of Highfield Littleport Academy) or volunteer to become a Governor.



Section 8

How do parents and children get involved in their education?

You will be invited to several events across each year. These will include Parent/Carer open events, Annual Reviews, school performances and school fairs. You will also be kept up to date through “Evidence for Learning”.

Section 9

What do I do if I have a concern about the school provision?

In the first instance we encourage you to contact your child’s class teacher. If you still have concerns then please contact the Headteacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors. Ultimately, parents have recourse to the Secretary of State.

Sections 10 & 11

What specialist services and expertise are available at or accessed by the school?

We work closely with the following to support your child’s needs. All Therapy services including Physiotherapy, Occupational Therapy & Speech and Language Therapy. Specialist services including Hearing impairment, Visual impairment and the Educational Psychology services, LD CAMHS, Social Services. Your child will need an Education Health Care Plan before being considered for admission to our school. Your point of contact to discuss this is the Local Authority SEND (Special Educational Needs Disability) team.

Section 12

How do I prepare my child for joining your school or transferring to another school?

We offer a structured induction to your child once they are referred to us. The class teacher will contact you and, if appropriate, your child’s current school to arrange this. When the time comes for your child to move on we will liaise with the receiving school and follow their transition process. We will enhance this with social stories and extra visits if necessary.

Section 13

When can I get further information about services for my child?

The information in this report forms a part of Cambridgeshire’s local offer, which can be accessed as above.

