

Last reviewed: March 2022 by N.Jackson

Next review date: March 2023

1.1 The kinds of SEN that are provided for

High Well is a special school for pupils with an Education, Health and Care Plan (EHCP) for Profound/Severe Social, Emotional and Mental Health Needs (SEMH). Children and young people who attend High Well School may experience profound or severe difficulties regulating their emotions leading to extreme behaviours. Their abilities to respond to educational opportunities and learn effectively are often impaired. Pupils are placed at the School through Wakefield Local Authority EHCP process if parents and the local authority agree this is in the child's best interest

Our school also provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

1.2 Attending the school

If you think your child would benefit from coming to High Well School, but they do not have an EHC plan, then talk with your child's teacher or a health professional such as your GP or Health Visitor.

Your child may need an assessment to find out what specialist support they need so they can make good progress in school.

1.3 Support at High Well

Our school is committed to supporting our pupils and their families. A member of the Senior Leadership Team is usually available to talk to parents /carers throughout the working day during term time. If this is not possible, a return call before the end of the working day will be made by the Class Teacher or Senior Leader.

We have a full time Parental Support Advisor (PSA) who is available to help parents access the help they may need from other agencies. This sometimes takes the form of developing or reviewing a CAF (Common Assessment Framework) in order for parents to evaluate and involve other professionals if appropriate.

A 'Pupil Progress Day' is held once a term. Parents/carers and pupils are invited into the School for a personal appointment with their class teacher to discuss their child's progress, next steps and to see their child's work. There are also other agencies available on these days to provide further information, support and guidance for parents/carers on a range of issues.

Pupils' views are very important and feed directly into all policies, procedures and daily teaching. Pupils are given regular opportunities to:

- Self- assess and peer-assess in class
- Attend review meetings, and where possible working with support to lead on a pupil centred review
- Co-construct academic and social/emotional targets
- Suggest how school can better provide for their needs
- Suggest rewards
- Be part of the school council

1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

1.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We

also run Preparing for Positive Futures (PPF) lessons where we prepare pupils for adulthood. This is in conjunction with careers which are inbuilt into curriculum lessons.

- Transition between KS2 & KS3

We have close links between the school and primary schools/settings where pupils transition to us from in Year 7. Pupils, parents/carers and other professionals involved are encouraged to visit the school and have a tour. There is an established transition plan in place which offers pupils a graduated approach to school. Pupils are offered a number of visits to the school culminating with the pupils spending three full days in school. Key members of staff liaise with the schools, parents/carers and pupils so that everyone is aware of key staff. Pupils meet their new teacher and the other pupils in their class. As of September 2021, we have developed a KS2 class with year 6 pupils. These pupils are educated on a separate site for the majority of the school day, but do also attend classes on the main school site.

- Transition between KS4 and Post 16 Provision including College/ Apprenticeships
All our pupils in KS4 have external visits to post-16 providers, places of work and/or opportunities on a regular basis. Transition visits to colleges are an integral part of the curriculum throughout Years 10 and 11. In previous years, Year 10 and 11 pupils have had the opportunity to regularly participate in taster courses in conjunction with Wakefield College. Post-16 providers are also invited to attend the pupils' annual review meeting.

1.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

For many pupils, changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning and make the expected progress. This done in the following ways:

- simplifying the language used to explain ideas and work
- developing an engaging, active and interesting scheme of work
- tailoring activities to try and take into account specific interests
- in some cases it may be necessary to develop very personalised schemes of work or timetables which can include tuition away from the school site
- if appropriate, the School will include vocational courses if it is felt this will benefit individual pupils, particularly in terms of progression post 16. The School currently works in collaboration with Wakefield College, Reverse the Cycle, Forest School and Riding for the Disabled. We have our own construction provision at Featherstone Rovers and can work with others to provide opportunities for pupils with require a greater amount of personalisation in their timetable

Teachers plan to meet individual needs on a daily basis in order to ensure that all the pupils in the class can make the most of their learning experiences and make at least expected progress.

Some pupils may require interventions which are 'additional to and different from' that which is normally provided for all pupils in the classroom. This will be discussed with you during the EHCP review process or at Pupil Progress Days. Typically the intervention will be to support an identified need such as developing reading, writing, maths, managing behaviour or communication skills. The work carried out is monitored by the SENCO and delivered by additional staff involvement both individually and in whole class lessons.

For some children these interventions may not be enough to help your child make progress. In consultation with parents, the school may decide to involve some external professionals or agencies to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher for HI & VI or a medical professional.

1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

As mentioned in our accessibility plan, our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our accessibility plan covers;

- Increasing the extent to which pupils with disabilities can participate in our curriculum
- Improving the school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide
- Improving the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities

High Well School is well designed to meet the needs of all pupils both inside and outside the building:

- All classrooms are on the ground floor

- there is disabled access through the main and student entrances as well as access to reception via the main door
- a disabled toilet is located in reception – all other toilets are on the ground floor
- Library shelves are at wheelchair-accessible level
- Corridors are a suitable width

In addition, if we think a student may need extra help in exams we can test for access arrangements. This is in line with JCQ regulations. Although we cannot guarantee that all students will be given access arrangements, we will try our best but the decision lies with the exam board(s).

1.8 Additional support for learning

‘Quality First Teaching’ is an entitlement for all pupils. High Well School constantly strives to ensure that this is of a ‘good’ or ‘outstanding’ quality at all times. This is about teachers meeting the needs of all our learners in the classroom. Lessons are planned to meet the needs of individual pupils through the use of pre and post assessment in all subject areas. On entry to the school pupils undertake Reading, Maths and Science assessments in order to establish a robust baseline from the school’s assessment as well as using previous school or Key Stage data. There is an ethos of continued professional development embedded in school to ensure that all staff members are trained and informed of new developments in education and in particular developments in the teaching of pupils with a broad spectrum of Special Educational Needs.

A wide variety of strategies are used to provide support for pupils across the curriculum. The following interventions and methods currently exist:

- Personalised planning including differentiation of tasks, resources and outcomes
- In-class support (HLTA and TAs)
- Small group / individualised support sessions for English, Maths and social skills/behaviour for identified individuals
- Academic mentoring for individuals as necessary
- Use of ICT equipment including software packages to support pupils access the curriculum, one to one literacy support for reading, comprehension and writing skills
- One to one numeracy support
- One to one/small group social, emotional and behavioural skills support including interventions as delivered by one of the school's ELSAs
- Access Arrangements for pupils with specific needs for exams and controlled assessments

High Well places a large emphasis on improving emotional and social development with our pupils. We have a ‘nurture’ based breakfast each morning before lessons start. Pupil’s are encouraged to join the school council which meets regularly to discuss student voice. We also have extra curricular activities such as football and gaming which take place after school. In addition to this, we run regular trips to promote learning outside the classroom.

High Well has a zero tolerance approach to bullying. If you are concerned that your child is being bullied, please speak to a member of the class team/senior leadership team.

1.9 Expertise and training of staff

Our SENCO is a qualified teacher, has the National Award in SEN coordination and has worked previously in both mainstream and special schools.

They are allocated 5 hours a week to manage SEN provision.

The head teacher is also a qualified SENCO.

We have a team of teaching assistants, including a number of higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in a number of interventions including behaviour management and de-escalation techniques such as emotion coaching and Team Teach.

We also use specialist staff for interventions such as Read, Write, Inc Phonics, Thrive and ELSA.

High Well recognises the use of animals to support emotional regulation of pupils with SEMH and has a therapy dog.

1.10 Meeting the wide ranging needs of individual pupils

Step 1

Class teachers and TAs are supported in providing Quality First Teaching using pre and post assessment testing to identify gaps in learning to allow personalised planning. Pupil progress is tracked using Learning Ladders and is analysed half-termly. Pupils, parents/carers and all staff are involved in the co-creation of a child's All About Me Profile to ensure that all adults in the school have up to date information on every pupil and that pupils'/parents/carers understand their responsibilities in relation to their child's learning and social, emotional & behavioural skills. Pupils' social and emotional development is assessed using the Emotional Literacy Questionnaire on entry to the school and re-assessed termly to identify areas for development and demonstrate progress. Risk assessments are maintained for all pupils and updated termly or more frequently if required.

The school has a CPD calendar for the academic year which is linked to the school's priority areas for development as well as ensuring staff are fully trained to meet the varying and complex needs of the pupils at High Well.

Step 2

Informal support for staff from SENCO/Intervention Team on meeting individual pupil needs

Step 3

Request for further assessment and advice by other agencies to inform practice within school.

1.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Progress for all pupils is tracked using Learning Ladders and analysed on a half-termly basis. Progress in pupils' academic and social and emotional development is discussed with parents/carers on a termly basis through pupil progress days and annually through the EHCP annual review meeting.

- Progress and targets for all pupils will be shared and amended with individuals and parents/carers on Pupil Progress day each term
- SENCOs and Assistant Headteacher review attainment and progress data half-termly to identify pupils who may need intervention to address a particular or specific area of need.

1.12 Measuring progress

Assessment of pupil progress takes place on a regular and daily basis which may include teacher, peer and self-review assessments. Assessments also take place prior to and at the end of specific pieces of work. All assessments aim to inform teacher's planning of the pupil's next steps in learning.

In addition to academic assessments, other assessments will be completed including the Emotional Literacy Checklist.

All About Me profiles are evaluated termly on the Pupil Progress Days and pupils' Social/Emotional and academic targets are reviewed with their class teacher on a monthly basis.

1.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class team in the first instance. This can then be escalated to the Head Teacher or the governing board. If you have followed this procedure without success then complaints can be made to the Local Authority.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

➤ Making reasonable adjustments, including the provision of auxiliary aids and services

You can read the complaints policy in the policies section of the school website.

1.14 Contact details of support services for parents of pupils with SEN

Wakefield Early Support Advice Information and Liaison Service (WESAIL) are a commissioned service for advice, support and signposting alongside early support promoting advice, information, emotional and practical support to families and practitioners who work with them

If you feel you need support WESAIL can be contacted by phone on 01924 304152

Or email wesail@barnardos.org.uk

Other organisations to offer parents/carers support: -

SENDIASS (Special Educational Needs and/or Disabilities Independent Advice Service) – 01924 379015 email – SENDIASSWakefield@kids.org.uk

SENART – 01924 302465 email – senart@wakefield.gov.

Wakefield Local Offer – <http://wakefield.mylocaloffer.org>

1.15 Contact details for raising concerns

Class Teachers and other class based staff contact parents regularly and informally to try and make sure parents and carers are aware of the progress or any difficulties which may have arisen throughout the school day or week. If there are any concerns or worries regarding your child please contact the school on 01924 572100. If it is not possible for the class teacher to speak to you straight away, they will return your call as soon as they can. If it is an urgent matter, please ask to speak with another member of the team. Their roles are briefly described below.

Headteacher – Louise Quinn

Assistant Headteacher – Adrian Coates

KS4 SENCO - Natalie Jackson

KS2/3 SENCO – Becky Morton

Other services for pupils at High Well School include but are not limited to-

Emotional Literacy Support Assistant – Julia Addy

Emotional Literacy Support Assistant – Tina Mendonca

Parent Support Advisor (PSA) and Safeguarding Officer – Sandra Shaw

Attendance Officer - Barbara Colombo

Wakefield Local Authority

- Educational Psychology Team
- Learning Support Service
- Education Welfare Officer
- YOT
- Early Help Hubs

Health Service

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nurse
- CAMHs

1.16 Working with external agencies

High Well aims to work with external agencies where appropriate. This will be done through the EHCP annual review process. Where appropriate, Health and social care bodies, local authority (LA) support services and voluntary sector organisations are also invited to the review to support the pupil and their family.

In addition, a planning meeting will also be held where advice on individual students and individual services can be sought. Any recommendations leading from this will be implemented by the SENCO where appropriate.

Examples of external agencies we work with include: Educational Psychology, Educational Welfare Service, Access Team, Occupational Therapy and Learning Support Team, amongst others. Parents/carers and students may also be asked to give their views to external agencies.

1.17 The local authority local offer

Our contribution to the local offer is: [High Well School \(mylocaloffer.org\)](http://mylocaloffer.org)

Our local authority's local offer is published here: <http://wakefield.mylocaloffer.org/Home>

1.18 Covid-19

In case of a pupil isolating, the class team will support pupils and their parents/carers through regular check ins via phone calls/emails. Live/Online teaching will be available for pupils to reduce the risk of gaps in learning. Learning materials such as work packs, stationary and electronic devices are also provided if required. We know that the Covid-19 pandemic may have had an impact on the mental health of our pupils, we build mindfulness activities into our curriculum and have staff trained in mental health first aid in order to best support our pupils.