

Highfield Littleport Academy – SEND offer

Link to the Cambridgeshire SEND offer:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/>

Highfield Littleport is an area special school for up to 134 pupils aged 2 to 19 in the fenland town of Littleport. It is an Academy as part of the Active Learning Trust.

Special school provision in Cambridgeshire:

Cambridgeshire has 8 area and 4 countywide special schools. The 8 area special schools in Cambridgeshire are:

Huntingdon	East Cambs and Fenland	Cambridge and South Cambs:
<p>Spring Common School, Huntingdon</p> <p>Samuel Pepys School, St Neots</p>	<p>Meadowgate School, Wisbech</p> <p>Highfield Ely Academy</p> <p>Highfield Littleport Academy</p>	<p>Castle School, Cambridge</p> <p>Granta School, Linton</p> <p>Martin Bacon Academy, Northstowe</p>

There are 4 county-wide special schools In Cambridgeshire:

- **The Harbour School, Wilburton**
- **The Centre School, Cottenham**
- **Riverside Meadows Academy, based at St Ives & Wisbech**

These schools offer specialist provision for children with social, emotional and behavioural difficulties

- **Cavendish School (Specialist ASC)**

Children and young people attending an area special school will:

- Have the most severe or complex learning difficulties
- Often have a significant disability and additional needs - medical, social, emotional, behavioural, sensory or physical
- Require modification to the curriculum and very personalised learning approaches
- Have their needs identified and assessed through the Statutory Assessment process and have an Education, Health and Care plan.

For other relevant information:

Admissions and further advice contact:

Statutory Assessment & Resources Team Tel:01480 - 372600

Address: START Team, Box SC02209, Scott House, Huntingdon. PE29 3AD

Email: start@cambridgeshire.gov.uk

Privacy notice;

<https://www.cambridgeshire.gov.uk/council/data-protection-and-foi/information-and-data-sharing/privacy-statement/privacy-notice>

Coordinated admissions for Primary and Secondary;

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/apply-for-a-school-place/>

Cambridgeshire Learn Together:

<https://www.cambslearntogether.co.uk>

School complaints leaflet

<https://www.cambridgeshire.gov.uk/council/contact-us/council-complaints-procedures/>

Out of hours emergencies

<https://www.cambridgeshire.gov.uk/council/contact-us/out-of-hours-emergencies/>

Cambridgeshire Education Transport

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/school-transport/transport-for-pre-16-pupils-with-special-educational-needs/>

Active Learning Trust website

<http://www.activelearningtrust.org/>

Accessibility and Inclusion	What the school provides:
Is the building fully wheelchair accessible?	Yes our school is accessible. There is one main lift and an additional stairwell lift for use in emergencies which has a battery back up. There are also evacuation chairs for use in an emergency located in each stairwell.
Do you have accessible parking spaces?	Yes we have adequate accessible parking spaces inside our car park.
Are there accessible changing/toilet facilities?	Yes – We have toilets for boys and girls and staff in all areas within the school. There are hygiene rooms with disabled facilities for changing and showers. Accessible changing areas are located within all departments of the school. Most toilet areas for pupils have hand rails.
How do you improve access to the setting?	We conduct an annual parental survey in the spring term, which consults parents in which direction the school should develop. We readily accept feedback and advice from parents, visitors and professionals. The Governors and Active Learning Trust conduct Health and Safety walk through regularly to develop the use of, and resources within the building.
How accessible is your information - including displays, policies and procedures etc.	There is a school website that is live and we continue to add information. The school office will provide information by request too. Displays should have Communication in Print symbols to accompany the written word as well as individual doors within the school having tactile areas and communication buttons. Location displays are colour coded to assist navigation. Policies and documentation can be provided in larger font if requested.
Do you have information available in different font sizes, audio information, Braille, other languages	We will provide information in different font sizes and also audio. Please ask us. We are able, in some cases, to phone parents with school information (for e.g. where parents are not able to read).
Communication with parents and families whose first language is not English?	We can arrange for an interpreter if needed to help you if you have problems speaking or understanding written English.

<p style="text-align: center;">How is information made accessible to parents and families with SEND?</p>	<p>We will provide audio information by request or arrange a member of staff to help you by arrangement. School provide information leaflets which come to school from relevant organisations such as:</p> <p>SENDIASS https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q</p> <p>Pinpoint https://www.pinpoint-cambs.org.uk</p> <p>SCIP https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/information-and-advice-scip/</p> <p>Papworth Trust https://www.papworthtrust.org.uk</p> <p>Social Care for children with disabilities Cambridgeshire provide services to families https://www.cambridgeshire.gov.uk/residents/children-and-families/children-s-social-care/disability-social-care-0-25</p> <p>Information on this social care website includes: Newsletters Information about short breaks and eligibility Community support and eligibility Emergency care scheme Housing adaptations and eligibility Equipment and Occupational therapy services Direct payment and eligibility Cam Play clubs Self – directed support and eligibility Transition from child to adult services</p>
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How accessible is the school?	What the school provides:
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources?	We have dedicated resources Teaching Assistants in our school to make high quality resources. All staff have access to a bank of symbols to use with pupils. The school has a specialist Communication Teaching Assistant role, who work with Speech and Language Therapists in delivering individual communication programmes who work across both schools (Ely and Littleport). Communication boards are located in communal areas and playgrounds to facilitate interaction,
Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?	We already have a range of furniture to support children with SEND such as height adjustable tables. However, we will respond to Furniture resulting from assessment recommendations from Physiotherapists and Occupational Therapists. Some pupils have specialist physiotherapy equipment such as walkers and standing frames.
Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)	Teaching Assistants are trained available to support children with IT and assistive technology, as well as the Communication Teaching Assistant. Highfield has a bank of Ipads to use in classes. Assistive communication technology is provided on an individual needs basis.
What size is the school?	Highfield has a maximum roll of 144 pupils age 2 – 19 on roll. Highfield Littleport provides the Area Special School specification for Cambridgeshire Local Authority and cooperates with reviews of this specification.
School building	The building is on one site on two floors with disabled lift access to the first floor. All parts of the building are accessible. Highfield Littleport has a dedicated gym. There are also dedicated hydro pool facilities with overhead tracking and mobile hoists available.
Corridors	Corridors are of a good size allowing free movement between each area of the school. Wayfinding signs are clear with associated braille and communication buttons for key areas of the school.
There is a designated access parking space near the front entrance.	Our parent and visitor parking bays are marked and disabled parking is marked.
Classrooms in Early Years, PMLD base & Key stage 1	Parts of these classrooms have washable floors to enable messy play, art and to support infection control of vulnerable children. We have overhead tracking facilities within our High Needs classrooms, medical and physiotherapy rooms, assisted changing areas and soft play. In all other areas we use mobile hoists.

Classrooms in Key stage 3 and 4	As other classrooms, these are partly washable (near sink areas) and partly carpeted.
Window blinds	There are roller black out blinds in most classrooms to enable multi – sensory activities and the use of interactive whiteboards.
Wall displays	We believe that a school should be a rich learning environment and that wall displays are a vital part of this and in celebrating pupil work. We have a TEACCH area that is low-arousal, as well as individual spaces within classes for individuals who need a low arousal approach.
The dining rooms, main hall and gym areas	We have a dedicated sports hall, gym and dining room.
Do we use pictures, PECS symbols and writing with symbols to help.	Yes we provide specialist communication and interaction objects of reference, pictures, PECS, writing with symbols resources to meet the individual needs of each pupil. These needs are assessed through Speech and Language Therapists and delivered through the class team. A dedicated specialist Communication TA conducts the monitoring and implementation of these approaches. There are specialist communication boards in specialist rooms, communal areas and on the playground.
Do we make suitable furniture or equipment available	Yes and we review this annually. 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 and according to pupil need.
Do we use assistive technology to help our pupils	Main teaching areas, some specialist rooms and common areas have hearing induction loops fitted. We cater for the needs of individual pupils and when necessary provide specialist assessments to help. However, any additional equipment or aids need to be assessed as relevant and necessary by the child's relevant therapist and is subject to funding.
Showering facilities	We have shower facilities available to all pupils in the school if needed.
Medical room	We have a medical room located on the ground floor. We also have a school nurse who works in partnership with the school to ensure all medical needs are met.

Teaching and Learning	What the school provides:
What arrangements do you have to identify and assess children with SEN?	<p>Pupils have assessments prior to entry to special school and this information is collated by the SAT 01480 372600. All our pupils have full statements of Special Educational Needs or an Education Health Care Plan as appropriate.</p> <p>We baseline all pupils upon entry, which gives us an assessment upon which to base an initial Individual Education Plan. We also hold pre-admission meetings and Entry Reviews in addition to the statutory annual review. This is so that the child makes the best possible start to their time at Highfield Littleport.</p>

<p>What additional support can be provided in the classroom?</p>	<p>The school provides a team approach with teaching assistants to ensure continuity of provision in case of staff absence. This aims to also reduce pupils' dependency on named adults. All teaching assistants complete a generic induction programme and they engage with an annual work appraisal. We have a range of interventions that address both curriculum and additional needs such as horse riding, physio swimming sessions & hydrotherapy, TEACCH, Reading Eggs (an online reading scheme), specialist Maths programs online, Forest Schools and Music Therapy. Teachers refer pupils for these interventions and progress is monitored regularly. We also have two trained ELSA practitioners who work individually and with classes to support emotional literacy and regulation. The school applies a nurture approach with therapeutic principles at the centre delivered through the STEPS approach,</p>
<p>What provision do you offer to facilitate access to the curriculum and to develop independent learning?</p>	<p>The school 'strapline' is <i>Preparing for the Next Step</i>. We constantly strive to prepare our learners for their next step in their education or employment. Our teaching styles reflect this ethos; particularly in Key stage 4 and Sixth Form. We pride ourselves on the confidence and pride we foster in our young people. Preparing for Adulthood themes are embedded within our curriculum to ensure students develop independence for adult life.</p>
<p>What SEN and disability and awareness training is available to all staff?</p>	<p>Principles:</p> <ol style="list-style-type: none"> 1. Our School Plan is regularly monitored by our local Governing Body and the Trust board to ensure it is fit for purpose for our children and develops capacity of the school workforce. 2. We consult our staff and take into account outcomes from appraisals. 3. We ensure all staff complete training to support the medical needs of our children. <p>Induction: All staff complete induction with a training programme to ensure competency to fulfil the job description and role. The induction includes introductory sessions with key senior staff on Safeguarding, Prevent Duty, STEPS, Assessment and Curriculum, PMLD, ASC, Health and Safety, and ICT.</p> <p>Safeguarding: All staff receive training in child protection and know how to log a concern as detailed in 'Keeping Children Safe in Education' 2023. They also receive the Code of Conduct for staff and whistle blowing procedures. The school has at least one dedicated person for CP who has an overview of child protection and safeguarding procedures.</p>

<p style="text-align: center;">What SEN and disability and awareness training is available to all staff?</p>	<p>Moving and handling – we have dedicated trainers who train staff in school in moving and handling techniques. https://edgeservices.co.uk</p> <p>Autism - We also have a leader for ASC provision in school and information for staff forms part of our induction process.</p> <p>We use TEACCH at Highfield and have had key staff trained in this approach. Our Intervention TA works with pupils 1 – 1, and sets the structured approach up for pupils within their class base.</p> <p>Governing Body – The Local Governing Body play a large role in guiding the school’s strategic development. We have link governors for High Needs, Child Protection, Children in Care and Care Experienced children and other areas of school development. Governors are visible in school and are very knowledgeable about the schools strengths and areas for development. Governors are offered a range of courses including those directed directly at Governing Bodies, as well as staff training.</p> <p>Communication and interaction – We have a senior leader to lead and develop provision for pupils with communication needs and the Blue Pathway. All staff complete training to support communication and interaction, for example PECs. https://pecs-unitedkingdom.com</p> <p>Makaton - We have an in house Makaton specialists who provide in-house guidance for staff and parents www.makaton.org/</p> <p>Eye Gaze – We have this technology and have trained staff up to access this with their pupils.</p> <p>Behaviour and safety – All staff receive 2 day training in STEPS and learn de-escalation techniques to support challenging behaviours. The school has four trainers, to deliver training to our staff. One of these staff members is a specialist who works in an external capacity with the Local Authority.</p> <p>Staff receive training in their induction in the behaviour policy and reporting procedures, behaviour strategies to reduce disruptive behaviours and de-escalation and reconciliation.</p> <p>Literacy: We follow the national guidelines for the curriculum.</p>
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<p>What SEN and disability and awareness training is available to all staff?</p>	<p>We follow the Read Write Inc programme for our phonics scheme along with named interventions as appropriate for children and multi – sensory approaches. We keep under review advice from: www.literacytrust.org.uk/ www.makaton.org/ www.pecs-unitedkingdom.com/ www.communicationmatters.org.uk/</p> <p>Numeracy: We follow national guidelines for the curriculum and provide staff with training in mathematical approaches to provide functional mathematics skills across the curriculum. We use My Maths as an intervention for referred pupils, which they can access at home. We use Numicon, Multilink and other resources as tools to support learning.</p> <p>Hearing Impairment: Staff receive specialist advice and training from the Hearing Support Service Contact: hearing.support@cambridgeshire.gov.uk www.ndcs.org.uk/</p> <p>Information Technology & Computing: We have recently reviewed our computing and Information Technology programmes of study to ensure learning is relevant to the current digital world as well as providing students with the key skills in desktop publishing programs.</p> <p>Staff access to training in e-safety from the Local Authority ICT service www.theictservice.org.uk/ This includes:</p> <p>Staff have received training in use of iPads and relevance of download apps; how to incorporate Technology and IT across the curriculum.</p> <p>Visual impairment: We receive advice, support and training from the Visual Impairment Service where appropriate. These professionals input into the annual review process for individual pupils. Visual.impairment@cambridgeshire.gov.uk www.nib.org.uk</p>
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	<p>Outreach and Inclusion We have a Senior Leader for Outreach and Inclusion. This professional provides support and advice for local schools, which includes whole staff training, and support for individual pupils with additional needs. We support teachers with initial teacher training and have contacts with Universities in the region and support research of SEND practice.</p>
<p>What staff specialisms/expertise in SEN and disability do you have?</p>	<p>There is an experienced staff team with specialist SEN qualifications to meet the full range of SEN for an area special school:</p> <ul style="list-style-type: none"> • PMLD, Severe learning difficulties • Autistic Spectrum Conditions • Behaviour • Moving and Handling • Outreach and Inclusion • Family Work and parenting skills • Forest Schools and Outdoor Learning • Music Therapy • Communication • Sensory and multi – sensory • STEPS • ELSA <p>Specialist teaching and instructors: Sport, Dance, Rebound Therapy, Science, Technology and Music.</p> <p>We actively maintain CPD.</p>
<p>What on - going support and development is in place for staff supporting children and young people with SEN?</p>	<p>Medical and health care</p> <ul style="list-style-type: none"> • We ensure that staff complete annual medical training for epilepsy, asthma, administration of medicines, pool rescue and resuscitation. • We ensure sufficiency of staff with specialist training for supporting children with oxygen and support for individual children, gastrostomy care and support, supporting children at risk from anaphylaxis, stoma care and any new medical procedure to support a child to remain in education. <p>All medication is checked regularly for expiry dates, and parents contacted to replace if necessary. All medication is kept under lock and key. For the safety of all the community, students are not allowed to carry medicines in school. Medications are all clearly labelled to</p>

	<p>identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted. Instructions for administration are kept with the medication/ Health Care Plan. Some rescue medications are required to be kept refrigerated and we have fridges to support any such request - which is lockable.</p> <p>Competency training from NHS nurses takes place where a child needs specific medical protocols to be put in place such as gastrostomy feeding, buccolam, oxygen provision and suction. Medical protocols are agreed and signed by the parent, Head Teacher and nurse/ doctor. Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Accessibility issues for groups of learners and use of interventions. • Assessment • Moderating and review of SEND provision including learning walks and graded observations. • Development points from performance management, appraisals and on- going monitoring and evaluation. <p>Behaviour and Safety Staff receive STEPS training to 'top up' their initial training every year. Pupils who need an Individual Behaviour Plan have one drawn up between home and school and made relevant and understandable for the children themselves.</p> <p>STEPS which is therapeutic approach to behaviour management.</p>
<p>What arrangements are made for reasonable adjustments in the curriculum?</p>	<p>We agree provision for all our pupils using their Education, Health and Care Plans as a basis with parents and the pupils where appropriate.</p> <p>We aim to make children's curriculum appropriate for their individual needs. We have an increasing range of interventions from which to draw for pupils. We plan arrangements to support modifications to National Curriculum, specialist access arrangements for VI and HI and Autism. Where pupils have 'High Needs', we provide a separate curriculum and assessment. Pupils may be taught in separate, specialist groups.</p>

	<p>We seek to make reasonable adjustments linked to assessment advice and discussion with parents and carers and when possible to help children access the curriculum, and are happy to discuss suggestions from parents and carers.</p> <p>We use the Pupil Premium very effectively to provide group interventions as well as individual resources, approaches and subsidies. Information is on the website that outlines how Pupil Premium is used and how well these pupils progress compared the remainder of pupils at Highfield.</p> <p>Individual teachers are responsible for making lessons accessible to all children.</p> <p>Progress is reported using agreed standards criteria, as well as progress in individual social, emotional or behavioural targets.</p>
Support to the pupil during exams?	<p>A very small number of students where appropriate study for Functional Skills qualifications. Where this is the case, we will seek to provide assessments for access arrangements for our students with special needs and disabilities and contact examination boards.</p>
What external teaching and learning do you offer?	<p>We can support pupils with medical conditions and recovery from operations in liaison with the nurse and other medical professional once a hospital discharge plan is available. We also provide support and advice to other local schools for all SEN related issues. This includes whole staff training and individual pupil support and advice. The school participates widely within the Trust SEND network and the Head of School is the chair of the local SENDCo group.</p>
What arrangements are in place to ensure that support is maintained in "off- site provision"?	<p>There is currently no off site provision.</p>
What work experience opportunities do you offer?	<p>We provide vocational education and opportunities for work experience in Year 10 and 11 and post 16 with local employers or arrange opportunities within our school.</p> <p>We are also approached by individual who are interested in learning more about SEN. We always run appropriate background checks and are committed fully to the safeguarding of all our learners.</p> <p>There is a Work Experience coordinator post which will enable pupils to access work related learning opportunities on an individual needs basis as appropriate. They also provide specific careers advice and guidance sessions to prepare students for their next steps.</p>
What on-going support and development is in place for staff supporting children and young people with SEN?	<p>Mentoring and coaching from experienced staff and external consultants / specialist teachers, Ed Psych's, CAMH and so on. The school will purchase further training and support if necessary.</p>

	All staff have appraisals and identify their development needs. Our local governing body has a strong commitment to continued staff professional development and monitor the school plan on a half termly basis via Governors Meetings.
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Reviewing and Evaluating Outcomes	What the school provides:
What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?	All EHCP's are reviewed on an annual basis. Reviews are carried out in line with statutory guidance. These targets are then reviewed 6 months later within school outside of the statutory process. Pupils under the age of 5 years have EHCP reviews conducted every 6 months.
What arrangements are in place for children with other SEN support needs?	We are an area special school so all our pupils have SEN support needs and over time they change in their complexity and diversity. The school can access advice from external agencies including health, social care, CAMH and the voluntary sector. Parent /carer should know we try to share documentation in advance, and we convene meetings at mutually agreed times. Summary advice for meetings is sent to the LA, the parent/carers and others who attend a meeting. Students are always encouraged to participate in meeting when possible so their voice can be heard and not assumed.
How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?	Progress with SEN support needs is monitored at least termly in line with school assessment procedures and advice from Code of Practice. Internal tracking systems are used to highlight progress of individuals as well as identified groups. We use Evidence for Learning to record observations of learning and progress. This is then tracked alongside our bespoke frameworks for the Yellow, Green and Blue pathways. We involve parents and carers in setting learning goals meaningful for their child. Parents and Carers are able to contribute to the evidence profile for their child sharing learning between home and school. Students accessing the Blue pathway have their engagement tracked according to the Areas of Engagement. The effectiveness of our provision is measured in the progress that individual students make over time.

Keeping Children Safe	What the school provides:
How and when will risk assessments be done? Who will carry out risk assessments?	Risk assessments and Individual Behaviour Plans (IBPs) are completed in discussion with parents and both sign. They are regularly reviewed to ensure relevance and archived if behaviour improves over time.
What handover arrangements are made at the start and end of the school day, start of year?	Taster visits happen before students start at school so parents and students get to know their new school. Local Authority follows up transport requirements and talk directly to resolve issues with parents and carers. Some parents bring their children to school each day.
Do you have parking areas for pick up and drop offs?	Yes, we do. We ensure safety of student arrival and departures with staff supervision from the classroom to the vehicle on arrival and departure.
What support is offered during breaks and lunchtimes?	Supervision rota of staff and risk assessments that includes and safety plans for individual students. There are extra - curricular activities and clubs.
How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school visits)	We use 'EVOLVE' which is an online tool to process risk assessments for overnight school visits, and a standard visit risk assessment for all other off site learning.
Where can parents find details of policies on anti-bullying, safeguarding and child protection? School policy on safeguarding and health and safety	The School Website provides details of policies and procedures including safeguarding and Health & Safety in addition to links to LSCB and 'Keeping Children Safe in Education' DFE 2023. We provide training for staff to recognise signs and symptoms of abuse and recently updated training for awareness of Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM). The school has an Anti-bullying Policy. The school has a Health and Safety Policy and procedures, Policy for Mobile Phones, images and photographs and e-safety and acceptable ICT use Policy.

Health (including Emotional Health and Wellbeing)	What the school provides:
How do you manage safe keeping and administration of medication?	All staff complete training in the Administration of medicines annually and medication is routinely administered within school and recorded using guidance from 'Supporting children with medical needs – a good practice guide' DFE and Department of Health. We have fridges and first aid grab bags and the required first aid equipment for our minibuses.
How do you work with the family to draw up a care plan and ensure that all relevant staff is aware of the plan?	Care plans are developed in discussion with parents with the support of the school nurse and health professionals. Care is taken to link to any medical protocol and the Cambridgeshire Health Action Plan (CHAP) to the care plan and to incorporate into the EHCP or annual review.

	We ensure that other professionals who work with the child have access to care plans to ensure continuity of support between providers.
What would the school do in the case of a medical emergency?	Staff will follow any medical protocol and call 999 as required to get assistance. They will not wait for any permission to do so from a school senior manager. Parents or carers will be informed as soon as the situation allows.
How do you ensure that staff are trained/qualified to deal with a child's particular needs?	Each class team is trained for any additional needs within the class. Sometimes staff from other classes need to be called if there is staff absence.
Which health or therapy services can children access on school premises?	Access is provided to a School Nurse, Physiotherapist, Occupational Therapist, Speech and Language Therapist, CAMH team, Paediatrician, Educational Psychologist and Music Therapist as necessary according to individual pupil needs. We have two trained Emotional Literacy Support Assistants (ELSA's) who support students with emerging mental health needs and management and responses to emotions.
A Health Care Plan is drawn up in conjunction between the parents, child and medical professional.	Care Plans are held in school and accessible to staff who work with pupils. They are reviewed by health professionals with input from staff and parents. The Headteacher agrees all care plans and care plans personally and signs them. Identified pupils have communication passports so that carers in all settings can find out key information about the child. Each pupil also has a Thumbnail that details his or her specific needs. These are made available in each classroom for new members of staff and visitors to be aware of each pupil's individual need.

Communication with Parents/ working together	What the school provides:
How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?	We have a staff and Governors display board in the main foyer. A staffing structure is provided on the website. If in doubt, please ask who you need to contact.
How do parents communicate with key staff?	We try to be flexible, and use the home-school diary 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 both parents are equally as involved. Each class is also subscribed to a secure blog called Class Dojo that shares information and details of day to day learning with parents and carers. Parents and Carers can also communicate learning and progress from home using our Evidence for Learning software

	platform. We have a communication protocol so that parents know expected response times and who the appropriate point of contact is.
How do you keep parents updated with their child/young person's progress?	<p>We use:</p> <ul style="list-style-type: none"> • Home to school diaries • Class Dojo • Annual progress summary information • Annual summative data as part of the annual review and entry reviews • Reports from other professionals as part of the annual review (e.g. music therapists, SALT, Physio, etc) • My Maths and Reading Eggs online records • Family Worker input • Head teacher awards and certificates • Evidence for Learning profiles • Twice yearly parents evenings • Annual parental survey • Read Write Inc Assessments • Annual BPVS Tests • Annual Reading and Comprehension Assessments
Do you offer Open Days?	Yes we do. We host regular open events for parents and carers. Once per term all parents are invited into classes where progress is celebrated and learning shared on rotation. We also have a Christmas coffee morning, Leavers picnic and assembly and other opportunities to be involved.
How can parents give feedback to the school?	Parents and carers can complete our questionnaires or by give us feedback notes via the office. We appreciate compliments and feedback and we will give that to you too. Parents are linked to Evidence for Learning where they can upload learning and home, comment on in school learning and send messages. Class Dojo photos and announcements are also open to comments from parents and carers in order for further opportunities for feedback. We also have a Facebook page and Twitter feed for parents to contribute to. We have a link to the Ofsted Parent View on our website to invite parents to contribute.
What opportunities are there for parents to get involved in the life of the school or become school governors?	Parents are encouraged to become involved as governors and play an active part in school life. Our newsletters, letters home and website provide details of news and events. We are working hard to establish a Parent Group called SOHLA to have more creative ways to support the school.
How does the Governing Body involve other agencies in meeting	There is a governor linked with safeguarding and health and safety who make at least annual visits into school. The Head Teacher reports back to full Local Governing Body on incident and

the needs of pupil if they have concerns about their child/young person?	accident reports and any IRF 96 reporting to the Local Authority. Reports emphasise the impact this has produced and that of key agencies. This ensures there is a regular, comprehensive review of provision
What opportunities do you offer for children to have their say? e.g. school council	The school will have a school council with class representation and active involvement in day to day decision making allowing children to give views about the recruitment of staff, fundraising and a range of other subjects. The School Council aims to regularly ask questions and collates feedback from other pupils, including learning walks around the school on a termly basis. Members are voted on by their class mates. They also actively promote and manage eco issues. There is a branch of the school council called 'Mighty Minds' who work with the group to support positive mental health practices within students at school.
What opportunities are there for parents to have their say about their child's education?	All parental views are taken into account and listened to by staff. We do all we can to make adjustments in provision taking into account factors such as resources, best interests of the child and so on.
How do home/school contracts/agreements support children with SEN and their families?	Yes – we ask about communication and their views about the school and encourage Parent view. The constitution of the Local Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Home school agreements specific to our environment are signed by all new parents.

What Help and Support is available for the Family?	What the school provides:
Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?	We can help you with forms either through the school office. Please contact the school office or our Family and Student Support Worker for support.
What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?	This process starts in the Year 9 person centred annual review. We plan carefully with the pupil and their parents for the next step. We plan for our more able learners to move on earlier than our less academically able in order that their progress is maximised. Our KS4 and 6 th Form Leader ensures that impartial careers advice and guidance is delivered to students through our Additional Needs Advisor. A wide range of external agencies and colleges are invited into school to assist pupils and parents in planning for the next steps in their education or employment. We have a Work Experience coordinator who tailors specific programmes for pupils in the world of work and gives targeted advice to help pupils to make the next step from education to the world of work.

Transitions	What the school provides:
Early years and Foundation stage	<p>All parents are offered support in completing our school admission forms so we can have key information about the pupil. We hold pre-admission meetings so we are well prepared for each child starting with us. Many EYFS children will come with a Family Support Plan or have a TAF (Team Around the Family) to link the family to services in the locality.</p> <p>We plan with parents whether to start with whole days or half initially.</p> <p>We begin an Evidence for Learning portfolio in partnership with parents so that aims can be shared and all steps of achievement celebrated. Parent's and Carers are invited to share information about the child's likes and dislikes in order for specific planning to take place. Should parents request a home visit this is facilitated upon entry.</p> <p>We hold transition session where required in the summer term for all new pupils to join their new class.</p>
Primary – key stage 1 and 2	<p>If the child is new to Highfield we will hold a pre-admission meeting and an Entry review to review the EHC plan to check provision is being delivered and parents are happy with the arrangements in cases where it is deemed appropriate. We transition sessions where required sessions in the summer term for all new pupils to join their new class.</p>
Key stage 3	<p>Children who transfer to special school at Key stage 3 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 size and scope of the mainstream school.</p> <p>We fully understand parents are often anxious and encourage parents and carers to visit the school prior to a placement decision.</p> <p>We hold transition sessions where required in the summer term for all new pupils to join their new class.</p>
Key stage 4	<p>Young people who transfer to special school at Key Stage 4 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.</p> <p>We offer opportunities for students with a placement decision to visit the school with taster days and listen to their views.</p>
Sixth Form	<p>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 with the support of a local authority advisor who works very closely between both schools.</p>

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.
Extra - Curricular Activities	What the school provides:
Do you offer school holiday and/or before and after school club provision?	We do not currently have this provision in place.
How do you make sure clubs, activities and residential trips are inclusive?	We plan reasonable adjustments and monitor their efficacy across key stages. We have joint opportunities with Highfield Ely for residential visits. Places are limited and first come first served. We have a residential specifically for pupils with more complex needs. We offer a subsidy for the cost of these opportunities for Pupil Premium and CiC pupils.
How do you help children and young people to make friends?	We support this with our school ethos and PSHE programme. We realise the importance of supporting pupils with social and communication skills at Highfield. We can also facilitate individual friendships with permission from parents. This is a very exciting and friendly school to attend.