

Highfurlong School

'Inspire, Challenge, Believe'



SEND Information Report 2023-24

Current version/Level:	Version 6/ Level 1
Created by:	Nicola Cassidy
Created on:	6th November 2023
Next Review Date:	6th November 2024
Previous review dates:	Version 5 10th October 2022 (AGi) Version 4 18th October 2021 (AGi) Version 3 4th March 2021 (AGi)
Adopted by governors on:	13.11.23



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Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Roles and responsibilities

As a Special school provision all employed staff have a responsibility to provide outstanding education to all pupils.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provisions made to support individual pupils.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.



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The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers are responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Special Educational Need and Disability Report

This Special Educational Need and Disability (SEND) Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Highfurlong School.



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The Types of SEN that are provided for:

Highfurlong School is a co-educational co-located community special school, catering for pupils aged 2-19 with a wide range of special educational needs. Highfurlong School is co-located with Aspire Academy. Our school curriculum is delivered through Early Years Foundation Stage Framework, the National Curriculum, differentiated and personalised, to meet the needs of every pupil. Pupils follow either a formal more academic pathway or a sensory pathway. There are also substantial work related learning and enterprise activities leading to external accreditation. This is supported by the outstanding Personal, Social and Health Education (PSHE) and information, advice and guidance provision.

At Highfurlong School the pupils' identified needs will include physical disabilities; profound and multiple learning difficulties (including multi-sensory impairment and visual/hearing impairment, processing difficulties); speech, language and communication difficulties; moderate learning difficulties and autistic spectrum disorders. Further information on the admissions process to our school can be found on our website within the Admissions Policy.

Identifying pupils with SEN and assessing their needs

Pupils attending this school have clearly identified special educational needs and have an Education and Health Care Plan (EHCP) or be in the assessment process for one.

All pupils have a statutory annual review of their Education and Health Care Plan (EHCP) where the pupil's progress is discussed with parents and other professionals and targets set for the following year.

Consulting and involving pupils and parents

All pupils attending Highfurlong School will have an Education and Health Care Plan (EHCP). There may be agreement with the Local Authority that a child or young person is placed pending the outcome of an assessment for an EHCP. All statutory policies are accessible on our website, all others are available on request from Highfurlong School.

School's Vision and Values

Highfurlong School is a place where everyone is treated with dignity, with respect and is of equal worth. Our **Child First** ethos underpins everything that we do. Through all areas of our work we strive to **Inspire** our pupils, **Challenge** them to be the best that they can be, and **Believe** in them. As such, the vision



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for this school is very clear

'We inspire the Highfurlong Family to be the best that they can be

Our bespoke curriculum provides challenge in all areas of education and development for the pupils

We believe everyone can flourish in our warm and friendly school

To achieve our vision we aim:

1. For all children to thrive and be happy at Highfurlong School.
2. For all our pupils to make outstanding progress, demonstrate outstanding attainment and all to have excellent personal achievements.
3. To continue to develop an exciting, state of the art facility.
4. To be a highly effective SEND partner for Blackpool.
5. To be The Fylde Coast Teaching School Alliance SEND strategic partner.
6. To be a centre of expertise for Augmentative and Alternative Communication (AAC) - an AAC Spoke for the local Area.
7. To be the Projectability lead school for Lancashire.
8. To work closely with other schools in the area to support and raise attainment of students with SEND.
9. With highly effective collaborative partnership work with key agencies, for our outstanding, interdisciplinary staff team to deliver a wide range of positive intervention strategies.
10. For our pupils with complex challenges to benefit from intensive nursing and therapy support to provide a high level of personal care through: therapies, specialist language and communication provision, adapted seating and positioning, special access technology and hydrotherapy.
11. To develop high quality distributed leadership and management for all the staff and strong school teams that provide specialist expertise across the school.
12. Through staff performance management, appraisal and training, to deliver extensive and bespoke professional development opportunities.
13. To provide support and encouragement to all staff to push the boundaries of excellence in using technology to support pupil's education attainment.
14. To lead the country in our specialist access technology, language and communication knowledge and skills.

Our key purpose is the development, delivery and constant improvement of quality learning experiences, appropriate to the needs of all our pupils/students. Further details of all areas of our school curriculum offer and assessment can be found on Highfurlong School website.

All staff have a responsibility to meet the needs of all the pupils/students at Highfurlong School. School staffing details can be found on the website. Highfurlong School works closely with parents, families and carers and embraces an 'open door' policy where access to support



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staff, class teachers and senior leaders is not prohibited.

Staffing levels are enhanced so that pupils are usually taught in classes of approximately 10 to 12 pupils with a teacher, a minimum of one level 4 teaching assistant and an appropriate number of additional support assistants to meet the needs of the class group.

The school works collaboratively with a wide range of professionals, including educational psychologists, school nursing team, advisory teachers, physiotherapists, occupational therapists, specialist speech and language therapists in order to meet the needs of the students.

Expertise and training of staff

All teachers are trained in teaching children with additional needs. In addition all our staff have clear job descriptions, which detail the required qualifications for each post in school. Training is delivered to all staff through our INSET days and regular (once every three weeks) staff meetings, in addition to any further training required to meet the individual needs of our pupils. All staff are encouraged to follow school areas for development alongside their own areas of interest. Staff have an immense range of expertise in across all areas of special educational needs.

Securing equipment and facilities

Highfurlong is proud of our purpose built special school which is fully accessible for wheelchair users. Facilities are state of the art - with a fully immersive sensory room , a second sensory room, hydrotherapy pool with sensory lights and music, a life skills room, a vocational room, and fully accessible, all weather, outdoor play equipment. Our website shows the wide range of provision accessed by our children. The school is well resourced to meet the individual needs of the pupils, including a high ratio of staff to pupils.

Consulting and involving pupils and parents

We aim that all parents/carers, from their very first contact, feel part of our school. We ensure that they have an understanding of the importance of partnership working to maximise pupils' progress.

This is facilitated by:

- use of Seesaw to communicate with parents
- discussions with the school when an initial enquiry is made;
- planned, yet informal, fact-finding visits;
- informal visits prior to or shortly after admission;
- collaborative meetings on entry to school and when a young person requires significant changes to their provision;



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- regular informal contact between staff and parents/carers (home-school diary, telephone);
- invitation into school for child centred discussions with staff;
- active involvement in Annual Reviews and meetings;
- invitation to whole school events;
- weekly school newsletters; school Facebook page and our school website;
- a policy of easy and open access to senior staff;
- questionnaires to strengthen the school's evaluation of areas of strength along with areas for development;
- coffee mornings;
- parental representation on Governing Body;
- pupil representation on the Student Council and Resilience Committee
- invitation to our Enterprise events.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy; school contact information can be found on the school website.

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

Working with other agencies

We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the School, others have different lines of management as can be seen below.

Classroom staff (teachers, teaching assistants), lunchtime supervisors and administrative staff are employed directly by the school. The school also employs a Speech and Language Therapist on a part time basis.

School Nurses, Speech and Language Therapists, Occupational Therapists, and Physiotherapists are employees of the NHS. All these professionals work within school training staff, advising staff, working with children and young people. School employs a private Speech and Language therapist on a part time basis to provide bespoke therapy for our sensory cohort.



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Educational Psychologists, Advisory teachers, Transition coordinators are employed by Blackpool Council and Lancashire Local Authority, not the school. They provide staff training and advice on individual children's needs.

Transport to school is organised by Blackpool Council and Lancashire Local Authority, this is not organised by school. Transport staff are employed by the transport companies.

There are social workers for children/young people with disabilities; they are Blackpool Council or Lancashire Local Authority employees.

If you have a query relating to any of these support services it is best to contact the professionals directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way.

Supporting pupils to improve their emotional and social development

Our pupils' mental health and wellbeing is well supported by staff in the following ways:

- Our PSHE curriculum teaches the importance of good mental health and wellbeing and making healthy lifestyle choices.
- Our weekly mindfulness lessons teach pupils explicit strategies to support their understanding of their own feelings, emotions and wellbeing.
- The safeguarding team in school promotes open access to the safeguarding hub if pupils feel that they need pastoral support or just need to talk to someone.
- Pupils are encouraged to be part of the School Council or the Resilience Committee, both of which offer support to pupils and enable individuals to be a 'voice' for their peers regarding a wide range of issues including mental health and wellbeing. Pupils are able to discuss issues which may arise on a personal, class, key stage or whole school level.
- Highfurlong has a zero tolerance to bullying or any form of discrimination.

Supporting pupils moving between phases and preparing for adulthood

All transitions are well planned throughout school as children and students move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff in the Autumn term. This academic year, due to COVID, this has only been possible via online meeting platforms.

Students are supported in planning for their transition from school to adult life. Highfurlong staff and Transition coordinators work with pupils in school to advise both pupils/students and parents/ carers on what is available after leaving Highfurlong School and ensure successful transitions.



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Contact details of support services for parents of pupils with SEND:

If you have any queries or requests for policies or information relating to this report please contact the SENCO in the first instance.

Parents can contact the SEND Team in Blackpool or Lancashire (depending on where they reside) if they have concerns about their child/young person:

Blackpool (Tel: 01253 476602 or email: send@blackpool.gov.uk)

North - Fylde, Wyre and Lancaster (Tel: 01524 581 200 or email: Inclusion.North@lancashire.gov.uk)

South - Chorley, South Ribble, West Lancashire and Preston (Tel: 01772 531 597 or email: Inclusion.South@Lancashire.gov.uk)

East - Hyndburn, Ribble Valley, Rossendale, Burnley and Pendle (Tel: 01254 220 553 or email: Inclusion.East@lancashire.gov.uk)

All the information which relates to support and services for children with special needs can be found on Blackpool Council's Local Offer.

There are further details on our website regarding our SEND school offer (www.highfurlong.org) which also links to the Local Offer on Blackpool Borough Council website (<https://www.fyidirectory.co.uk/kb5/blackpool/directory/localoffer.page?directorychannel=2>).

For our Lancashire pupils the information about the Local Offer can be found on: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Monitoring Arrangements

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board annually.

Links with other policies and documents

This policy links to our policies on

- Accessibility plan



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- Behaviour for Schools Policy
- Physical Restraint Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Children with Healthcare Needs who Cannot Attend School Policy