



SEND INFORMATION REPORT 2023-2024

SCHOOL NAME: Highfield Middle School

TYPE OF SCHOOL: Mainstream deemed secondary (Middle school Years 5-8)

SENDSCO: Mrs Hook (September 2023)

ACCESSIBILITY: Our school buildings are on one level, with ramps at entrances and specified fire exits, and is fully wheelchair accessible. Two specialist classrooms and the hall have additional fire exits with a small step into an internal quadrangle. A personal evacuation plan is in place for these exits. The Outdoor Learning classroom and yard can be accessed via a ramp. We have 3 accessible toilets, one in each of the school buildings, with a mobile hoist available. The fully equipped hygiene room (which is large enough to accommodate changing) has a hoist and bath and is located in the main school building. Highfield has a gender neutral bathroom and non-gender specific changing facilities are available by arrangement. In July 2014, the school was assessed for accessibility for the visually impaired and the relevant changes were made to the school buildings and external areas.

CORE OFFER: Can Highfield currently deliver its core offer consistently over all areas of the school? YES

POLICIES: Are school policies available on the website for:

SEND YES

- [Click here to view this policy](#)

SAFEGUARDING YES

- [Click here to view this policy](#)

BEHAVIOUR YES

- [Click here to view this policy](#)

EQUALITY & DIVERSITY YES

- [Click here to view this policy](#)

SUPPORTING PUPIL WITH MEDICAL CONDITIONS YES

- [Click here to view this policy](#)

Are staff in Highfield aware/familiar with the requirements of:

the Disability Discrimination Act 1995 [Click here](#) YES

and the Equality Act 2010? [Click here to view this Act](#) YES

RANGE OF PROVISION: Highfield has available (over and above our core offer) in each of the following areas:

Areas of strength

Teachers and support staff have had training on:

- Supporting pupils with Dyslexia (June 2023)
- Mental Health and Wellbeing (October 2022)
- QFT for SpLD (October 2022)
- Supporting pupils with Diabetes (September 2022)
- Provision Mapping (February 2022)
- Gender Diversity (October 2021)
- Supporting SEN pupils with remote learning (June 2020)
- Attachment and the impact of trauma (January 2020)
- Neurodevelopment and neurodiversity (January 2019)
- Dyslexia (January 2019)
- Speech, language and communication (Sept. 2019)
- Safeguarding (Various topics throughout 2019-2020 delivered and planned)
- PREVENT (October 2018)
- Reading, phonics, writing and maths support throughout 2018 - 2019)
- Nominated staff have had specialist MAPA handling training (throughout 2019)
- Designated staff have had specialist hoist and personal toileting training (June 2018)

At Highfield, we strive to meet the needs of all SEND pupils and regularly audit our provision, seeking advice from other professionals and specialist providers.

In school we support pupils with:

- **Cognition and Learning Difficulties** e.g. pupils who learn at a slower pace than their peers, including difficulty with reading, spelling, and numbers
- **Communication and Interaction Difficulties** e.g. pupils with neurodiverse diagnoses like ASD or with language challenges such as stammering
- **Sensory and physical needs** e.g. pupils with hearing impairment, or those with mobility issues
- **Social, Emotional, and Mental Health Difficulties** e.g. feeling isolated, being unable to organise themselves, or presenting with challenging behaviours
- **Medical Conditions** e.g. Type 1 Diabetes
- **Genetic Disorders** that impact on learning due to physical, emotional or other areas of challenge
- **Mental Health Awareness** e.g. overwhelming stress/anxiety, body image, and the impact of a lack of sleep

As a school we ensure that all pupils including those with SEND have access to:

- Quality pastoral care
- Access to a high quality PSHE curriculum
- Awareness of bullying and how to report any incidents or concerns [CLICK HERE TO READ THIS POLICY](#)
- Mindfulness and strategies to support self-regulation
- Learning Mentor support when appropriate via an in-house referral system
- An understanding and acceptance of equality and diversity in education [CLICK HERE TO READ THIS POLICY](#)

The Learning Mentors have had Young Minds training (June 2019) [Click here to find out more](#)

Specialist staff and support staff have had Accelerated Reader, ReadWriteInc, and Fresh Start training (2018, 2019).

Staff have had training in supporting pupils with Diabetes (Sept 2020) and in the use of Epi-pens (Sept 2019).

Specialist Facilities/Equipment to support SEND

The Bungalow: Our newly completed **Bungalow** includes accessible toilet facilities, low stimulation sensory room, quiet work space, nurture provision space, garden and a fully-equipped kitchen. A wide range of support materials are available in the Bungalow including child-friendly reading on specialist SEMH issues, such as bullying, body image, and friendships. Pupils can access this facility during lunchtime as a quiet alternative to the dinner hall. Weekly Feel Good Friday sessions take place in the Bungalow to enable pupils to end the week with a positive mindset.

The Butterfly Room in the annexe is a multi-purpose room which can be used as a classroom for a **smaller teaching group** for specialist support (e.g. phonics); space for pupils to meet on a 1:1 basis with SEND and Health professionals; and as an additional breakout space if needed.

The Arc is our **Learning Mentor base**. The two rooms are designated to our Learning Mentors to carry out 1:1 or small group sessions with a focus on mental health, wellbeing and resilience. The Arc has an area specifically allocated for quiet, independent or 1:1 work with computer access if required.

In the main building there is a **fully accessible hygiene room/changing room** with a disabled toilet, hoist, bath and a shower. The main building has an **infection controlled medical room**.

The POD has a **gender neutral and accessible bathroom**.

The Annexe has an **accessible bathroom** with space for a **mobile hoist** available.

A **non-gender specific changing facility** is available within school.

A **mobile hoist** can be used to ensure safe handling and movement between the floor and a wheelchair to allow participation in PE/Games sessions in the Hall.

Access to **Projectability inclusive sports** training and equipment, boccia, and seated inclusive sporting activities to promote inclusion.

Writing slopes, balance cushions, weighted wristbands/blankets, therabands, large / backlit keyboards, laptops, and a mobile desk to fit around a wheelchair are available at all times within school.

Designated **SEND Chromebooks**.

Input from Therapists/Advisory Teachers/other specialist support services

The school has bought into Northumberland County Council's SEND team under the new SLA which offers: [Click here for links to NCC SEND services](#) and [also here](#).

- **Educational Psychologist**
- **Autistic Spectrum Disorder support**
- **Emotional Wellbeing and Behaviour support** [EWBS at NCC](#) and for further information [EWBS Information Padlet](#)
- **Literacy and maths support** [Math and English Support at NCC](#) and for further information [Maths Support Padlet](#) or [English Support Padlet](#)
- **Speech, language and communication support** [SLC at NCC](#) and for further information [SPLD Padlet](#)
- **Education welfare officer (EWO)** [NCC Education and Schools](#)

We are also able to refer to additional specialists to support pupils with emotional difficulties including:

- **School Nurse** [NHS School Nurse](#)
- **Primary Mental Health** [NCC Support for Mental and Emotional Health](#)
- **Children and Young People's Service (CYPS)** [Northumberland CYPS](#)

We have access to:-

- **Visual and hearing impairment teams** [NCC Sensory Support Service](#)
- **Occupational Therapists and Physiotherapists** who are able to provide support for pupils with a need in these areas [NHS Northumbria](#)
- **Assistive technology assessment** including the use of voice recognition software, laptops, keyboards etc. [Click here to find out more](#)

We seek support and guidance from specialist voluntary groups, such as:

- **Banardo's** [Click here to find out more.](#)
- **Toby Henderson Trust** [Click here to find out more](#)
- **Daisy Chain Project** [Click here to find out more](#)
- **Be You Northumberland** [Click here to find out more](#)
- **The Dystonia Society** [Click here to find out more](#)

Breakfast and After School support

Homework Club is available twice weekly with access to IT.

A range of specialist interest and sports clubs are available at lunchtimes and after school for all pupils. [Click here to find a list of clubs](#)

Breakfast club offers a free breakfast to pupils in receipt of free school meals or pupil premium.

INCLUSION:

How does Highfield promote inclusion within the school? Including day and residential trips?

At Highfield, we ensure that all lessons are fully inclusive, making adjustments, where needed, to help pupils access the curriculum e.g. physical education, specialist subject teaching spaces including the science laboratories and food technology rooms etc. We aim to make activities outside of school and school residential trips inclusive and carry out risk assessments, site visits (where possible) and procedures are put in place to enable all pupils to participate. Our residentials to Dearne Valley (2024) and to Newby Whiske (2024) have wheelchair accessibility. All other curriculum enrichment activities, whether on-site or elsewhere, are thoroughly screened for inclusion.

What proportion of children currently at Highfield has a SEND?

22% of pupils have SEND needs.

PARENT SUPPORT INVOLVEMENT/LIAISON:

How does Highfield involve/support the parents of children/YP with an SEND regarding and meeting their needs? How do the staff communicate on a child's progress and areas of difficulty?

Children with SEND work closely with the SENDCO, their form teachers, subject teachers and leaders, TA's and external agencies, as appropriate to their needs.

Parents and carers of pupils with SEND are informed of their child's progress on a regular basis both through the two formal school reports and informally through discussion with TA's, teachers and SENDCO. The school has a policy of welcoming parents and carers to discuss their child's needs either in person, over the phone, or via email.

Yearly parental surveys help us inform pupil profiles; **pupils** are also encouraged to provide an update on their **own viewpoint and perspective**. These are then used in the pupil's **Individual Educational Plan (IEP)**. [Click here to find out more](#)

Parents are encouraged to be involved in the setting of individual targets through meetings held with the SENDCO at least twice a year; this is in addition to the school parents and carers evenings (held twice per year).

The SENDCO shares information on the child with SEND with staff through an **Individual Education Plan (IEP) and a Passport** which details areas of strength, difficulties and strategies which can be used to support the pupil.

We hold **parents' evening twice a year**, provide **interim reports** on subjects and a **written reports** twice a year.

Home - school planners and communication books are used as a form of communication between parents, carers and teachers. Parents and carers are encouraged to check for notes and sign the planner on a weekly basis. **Parents and carers are welcome at any time** to make an appointment to see the form teacher / SENDCO.

As a school, **we evaluate our provision for SEND pupils** on an annual basis to ensure it meets the needs of our learners and their learning outcomes.

How will Highfield prepare children with SEND to join their next setting/college/stage of education or life?

We have a **carefully planned and structured transition programmes** between our feeder First Schools and the High School. We liaise with the SENDCO's and Year 4 teachers from our feeder first schools and with the SENDCO and Year 9 pastoral team from the nominated receiving High School to transfer the support mechanisms.

Pupils with an EHCP will have their **transition plans and arrangements formalised** in their **change of phase** annual review meeting, usually held in the year before they are due to transition to another school. Parents and carers will have to **nominate their preferred choice** of receiving school at this meeting.

- [Click here to learn more about this](#) process in Northumberland

Vulnerable and SEND pupils are personally invited to additional transition visits with a **trusted adult** and the SENDCO to their **receiving High School**. Similar arrangements are in place with those **transferring into Highfield** from Year 4. Pupil's with SEND who **transfer mid-year** to Highfield are welcome to arrange a **structured and graduated phased introduction to the school**, their new classmates, and the subject areas. This may be with a trusted adult from their current school.

Highfield has an annual Open Evening, usually in October, to allow pupils and their families to look around the school, meet the staff, discuss additional needs with the SENDCO, and ask any questions.

All pupils with SEND participate in the **"World of Work"** events organised throughout the 4 years at Highfield Middle School. Our Year 8 pupils also undertake a **"Careers Speed Dating"** event.

OTHER INFORMATION:

What else does Highfield think parents/carers would like to know about our school?

At Highfield we endeavour to ensure that the necessary provision is made for pupils with SEND. Where we know of an additional need, we will train staff and provide personalised provision prior to entry to the school. We can offer the following:

- The SENDCO is a qualified teacher and has achieved SEN **accreditation** (The National SENDCO Award)
- The SENDCO completed a National Professional Qualification in Behaviour and Culture in 2023
- HLTA qualified in supporting pupils with **literacy difficulties** including **dyslexic tendencies**
- Learning Mentors with **SEND Level 1, 2, 3, and post-graduate qualifications**
- TA qualified in Level 2 **Makaton** and Level 2 **British Sign Language**
- TA's trained to deliver **spelling and phonics** programmes such as **Lexonik, Fresh Start and Read Write Inc**
- TA's trained in **maths interventions** and support including **Success at Arithmetic**
- Key staff trained to support pupils with **medical needs / personal and intimate care**

At Highfield we are committed to ensuring that all staff receive **appropriate and relevant training**. We have two apprentice TAs doing their Level 2 Classroom Support qualifications. Most TA's are trained to Level 2 and many have Level 3 qualifications.

Highfield offers **inclusive residential visits** including: Dearne Valley (Year 5), Newby Wiske (Year 6), Ski Trip to the French Alps (KS3), Edinburgh (Year 7), London Theatre and Drama Trip (Year 8).

What to do if you have concerns about your child's provision at Highfield:

We want to involve you in deciding on the best possible ways to support your child. If you have any concerns, then:

- . **First** - Contact the pastoral teacher
- . **Next** - Make an appointment to see the Head of Year / Subject teacher
- . If your child has an IEP or EHCP - **talk** to the SENDCO
- . **Should you still have concerns** - Make an appointment to see the Deputy Headteacher or Head Teacher.

Any unresolved matters or **complaints are taken seriously** and will be dealt with **fairly and equitably**.

- [Click here to read the Complaints Policy](#)
- . **Further support** about the SEND provision in school is available from the **SEND Governor** (Charlotte Mountford) Tel: 01662 833922
- . The **Local Authority SEND support service team** can be contacted on: 01670 623555
 - [Click here to find out more from the support team's handy leaflet.](#)
- .

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