

Highbury School SEND Information Report

What are the kinds of special educational needs for which provision is made at Highbury School?

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

- Communication and interaction, for example, autistic spectrum condition, 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

What are the arrangements for consulting with parents/carers and involving them in their Child's education?

When children start at the school, parents/carers and professionals are invited to attend a transition meeting. At this meeting information is shared that relates to each child's needs and the provision described in the EHCP is clarified.

Parents/carers are invited into school to review their child's progress three times a year at parents/carers evening and then formally at the annual review of the EHCP.

What are the arrangements for consulting with young people at Highbury, and involving them in their education?

At Highbury one of the most important aspects of pupil voice is teaching children how to communicate in a way which is meaningful to them.

Not all of our pupils use spoken language to communicate and therefore we teach using a total communication approach which enables us to offer children a menu of alternative tools. All classes operate on this model and will teach using Sign Supported English, symbols/visuals, sound cues, touch cues, text and specialist alternative/augmentative communication approaches.

As part of our Sex and Relationships Education (SRE) curriculum, children are taught how to make safe choices appropriate to their ability and how to communicate that choice to others.

There are times in the year when we formally gather pupil voice. One of these times is within the EHCP review when children are asked (in an appropriate way to them) about their experiences at school.

At Highbury we have pupil representatives that take part in regular School Council meetings. The School Council is in place so that all pupils have a voice and are involved in decisions about the school that directly affect them and are meaningful to them.

What are the arrangements for assessing and reviewing pupils' progress towards outcomes?

Each child has a case study where progress is recorded each year. EHC outcomes are tracked as part of the data and progress meetings and reported on at the annual review. The annual review also considers:

- The pupil's own views (pupil voice is captured in the most appropriate way depending on needs)
- Parent views
- Advice from external support services, if relevant

What are the school's arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood?

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

This includes:

- Inviting the receiving school/setting to the annual review in year six
- Sharing any safeguarding information through the transfer of information on CPOMS
- Electronically sharing all professional reports, including annual reviews
- Inviting staff from receiving school into classes to meet children
- Arranging transition visits to the receiving school
- Work on change and transition in class as part of the school's PSHE curriculum

What is Highbury's 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 is differentiated for individual pupils.

We also provide the following specific teaching approaches and programmes (this is not an exhaustive list as approaches are dynamic and change as needed):

- See and learn vocabulary programme
- Speech and language therapy programmes as advised by the speech and language team
- Multi-sensory teaching
- Total communication approach
- Over-learning approaches
- Functional skills application approaches

- Black sheep narrative
- Colourful semantics
- Numicon
- Bouncy bodies – gross motor programme
- Handwriting intervention
- Touch cues
- Attention autism

What adaptations are made to the curriculum and the learning environment of pupils with SEN?

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.
- Using a total communication approach so that all children can access information appropriately

What additional support for learning is available for pupils with SEN?

We have highly skilled support assistants who are allocated to every class. The number allocated depends on the needs of the children in the class. All staff are trained in moving and handling and team teach (positive behaviour management) and are directed to work in a range of ways with the children in the class by the class teacher.

Support staff support pupils on a 1:1 basis when the needs of the children require 1:1. An example of this would be for personal care routines or a specific focused teaching activity or when a child has significant social, emotional and mental health needs.

Support staff also support pupils in small groups when the activity lends itself to small group teaching and where children can manage to share attention and retain focus.

We work with the following agencies to provide support for pupils with SEN:

- Play therapist
- Speech and Language
- Physiotherapy
- Podiatry
- Occupational Therapy
- Orthotics
- Dietician

- Open Minds (CAMHS)
- Specialist Inclusion Team
- Learning Disability Nurses
- Disabled Children's Team
- Educational Psychology

What expertise and training do staff have which supports pupils with SEN?

Due to the complex nature and profile of children across the school, all staff have a comprehensive programme of training and support.

Staff are trained for specific programmes which are relevant to their particular class.

All staff in school are trained to deliver fundamental programmes such as phonics, see and learn, attention autism, intensive interaction, social communication and sensory diets. All other CPD needs are determined on the needs of the class.

How will equipment and facilities be provided to support pupils/students at Highbury?

The school uses its allocated budget to source specific learning equipment. Children who have physical disabilities are supported by services such as occupational therapy and wheelchair services.

The school has an agreement with an independent play therapist. The school arranges support from educational psychology and sensory integration specialist as required.

How is the effectiveness of the provision evaluated?

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

- Reviewing pupils' individual progress towards their targets and EHC outcomes each term
- Using pupil voice and pupil observation
- Monitoring by the SLT against the school's agreed quality strategy and teaching and learning policy
- Holding annual reviews for pupils with EHC plans

How are pupils with SEN enabled to engage in activities?

All of our enrichment activities, indoor and outdoor provision and school visits are available to all our pupils.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school environment is fully accessible and safe for all children.

The school's accessibility plan is available on our website:

<https://www.highburyschool.co.uk/policies-key-information/policies>

What support is provided for improving emotional and social development?

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are encouraged to be part of the school council
- Pupils are taught how to communicate with each other
- Pupils are taught how to play
- Pupils are supported by a trained play therapist
- We have a zero tolerance approach to bullying.

How does the school involve other agencies in meeting pupils' needs?

The school works collegiately with a range of health and care professionals. The school has transparent referral systems for parents to access support as needed and this is shared with all parents when they join the school. Parents are encouraged to contact the school to discuss any support needs they have in the first instance and advice will be provided on the best placed agency to support.

What are the arrangements for handling complaints at Highbury?

Complaints about the provision being made for children in the school are dealt with under the school's complaints procedure. This procedure encourages effective communication in order to manage any concerns in a timely manner and prevent them from escalating.

Complaints about an EHC plan and the provision described in that plan should be directed to the Local Authority SEN team: SEN.Team@calderdale.gov.uk

Contact details of support services for parents of pupils with SEN

Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

To find out about Education Health and Care plans (EHC), Personal Budgets or for general SEN queries, contact:

- Username Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)
- Email joanne.grenfell@calderdale.gov.uk
- Telephone 01422 266141
- Website [Calderdale SENDIASS](#)
- Disabled Children's Team, contact Multi-Agency Screening Team (MAST):
 - Phone: 01422 393336.
 - Email: mastadmin@calderdale.gov.uk.

Unique Ways

This is a parent carer led local charity for Calderdale. It directly supports parent carers of young people and children with disabilities or additional needs. Your child or young person does not need a diagnosis to access this service.

The service has Specialist Practitioners who can offer support with:

- education;
- sleep fairy;
- free training courses for parent carers;
- peer support sessions, like coffee mornings and afternoon teas;
- support for parents with children on the ASD Pathway;
- free Online Members Zone with digital content to support our members
- and offer regular e-bulletins for their members.

They also have a small sensory library

Find out more:

Unique Ways

Telephone 01422 343 090

- Autistic Spectrum Disorder (hearing or visual impairment), contact: Specialist Inclusion Team
- Behavioural problems, contact: Early intervention support
- Childcare and early years education, contact: Early Years and Childcare Sufficiency Team
- Home and setting based educational service, see: Portage
- Looked after children's education, contact: Virtual School (Children who are Looked After).
- Mental health, contact: Open Minds (CAMHS)
- Occupational therapy, contact: Children's Therapy Services (Calderdale and Huddersfield NHS)
- School attendance contact: Education Welfare
- Speech and language therapy, contact: Children's Therapy Services (Calderdale and Huddersfield NHS)

Further information: <https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send/parents>

Contact details for raising concerns

The head teacher can be contacted via the school PA Nikki Holroyd on nholroyd@highbury.calderdale.sch.uk

The chair of governors can be contacted via the clerk to the governors, Deborah Tynan on deborah.tynan@calderdale.gov.uk

The local authority local offer

Our local authority's local offer is published here:

[Calderdale SEND Local Offer | Calderdale SEND Local Offer](#)

Admissions

Highbury is classified by the Local Authority as a generic special school which caters for children with a wide range of learning needs and/or disabilities from age 4-11 whose needs cannot be fully met within a mainstream setting. We believe that every school is special in some way and that what stands Highbury apart is the specialist nature of the provision we offer.

Admissions to the school are arranged via the Local Authority SEN team:

[Education | Calderdale SEND Local Offer](#)