

SEN Information Report
Highshore School
Special Educational Needs and Disability (SEND) information

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Highshore School

Special Educational Needs and Disability (SEND) information

What kind of Special Educational Needs does Highshore School support?

Highshore is an 11-19 secondary school for pupils with a range of complex mixed needs including:

- Complex medical needs (CMN)
- Communication difficulties and disorders
- Downs Syndrome
- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder (ADHD)
- Physical disabilities

Highshore has three aims for its pupils:

- Pupils to communicate as fully as possible
- Pupils to develop as many self-help skills as possible
- Pupils to learn to self-manage their behaviour as fully as possible

All of which ensure as much independence and inclusion in society as possible. We offer a specialist range of provision to support pupils to achieve their full potential and prepare for adult life.

Admission Statement:

- All pupils at Highshore have a an Education, Health and Care Plan (EHCp)
- We usually take sixteen pupils in Year 7. For the past five years these places have been filled by Southwark pupils
- We usually have two or three spaces in our Sixth form every September
- Occasionally we have a vacancy in other year groups but this is rare
- All discussions regarding admissions need to take place with the Headteacher, Eileen Ollieuz. Please email her directly:
headteacher@highshore.southwark.sch.uk.

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How accessible is our school environment?

- Highshore is a new build and is fully accessible with lift facilities for pupils with mobility difficulties.
- We have a multi-sensory room equipped with a range of specialist resources including LED bubble tube, sensory pods and sensory wall and floor mats.
- We have a specialist soft play room and portable unit (Lord Taverners July 17)
- We have specialist equipment such as height adjustable tables/cookers
- There are interactive white boards in every classroom
- There are laptops for all pupils
- There are individual workstations in classrooms
- We use visual timetables and provide individual support packages for specific pupils
- The local authority provides transport and escorts
- Our school has two minibuses

How will Highshore support pupils to access to the curriculum and facilitate independent learning?

- Pupils are taught in small classes. The average size of a class is 9 pupils
- The class teacher will plan group and individual sessions for pupils as appropriate and will set relevant learning outcomes to ensure that pupils can progress.
- Pupils have individual outcomes
- There is a high ratio of staff to pupils typically this would be a qualified teacher and between 1-3 Teaching Assistants for each class
- Use of Makaton & Picture Exchange Communication System (PECS)
- Wide use of Communicate in Print
- Two Speech and Language therapists (SaLT) on site: one part time/ one full time
- OT on site – currently one day each week
- Specialist Dyslexia Team offering screening and in house support
- Independent travel training
- Staff support pupils in development life skills on a 1:1 or small group basis to support individuals and small group develop life skills
- Links to post 16-19 providers and Le SoCo College Link Course
- Work related Learning and work placements

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- Links with the community for example South London Gallery

What provisions does Highshore have in place to support and modify behaviour and develop social skills?

- Staff trained in Team Teach de-escalation and positive handling
- SaLT groups will support individuals and small group develop social skills
- Use of Social Stories
- Reward and praise certificates given at weekly praise assembly
- Pupil of the term rewards
- Attendance awards for classes and individual pupils
- Individual Jack Petchey awards
- Restorative justice approaches
- Consistent use of school behaviour policy
- Lego Therapy
- Use of clear EHCp outcomes
- Older pupils act as playground friends

What provisions does Highshore have in place to support and enhance self-esteem and promote emotional wellbeing?

- Meeting and greeting of pupils by SLT and staff at the start and end of the day
- Opportunities for participation in sporting, music and drama activities events for example Kinetika Bloco, National youth Theatre
- School Council is active in school life
- Partnership with Greenhouse sports coach on site
- 16 Form residential school journey
- Rewards and achievement schemes
- PSHE curriculum
- Educational psychologist work with referred pupil and their parents/carers and provide support
- Family worker who offers coffee mornings where parents/carers can share issues and concerns and access support services that are available in the community for parents, children and families.

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What provisions does Highshore have in place to support communication and speech and language?

- Highshore has two speech and Language therapists on site
- Individual, small group and whole class SaLT interventions and support programmes
- SaLT run after school clubs and holiday programmes
- Picture Exchange Communication System (PECS)
- Use of Makaton including Signs of the Week shared in Assembly
- In house Makaton tutors
- Lego Therapy
- Wide use of symbols including Communicate in Print
- Sing and sign lunch time and after school clubs
- Commitment to communication training for staff and parents: a number of TAs have completed a one year ELKLAN programme (Autumn 2015)

What provisions does Highshore have in place to support Occupational Therapy or Physiotherapy needs?

- Assessment and intervention from an Occupational therapy provision on site and implementation of individual programmes
- Sensory circuits
- Adapted cutlery, furniture and equipment
- All staff trained in fine motor skills- Sept 2017

What provisions does Highshore have in place to support medical interventions?

- Personal Care Plans and protocols for those pupils with medical conditions
- Staff trained in administration of medication
- Visiting school nurse and doctor
- Liaison with medical professionals, eg GP's, paediatrician, hospital consultants and mental health practitioners
- Epilepsy and epipen trained staff
- Staff trained to support pupils with type 1 diabetes

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- High proportion of trained first aiders
- Qualified Paediatric First Aiders
- Strong links with VI and HI services

How will Highshore support pupils outside the classroom?

- Breakfast club runs every morning
- Organised break and lunchtime activities
- Regular “walking lunches” in good weather
- Supervised midday meal provision
- A wide range of after school clubs
- Sports clubs and events run by Greenhouse
- Wet change room with ceiling hoist
- Disabled access toilets and showers and support for pupils with special toileting arrangements
- Staff will provide individual or small group life skills programmes
- The Dog’s Trust work with us to desensitise pupils who are afraid of dogs
- Links with the community police, our school Police officer visits regularly to meet with and have lunch with the pupils

What arrangements does Highshore make to ensure staff are highly trained?

All our staff have continuous training in a wide range of curriculum areas. Recent training has included:

- Makaton is regularly updated through “signs of the week” and available on our website
- Team Teach
- Safeguarding – including online safety
- PREVENT training
- MindUp mindfulness training
- Manual handling
- Total communication
- Talking mats
- ICT including use of I Pads/ learning journey films
- Assessment and planning

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- ELKLAN (speech & language) training
- CENMAC
- EHCp training

How does Highshore engage with parents/carers?

All parents/carers are encouraged to be involved with their child's education. Highshore believe it is important to work in partnership with parents in order to achieve the best outcomes for pupils. This could be through:

- Our weekly newsletter – this can be emailed to parents in addition to receiving hard copy
- Our website-this has been adapted after feedback from the parent group
- During Parent evenings and discussion with class teachers
- Reading or making comments in the Home/School Diaries
- Attending coffee mornings or contacting our designated family and Transition worker whose role is to support and signpost parents to relevant services
- Attending SLT/Governor coffee mornings and events
- Completing our annual parent questionnaire
- Regular parent training for example: online safety, ICT
- Parent meetings –including annual feedback meeting on SDP
- Attending achievement assemblies and special events
- Engaging with the EHCp review process
- Joining our active Parent Group
- Volunteering to support whole school events or theme days
- Becoming a classroom volunteer
- Becoming a Parent Governor
- Working to provide better translation services for parents

How will we measure the progress of your child in school and how will I know about this?

All children have an annual EHCp review meeting to which parents are invited to attend and contribute their views. The class teacher will review how your child has progressed towards the EHCp outcomes that were set at the previous review. At this

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meeting we work in partnership with parents to set/review outcomes for the coming year.

What other ways does Highshore monitor and assess pupil progress

- Baseline assessments are undertaken
- Achievement data analysis and B Squared programme
- CASPA analysis
- Pupil Achievement folders
- Provision mapping and intervention audit
- Pupils are entered for external exams and gain accreditation
- Feedback from college links
- Feedback from work experience providers
- Pupils are given opportunities to give their views about progress and voice their opinions about school
- Pupils complete an annual pupil survey

Who are the other people providing services to children with SEND at Highshore?

At times it may be necessary to consult with outside agencies to obtain more specialised expertise. This might include:

- CAMHS
- Educational Psychologist
- Early Help Team
- Transitions team
- Parent Partnership
- EWAS

Highshore also arranges specialist expertise to support the curriculum. This might include:

- Greenhouse Sports Coaching
- Fitness instructors
- Music tutors such as Kinetika Bloco music workshops or musicians from the London Philharmonic Orchestra

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- Drama workshops and theatre companies such as The Globe and National Theatre
- Artists from the South London Gallery
- Storytelling workshops
- Dramatic maths workshops
- Theatre visits and onsite performances for example London Children's Ballet

How will Highshore support pupils when they are making significant transitions?

We recognise that transitions can be a challenge for our pupils and we take steps to ensure that transition is as smooth and as positive an experience as possible.

Transition from primary school

- Our Year 7 teachers will visit pupils in their primary school setting spending half a day with them and meeting their class teacher. They will also attend Year 6 transition reviews
- All year 6 pupils are invited for an informal half day visit
- Information and records about pupils are passed on in advance of a pupil's arrival
- Parents will attend an information evening in the summer term before admission
- Pupils will spend a day at Highshore in the summer term before admission
- Pupils will take home a book about their new class
- Where pupils need a more bespoke transition this will be arranged

Moving classes

- Information is shared with the new teacher
- Pupils visit their new teacher and classroom. Pupils will spend time in their new class before they move classes

Sixth form provision

- Parents and pupils will be invited attend a Parent's evening in the Autumn term of Y11 to discuss the young person's future plans and options

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- We arrange a destinations evening every September for parents of year 13 & 14
- Parents are invited to discuss transition plans in the Autumn Term
- College links provide clear transition pathways
- Transition visits are arranged where appropriate
- Support with application process and visits with our Family and Transition worker
- Our Work Experience Co-ordinator works closely with families and employers so that WEX placements can continue after leaving us.

Who can I contact for further information?

- Class teachers ensure that all pupils have access to a curriculum that is adapted to meet their individual needs. Class teachers maintain a daily dialogue through the home /school contact book. Class teachers assess and monitor individual progress and pupil well-being. If you have concerns about your child you should phone the school office and ask to speak to your child's class teacher or write in the home/school contact book
- Our Speech and Language therapists monitor pupil's communication needs. They run half termly parent "drop ins" and are available to speak to parents by phone
- Our Family and Transition worker is available to support parents and to liaise between school and home
- The Head Teacher is responsible for the strategic development and the day to day leadership and management of the school. The Senior Leadership team co-ordinate support and develop the school's provision to ensure that every child receives a consistent, high quality education that supports each pupils identified needs. You can make an appointment through the office to contact the Head teacher or a member of the SLT

Complaints procedures

If you have made a complaint to the school which has been investigated and responded to, but you are still not happy, you can speak to the School Parent Governor or contact the local authority.

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Information about funding and resources

All pupils at Highshore are funded by their LA and have a an EHCp plan

Information on where to find further support:

Further information about the Southwark local offer can be found at www.localoffer.southwark.gov.uk

Southwark's Advice and Support Team (SIAS) can provide support with understanding and accessing services Please find more information by emailing them at: SIAS@southwark.gov.uk.co.uk .Telephone 0207-525 3104

The Highshore School offer for pupils with SEND was updated in July 2018. It will be reviewed in July 2019

GLOSSARY OF TERMS	
ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
EHCp	Education, Health, Care Plan
EP	Educational Psychologist
PSHE	Personal Social and Health Education
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SaLT	Speech and Language Therapist
SLT	Senior Leadership Team
SRE	Sex and Relationship Education
VI	Visually Impaired
HI	Hearing Impaired