Highcliffe SEND Information Report September 2026-2027

By promoting high standards, inclusion and equal opportunities, the staff and governors at Highcliffe aim to provide an atmosphere in which all children's needs are met. We regularly review the curriculum provision for all our pupils. If a child has special educational needs, we aim to ensure that their needs are met by:

- Working together with parents, and other professionals to identify a child's special educational needs. Early intervention is implemented to reduce barriers to learning and participation.
- Ensuring that children with special educational needs are offered full access to a broad, balanced and relevant education, within the Foundation Stage Curriculum and the National Curriculum.
- Setting achievable targets to meet the special educational needs of children whose educational programmes need to be different or additional to those set down in the Foundation Stage Curriculum and National Curriculum. This includes opportunities to be involved in a variety of interventions run across the school
- Taking the child's views into account with regard to their learning goals, wherever ascertainable, in light of their age and understanding.
- Regularly reviewing the progress of children with special educational needs to ensure that their needs are being met.
- Encouraging all children to take part in a wide range of extra-curricular activities with all other pupils both in school time and during after school. All pupils with SEND (Special Educational Needs and Disabilities) are encouraged to take part in school activities including the residential, as long as the health and safety needs of those involved are assessed and reasonable adjustments made if necessary.

In line with the SEND Code of Practice (January 2015) children with complex needs may be assessed for an Education Health and Care Needs Plan (EHCP). Children who do not have an EHCP but are on our SEND Record are known as SEN Support.
There are four main categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs.

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	Communication and interaction	Cognition and Learning	Social, Emotional and Mental Health difficulties	Physical and/or Sensory needs V/HI: Visual/ Hearing Impairment
How does Highcliffe School know if my child needs extra help?	The school's SEND policy has been developed in line with the Code of Practice (2015). We monitor the progress of all our pupils. If concerns are raised about a pupil these are shared with you, the class teacher and the SENDCo. This initiates a cycle of assessing, planning, action and reviewing. You and your child are involved in the process and kept up to date about the support in place through school. We also have policies relating to anti bullying, Looked After Children and Young Carers, You can access these via the school office.			
How will my child's needs be assessed and monitored?	The school has access to a number of assessment tools that can be used to inform staff about individual progress and needs. Your child may also be identified as requiring support from external agencies. They will consider the appropriateness of the support in place and advise us if we need to adapt our support for your child. In addition we hold regular training sessions and all staff are expected to continue their professional development by attending the training. In line with requirements all staff are trained in safeguarding procedures and awareness. Information is shared in a variety of ways including parents' evenings, termly targets and reviews, informal conversation with class teacher, yearly reports and meetings with the SENDCO.			
	SLCN tracker and referral usually leading to an external assessment. Autism Outreach Support Educational Psychologist	In school assessment and data tracking. Educational Psychologist	Observations of your child Health Agencies Oakfield School Autism Outreach Support. Educational Psychologist ELSA Inclusion Team	Advice from external agencies e.g. VSS, HSS Health Agencies Educational Psychologist.
What should I do if I think my child may have a special educational need or disability? ***How will I be supported?***	If you have issues you wish to raise speak to your child's class teacher in the first instance. They will liaise with the school's Special Educational Needs Coordinator (SENDCo). Alternatively contact Katy Wass directly by leaving her a message at the Greengate office. Miss Wass will contact you by phone as soon as possible to arrange a meeting. Further meetings may be held with the Head teacher: Mrs Stewart. As a result, school based and/or external assessments can be arranged according to need. Sometimes school may recommend you take your child to the doctors, opticians, audiologist or other specialists to eliminate any specific issues. Decisions regarding support are made after careful consideration and information collection. Decision making will involve the Head of School, SENDCo, class teachers, parents, pupils and external agencies if appropriate. The school budget and the allocation for additional needs will be taken into consideration. If your child needs an EHCP (Education and Health Care Plan) the Local Authority will also be involved in the allocation of provision. We aim to provide the best we can for your child and value your opinions. You and your child will be involved in the process.			
How will I know how Highcliffe School supports my child? ***How will I know how my child is doing?*** ***How can I be involved?***	There are many opportunities to be involved in supporting your child. You will be able to be involved in a variety of ways; review meetings, meetings with external agencies, informal meetings, target and review sheets, information evenings, drop in sessions and SEND coffee mornings. Also look out for information meetings and support network meetings via Parent Mail and newsletters. Information regarding SEND will be shared on the Highcliffe Website SEND link. Find us under 'About Us' Individual target sheets and provision maps are sent out termly and monitored and reviewed at termly parents' evenings. In this way school will let you know of any small-step targets that your child is working towards. We create pupil passports which indicate how your child is best supported and we welcome your input in writing these.			
How will my child be involved in discussions about and planning for their education?	Your child will be given the opportunity to contribute to their pupil passport and targets. Your child will be aware of his/her targets and we aim to explain how the support is being provided. There is also a questionnaire that we invite pupils to complete through which they can share their views. Wider pupil views are obtained through the pupil ambassadors and SEND pupils are invited to take part in the election process to become members. We always use Person Centred reviews in planning for statutory assessment and conducting annual reviews of EHCPs.			

How will the curriculum be matched to my child's needs? How accessible is the school environment?	The school is a split site with a new (October 2018) building for Year 4, 5 and 6. This is designed with equality of access at its heart and all entrances and working spaces are accessible to all. We have yellow lines around the school on all steps. We have several ramps around the school grounds and a path that provides an accessible route between both buildings. Larger print photocopies of information sheets can be provided on request. We do have a Disabled toilet and shower in the Greengate and Elmfield buildings.			
	We work with the speech and language therapists to ensure that staff working with your child know about their individual needs and how to support them. We will follow the advice and use any resources that are supplied by the speech and language therapist. The therapist also comes into school and works with the pupils and their support staff to give advice on work programmes tailored to the individual.	In line with Quality First teaching resources are readily available within the classroom e.g. visual timetable, b/d prompt sheet, punctuation prompt sheets, times table sheets etc. are available in the classroom. In addition to the resources whole staff training (including support staff and teachers) has been delivered to improve understanding and support for children with processing difficulties, memory issues and specific learning difficulties including dyslexia, Some staff have attended further courses run by the Specialist Teaching services. Children may be supported in class, 1:1 or small group.	Your child may become a member of a social skills group. We may provide your child with 'meet and greet' to help them to settle into the day's routines. Your child may have visual prompts to help them keep focus, something to fiddle with e.g. a stress ball or tangle. Staff make use of praise and reward sheets. We seek support and advice from the Autism support services and the Families, Young People and Children's Services. Staff will be having training with Autism Education Trust and ADHD solutions.	Your child may become a member of the motor skills group or receive additional resources such as pencil grips. School will aim, wherever practical to provide resources, tools recommended by the therapist for your child e.g. sloping surface for writing, cushion to sit on, magnifiers, splints and other recommended aides. We liaise and train with the Hearing Impairment and Visual impairment services team as required and also Autism Support Services. We also liaise with physiotherapists and occupational therapists to deliver programmes and learn how to use the aides they supply correctly. In addition we have held assemblies to enable peers to gain understanding of someone else's difficulties and needs.
How will you provide additional support to aid my child's learning?	In line with the Code of Practice Highcliffe acknowledges that all teaching staff have a responsibility to support the SEND pupils in their class. The teachers plan for all needs within their classroom and scaffold support as necessary. In consultation with staff, parents and pupils we have developed pupil passports and targets which reflect the needs of the individual and the specific support that our pupils may need to aid their progress both academically and socially. Reasonable adjustment should be made and this is considered on an individual basis; for some pupils with similar needs a small group may be facilitated, for others this may take the form of support of a speech and language difficulty, including liaison with a therapist, for others it may be social skills group and for another support with reading skills. Our teachers and learning support staff take regular training to keep skills and knowledge about specific difficulties and needs up to date. School will aim to inform you of your child's targets and any interventions in which they are involved. School will keep you informed of any external agencies who may become involved with your child e.g. Educational Psychologist, Occupational therapist, or Speech and Language therapist etc. as well as facilitate meetings with other agencies as appropriate. Following a school referral, the external agencies including the Educational Psychology Service will assess that your child meets their criteria before accepting them onto their caseload.			
What support will there be for my child's overall well-being and their emotional and social development?	Highcliffe has adopted the 6Rs ethos: it is embedded in all school activities and is dependent on six words Resourcefulness, Respect, Responsibility, Resilience, Reflection and Reciprocity, encouraging pupils to develop independence and an active role in their own learning. Your child will also be involved in school assemblies and social and emotional issues will be addressed during the assemblies. School staff will also address issues in class lessons through a variety of activities. The school offers a 'Meet and Greet' for some pupils as they come into school and at the end of lunchtime to help them to prepare for the day ahead. A variety of tools and prompt sheets may be made available to your child. Your child will be made aware of how to access first aid if required. We track the well-being of our young people and small group activities			

	are provided. Activities on offer may include cooking, sport, gardening and socialising through games. School staff can administer medication upon completion of medical forms and parental permission. The school nurse provides updated training on the administration of epipens and also on dealing with emergencies arising from long term medical conditions and of epilepsy and diabetes if this is required. Other training can be arranged for other conditions. All pupils with SEND (Special Educational Needs and Disabilities) are welcome to take part in offsite activities including the residential, as long as the health and safety needs of those involved are assessed and reasonable adjustments can be made if necessary. Many of the school team have had Attachment, Trauma and Emotion Coaching training. The anti-bullying policy is available from the school office			
What specialist services and expertise are available at or accessed by the school?	We have access to a number of external agencies who we may contact following assessments and reviews within the school. The support we may request is tailored to the individual and their needs. A referral is completed by school in consultation with the family. The support network contacted will then make a decision whether or not to provide further support.			
	Speech and Language therapist Educational Psychologist Community Paediatrician	Educational Psychologist. ADHD solutions Autism Outreach Services,	Multi agency forum meetings Community Paediatricians School Nurse ADHD solutions Autism Outreach Services Family and Young People and Children's Services. Educational Psychologist. Senior Nurse Practitioners Inclusion Team	Multi agency forum meetings Paediatricians School Nurse Physiotherapist Occupational Therapist Family, Young People and Children's Services.
How are staff trained to support the learning needs of the children?	Some school staff have attended training delivered by the school link speech and language therapist. The therapist also comes into school and works with the pupils and their support staff to give advice on specific needs on a more individual level.	Whole staff training to deliver support for children with processing difficulties, memory issues and specific learning difficulties including Dyslexia Some staff attended courses run by the Specialist Teaching Services. The school staff.	We seek support and advice from the Autism support services and the Families and Young People services The staff team have received AET Autism training which is updated on a three year basis.	We liaise and train with the Hearing Impairment and Visual Impairment team and also the Autism Support Services. Specific staff attend training to aid understanding of the needs of these pupils in the school environment. Hearing Impaired and Visually Impaired Yearly training for Epipen, Diabetes and Epilepsy as appropriate.
How will my child be included in activities outside the classroom, including school trips?	We believe in inclusion and our pupils are all actively encouraged to take part in a wide range of extra-curricular activities with all other pupils both in school time and during after school clubs. All pupils with SEND (special educational needs and disabilities) are encouraged to take part in offsite school activities including the residential, as long as the health and safety needs of those involved are assessed and reasonable adjustments made if necessary; this could be in the form of additional apparatus, resources or staffing.			
How do you evaluate the effectiveness of your provisions for my child and other pupils with SEND?	Our assessment for pupils is a continuous cycle of 'assess, plan, do, review'. Class teachers continuously assess all pupils as a matter of routine and may raise any concerns with the SENDCo. In addition, learning support assistants, parental and pupil concerns may be passed on to the SENDCo as appropriate. We hold regular Pupil Progress meetings for all pupils and progress is monitored using an assessment tool called Sonar. We also hold termly SEND forums to discuss individual needs and progress. The Head of School, class teachers and SENDCO are involved in these meetings and concerns followed through. The children are closely monitored; extra help is provided as appropriate and this may lead to additional internal assessments or referrals to external specialists. Also, if you are worried about your child's progress and			

	wellbeing you are welcome to raise these issues with the class teacher or SENDCo at any point in the term by making an appointment. We will also talk to your child about how they feel. The SENDCo has a variety of assessment tools which include reading assessments, dyscalculia and dyslexia portfolios, Boxall Profile and a number of other tools. Following school intervention an external assessment may be required. Health professionals may become involved via The Family, Young People and Children's Services including Community Paediatricians, School nurse, epilepsy and diabetes nurses, occupational and physiotherapists. Informal opportunities to meet with the SENDCo and share ideas are offered through the school's Family Liaison/Coffee Morning sessions on a termly basis.			
How will the school prepare and support my child when joining Highcliffe School or transferring to a new school or post-16 provision?	Planning meetings, visits to Highcliffe with parents, children and supporting professionals. Close liaison with High schools and Highcliffe SENDCOs High School SENDCOs visit Highcliffe to meet your child. Possible extra pre visits to the High school could be organised for your child	Planning meetings, visits to Highcliffe with parents, children and supporting professionals. Close liaison with High schools and Highcliffe SENDCOs High School SENDCOs visit Highcliffe to meet your child Possible extra pre visits to the High schools could be organised for your child.	Planning meetings, visits to Highcliffe with parents, children and supporting professionals. Opportunities to meet the staff prior the main inset days. High Schools SENDCOs will visit Highcliffe to meet your child. School may write and share social scripts about new staff and schools. Extra pre visits to High schools may be organised for your child.	Planning meetings, visits to Highcliffe with parents, children and supporting professionals. Pre visits with VSS specialist or HSS specialists. The specialist will advise the new school on how to prepare resources and facilities for your child. Possible extra pre visits to the High schools may be organised
How are the school's resources allocated and matched to children's special educational needs?	We aim to provide a variety of interventions, resources and apparatus to support all learning styles and needs. Not all SEND pupils will follow all intervention programmes. Not all pupils on the intervention programmes will have SEND. We endeavour to make this normal everyday activity and not something that singles pupils out. Specific resources could be equipment such as specialist seat cushions, pencil grips, filters, number bond counters, overlays, chairs for assembly or social stories depending on need and dynamics of the groups. Some of the support will be delivered to small groups of pupils with similar needs and some support will be on an individual basis.			
How is the decision made about how much/what support my child will receive?	Decisions are made through discussion with Head of School, SENDCo, senior leadership team and external agencies if appropriate, class teachers, parents and pupils. School budget and the allocation for pupils with additional needs will be taken in consideration. If your child needs an EHC (Education, Health and Care needs) plan or SEND support plan funding, the Local Authority will also be involved in the assessment and allocation of provision.			
What does the governing body do for us?	There is a school governor, Mr Simon Froggot, who is responsible for SEND provision within school who can be contacted via the school office. Governors are responsible for monitoring and evaluating the effectiveness of the SEND provision through the actions noted in the SEND policy. • The maintenance of accurate up to date records by the SENDCo and other staff, • The monitoring of classroom activities by school senior management and SENDCo • Analysis of pupil tracking data and test results for individuals and groups of children. • The monitoring of value-added data for pupils the school's SEND record • Monitoring of procedures and practice by designated SEND governor • School self-evaluation is completed. • Recommendations from OFSTED inspection reports are followed. • That any element of the school development plan for SEND is completed and monitored. As such governors ensure that the school involves other bodies (including the Lionheart Trust, Leicestershire Local Authority, Health and Social Care) in meeting the needs of these pupils and supporting their families.			

What arrangements are made by the governing body to resolve any complaints I may have about my child's education?	The school has adopted the Lionheart Academies Trust complaints policy, which is based on the model complaints policy provided by the Leicestershire County Council's Governor Development Service which can be found at: https://www.highcliffeacademy.org.uk/media/0psnflmt/let-complaints-policy-2025-2027.pdf
How do you contribute to the publication of the local authority's local offer?	Our provision is linked to the local authority Local Offer. We aim to offer an inclusive and supportive environment for pupils with s special educational need or disability within a mainstream school, we access external advice and support as identified in the Authority Local Offer. The Local Offer provides helpful information on a wide range of agencies and support networks that are available throughout the county to support individuals with educational needs and disability. Some of these agencies are contacted directly by parents and carers and other accessed via school. Sometimes, if it is health related concern, through your doctor. We offer support to parents and encourage them to engage with the website and all it has to offer at www.highcliffeacademy.org.uk
Who can I contact for further information?	School support SENDCo: Miss Katy Wass 0116 296 7600 email: sendco@highcliffeacademy.org.uk If you have queries regarding this information please contact Katy Wass (as above) External support networks: • SENDIASS: Information and Support Services 0116 305 5614 • Healthy Together Helpline at 0300 300 3001 • Family Information Services (safeguarding) 0116 305 6545 • Leicestershire Local Offer Information: www.leics.gov.uk/local_offer • Diana Community Children's Service (support for bereavement and long term illness) 01162 955 080 • Supporting Leicestershire Families Service 0116 305 8017