

September 2021

Special Education Needs (SEN) Information Report

1. What is High Close School and who do we cater for?

High Close is a non-maintained Co-educational Residential and Day Special School catering for young people aged 7-16 who have Special Educational Needs arising from Speech, Language and Communication Needs (SLCN) and Social, Emotional and Mental Health Issues (SEMH). The range of additional specific complex needs with which the school is working is broad and includes young people with the following individual and comorbid needs:

- ADHD/ADD
- High-functioning Autistic Spectrum Conditions & Asperger's Syndrome
- PDA
- Attachment Disorders
- Conduct Disorders
- Dyslexia
- Dyspraxia
- Foetal Alcohol Spectrum Disorder
- Mental Health issues
- ODD
- Speech and Language difficulties
- Social Interaction difficulties
- Sensory Impairment

The school promotes social inclusion and aims to give each young person the opportunity to develop in such a way that when they leave the school they will have the social skills to be a successful participant in society.

2. Our arrangements for working with parents and carers and involving them in their child's education and care.

We know that for the young people to make the most progress at High Close, parents and carers need to engage in a process of thinking through the issues they face together and finding new ways of managing some of these. We have strong multidisciplinary Therapies and Family Resource teams that work with the parents and carers, provide advice and guidance to staff and therapy for children. Each residential pupil has a keyworker and each day pupil has a link worker, and these staff are the day-to-day point of contact for parents and carers. In addition, each young person has a tutor in school who is available to talk about the academic progress of the pupils in their tutor group.

We have also worked more intensively in sessions on a one to one basis with the family or individual family members through our therapeutic team. This work can then be continued through the placement of their child.

3. Our arrangements for consulting young people and involving them in their education and care

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Young people play an active part in setting their own targets and outcomes and tutors and key workers review these targets with young people on an ongoing basis. Young people also contribute formally to the annual review of the EHCP.

Each residential pupil is directly involved in setting their keyworking targets, as well as reviewing their Behaviour Support Plans and contributing to their independence programmes.

4. Our arrangements for assessing and reviewing children's progress towards outcomes.

EHCP outcomes and medium term targets are reviewed at the annual review meetings in consultation with parents/carers, school staff, young people and the Local Authority. Education targets are set by teachers, based on prior progress and attainment data and are reviewed throughout the year. In addition, young people may have wider social, emotional and behavioural targets, depending on individual need and these are set and reviewed in conjunction with parents/carers and young people.

School monitors progress formatively through ongoing feedback in lessons and summatively through half-termly progress and attainment data. Pupils and parents/carers receive an academic report twice a year and there is an annual Parents' Evening. More informal contact with teachers, tutors and key workers happens according to the individual needs of the young people.

5. Our arrangements for supporting pupils moving between phases of education and preparing for adulthood.

All staff who work closely with the child will be involved in the discussions and decision-making about a child's progress and this includes ensuring that future destinations have a clear and accurate overview of the child, with outcomes that accurately reflect their current situation. Our dedicated post-16 coordinator will work closely with young people, families, Local Authorities and colleges to ensure that transitions upon leaving High Close are smooth and cause the minimum anxiety possible.

All pupils in KS4 have dedicated lessons in preparing for adult life and all residential pupils follow a structured independence programme which covers areas such as Living Independently, Keeping Safe and Managing Risk, Relationships and Managing Money.

Pupils moving from Year 6 to year 7 within High Close follow a structured transition programme in the Summer term of Year 6.

Pupils moving from KS3 to KS4 are supported to choose options which best meet their ability and interest and parents are involved in the options process through an options evening alongside ongoing contact with tutors, keyworkers and link workers.

6. The approach to teaching and expertise of staff.

All our teachers are qualified and come from a variety of backgrounds including primary, secondary and SEN specialist settings. All teachers and Learning Support Assistants are highly skilled in differentiating the curriculum and use a wide variety of strategies to ensure all young people can access their learning.

Through Quality First Teaching, we:

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- Provide a safe, positive and stimulating environment where individual children's needs are met.
- Have clear, but high expectations of what our children can achieve and provide consistency in their daily routines.
- Know our children – their particular needs and learning styles and provide support where necessary
- Provide appropriate levels of challenge, which are achievable, and give them strategies which enable them to make clear steps towards their goals.
- Have a variety of teaching styles and resources which engage the child's interest so that each child can access the work.
- Give them opportunities to expand their horizons – both in and out of the classroom – that provide access to discovering and developing their knowledge and understanding of the world around them.
- Provide clear feedback to children so they know whether they have reached their goal, or if not, what they need to do to get there.
- Give children the strategies to develop strong Behaviours for Learning [such as *Resilience, Independence, Reflectiveness, Responsibility and Empathy*]
- Ensure that we as staff have the skills and training to meet the needs of the children and be able to motivate them in their daily learning
- In our daily interactions, model the relationships, behaviours and patience we wish to see in them.
- Through questioning, engagement, interaction and celebration, give them a love of learning that leaves them wanting more.
- Communicate clearly with all those involved with each child – including parents, all adults in school, the wider community and external agencies

All staff are trained in Therapeutic Crisis Intervention to support young people in times of crisis. In addition, the school has a dedicated training time for staff on a Friday afternoon. Training is provided to meet the SEND of the pupil cohort and has included ASD, FASD, Speech & Language, Visual Impairment, Hearing Impairment, PDA amongst others.

7. How we adapt the curriculum and learning environment for pupils.

The school delivers the National Curriculum at KS2-KS4, with modifications to meet the needs of our cohort. Pupils with additional needs follow a more substantially modified curriculum and a small number of young people follow individual programmes. A completely bespoke provision needs the support of the Local Authority to provide 1:1 support.

Pupils are taught in small classes with a maximum size of 6 and each class has a teacher and at least one Learning Support Assistant, maintaining a minimum staff:pupil ratio of 1:3

8. How we provide additional support for learning.

All pupils are assessed on entry by our therapeutic and learning support teams and additional individual or small group support is then tailored to individual pupils' needs. Ongoing assessments throughout their placement allows for levels of support to be changed

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accordingly.

In Years 9 and 10, all pupils are assessed for access arrangements for examinations in line with guidance from the Joint Council for Qualifications

9. How the effectiveness of provision is evaluated.

The school is subject to an annual Ofsted inspection of the residential care provision, as well as the education Ofsted inspection which is every 3-4 years. Parents/carers are able to contribute to these inspection processes. The school also commissions independent reviews of specific areas and has an active governing body which rigorously holds school leaders to account through the school's self-evaluation process.

10. How we support social and emotional development.

Ensuring our pupils are emotionally and physically healthy, safe and supported is central to the school's ethos. Modelling the support of our staff is central to enabling them to provide this for the pupils. All staff are highly trained and enabled to share similar ways of understanding the pupils' needs. Pupils are actively encouraged to become involved in understanding their own emotions and working with staff to have their needs met through Therapeutic Crisis Intervention. We have good links with CAMHS teams and support parents and young people in accessing this support.

11. How we enable pupils with physical disabilities to engage in activities available to those in the school who do not have physical disabilities.

We ensure that all young people, irrespective of need, have access to the full range of activities and opportunities available at High Close. For example:

All pupils are encouraged to go on trips and offsite activities

All pupils are encouraged to take part in extra-curricular activities on site (e.g. Talent Show, Shakespeare Schools Festival)

No pupil is ever excluded from taking part in any activity because of their disability.

Further information on Equality for young people with a disability can be found in our Equality, Diversity and Inclusion Policy.

12. Arrangements for handling complaints

We don't always get it right and we hope that when this happens we are very open to talking things through to find ways of resolving the issue. If matters are not resolved to your satisfaction we would encourage you to complain to the Principal. It is always helpful if the complaint is put in writing and as well as knowing the content of the complaint it is always helpful if you indicate the outcome that you feel will resolve the issue. There is a clear complaints procedure for the children and forms are available from any staff member. We will ensure that any complaint is dealt with promptly. If the complaints officer is unable to resolve the matter, the complainant can contact the Assistant Director for Children's Services within Barnardo's South East region. Residential pupils are able to contact a person independent from the Management of the school who can act as an advocate on their behalf.

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13. Local Offer

The school contributes to Wokingham Borough Council's Local Offer through their online services directory (www.wokingham.gov.uk/search-the-services-directory)