



# High Point Academy

## Special Education Needs and Disability Report

Date of Approval:	11 <sup>th</sup> October 2022
Approved by:	Local Academy Council
Review Date:	October 2023

## Policy Information:

<b>Date of last review</b>	October 2021	<b>Review period</b>	Annually
<b>Date approved</b>	11 <sup>th</sup> October 2022	<b>Approved by</b>	Local Academy Council
<b>Policy owner</b>	Headteacher	<b>Date of next review</b>	October 2023

## Updates made since the last review:

Review date	Changes made	By whom
Sept 22	Curriculum adaptations	Headteacher

# Special Educational Needs Report

## September 2022

### Special Educational Needs

High Point Academy is a academy free-school 11-16 Special School ran by Forward Education Trust. We have provision to meet the needs of children with complex learning difficulties which includes autism and speech, language, and communication needs.

Pupils who attend High Point must have a diagnosis of Autism Spectrum Conditions (ASC) and associated Moderate Learning Difficulties (MLD) or Speech, Language and Communication Needs (SLCN).

### Assessment

Every pupil has an Education, Health and Care Plan. These are reviewed annually. Children are base-line assessed when they start at High Point and the smallest gains in their learning/ knowledge and understanding from this point, can be identified, recorded and celebrated.

In addition children are regularly observed/ assessed and their progress noted.

Pupils are assessed against their own prior learning. Meetings are regularly held within school to monitor progress.

The school works closely with therapists and external agencies to identify the needs of every child. Individual Education plans (IEP's) are set termly and progress regularly monitored and reported on.

### Provision

The SEND provided for include: Autistic Spectrum Conditions (ASC)

Associated Moderate Learning Difficulties (MLD)

Speech, Language and Communication Needs (SLCN).

### Effectiveness of provision

High Point Academy opened in September 2021 and we thrive to provide the best possible provision for the pupils who attend High Point. We have a robust system of reviewing our provision using the Ofsted self-evaluation framework: this includes looking at:-

- Leadership and Management
- Quality of Education
- Personal development
- Behaviour and attitudes

The Local Academy Council are involved in this process and receive regular reports at LAC Meetings. Any interventions and additional funding such as Pupil Premium are identified and tracked to ensure the impact is effective.

## **Communication**

We communicate regularly via the Class Dojo or by telephone. In addition to the Annual Review there is an Annual Report during the Summer Term as well as Parents evenings.

## **Staffing/support**

Lee Wilkes (Assistant Head Teacher) is our nominated Acting SENCO. Our nominated school LAC Member for SEND is Sian Reading.

The average class size at High Point is 8-10 pupils and working with them will be a Teacher and two/three Teaching Assistants. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, School Nurse and specialist teacher advisors when required as part of our service level agreements.

## **Appraisal / Professional Development.**

Annually our staff are part of a robust appraisal cycle which includes a review of teacher's standards and any SEN expertise they have. As part of this senior leaders discuss CPD requirements which can and do include specialist SEND training particularly for staff who are new to the sector. All staff are trained in the Team Teach behaviour strategy, TEACCH, RML and Makaton. In addition In house CPD addresses changes in practices or policies in relation to this and trains staff in Autism, dyslexia awareness, Speech and Language and Occupational Therapy (sensory processing).

## **Curriculum**

We deliver an adapted curriculum that is a broad and balanced, differentiated to meet the needs of pupils in school. There is a focus on communication skills and encouraging independence, and promoting positive learning experiences. For further curriculum information please see school website links.

## **Additional Provision**

High Point Academy are part of the Forward Education Trust. The trust employ our own Speech and Language therapist and Occupational Therapist who works with our children on a regular basis. This additional provision ensures that pupils have the hours of Speech and Language Therapy they are entitled to. Our pupils in Key Stage 4 access Walsall College once a week as part of an extended transition and

additional provision. Sandwell and Walsall College provide specially adapted courses and resources to meet the needs of our pupils. Pupils also have the opportunity to complete work experience placements when and where these are appropriate.

### **Educational visits to support learning**

At High Point Academy a wide range of Educational visits are used to support our learning experiences. Visits are usually around our curriculum, special times of year or 100% attendance.

### **Emotional and Social Development**

Within our broad and balanced curriculum pupils learn about social, emotional and mental health. These areas are taught overtly within PHSE, where topics including mental health and wellbeing. Mindfulness, healthy and unhealthy coping strategies, bereavement and relationships are all discussed in detail. They are touched on more discreetly in many other of the topic areas including P.E, ASDAN, RE, Citizenship and many more. In addition to our curriculum we have a robust safeguarding policy and protocol in place. Pupils' health and well-being is paramount. We work closely with on-site medical practitioners to meet the health needs of pupils whilst they are at school. We also work closely with Childrens Services and the children with disabilities team. We also work with CAMHS (Child Adolescent Mental Health Services) should pupils need that level of support.

### **Pupils with EAL**

#### **Staff training**

Our teachers are qualified teachers with many holding additional specialist qualifications pertaining to children with special educational needs. These include TEACCH, Team Teach, Autism, Visual impairments, Attention Autism and Makaton. Our Teaching Assistants have a wide range of expertise with all staff being trained in manual handling, Safeguarding, Prevent, FGM, ASD and a wide range of other curriculum-based courses. Ongoing professional development is organised to ensure all staff remain updated and skilled.

#### **Accessibility**

High Point Academy is fully accessible with dedicated disabled parking areas. There are Wheelchair lifts to the First Floor. Our school grounds are inclusive with an extensive range of outdoor equipment and outdoor teaching areas. For further details see accessibility plan

## **Parents**

Parents are shown around the school prior to deciding which school is their preferred choice for their child. Home visits are made upon request. Pupils can start at High Point Academy at any time throughout the academic year. An individual transition is planned for each child.

In September/October of each year we hold a parents evening where parents meet the pupils form tutor. Parents are encouraged to attend and celebrate their child's start to the year / work.

Individual education plans are discussed at this meeting.

At some point throughout the year (usually annually from the date a pupil started at High Point) an Annual Review meeting is held. At this meeting the Education, Health and Care plan is reviewed and discussions/ decisions made about the child's future.

As the child gets older Careers advice/ next steps will form part of this meeting.

We hold a parents evening in the summer term. This is shortly after parents receive the child's Annual Report. This is an opportunity to discuss and celebrate progress and share some wonderful work.

We operate an electronic Home-School communication system via Class Dojo and will contact you by telephone should this be necessary.

The children are involved in the running of the school via the School Council.

## **Pupils**

Children and young people are regularly consulted and involved in decision making. This takes the form of being included in annual reviews, helping decide IEP targets alongside staff, questionnaires, school council and generally being consulted with regards to the everyday life of the school. Looked after children are identified and additional support and resources allocated to them where applicable. Mrs Kulyk (Head Teacher) has special responsibility for Looked After pupils. \_\_\_\_\_ is our LAC nominated Governor. For addition LAC support services Mrs Kulyk should be contacted (in writing) in the first instance.

## **Concerns**

In the first instance we encourage you to contact the child's form tutor. If there are still concerns then contact a Phase leader Mrs Zorescu (Developers) Mr Waterhouse (Connectors). If you have further concern then please contact a Senior Leader. In the unlikely event that your concern is not resolved the next step would be to contact the Chair of The Local Academy Council. Parents can also contact Forward Education Trust.

## **Specialist services**

We work closely with the following:-

Occupational Therapy, Speech and Language, Educational Psychology, CAMHS, & Children with Disabilities Team.

## **Life after High Point**

### **Transferring to another school:**

Admissions to schools are controlled by Sandwell Local Authority, S.E.N.D team. A “no strings” visit may be arranged by the S.E.N .D team for parents to view a new school. At this point Parents will be given basic information about the work of the school and offered a tour. Parents may or may not wish to take their child on this visit. If the school is deemed to be the next appropriate step then High Point staff will support transition (where possible).

### **Transferring to one of the Colleges**

During years 10, 11 pupils attend College one morning per week with High Point staff. They learn about College life as well as following accredited courses there. The school have a Senior Member of staff who helps support the application / interview process and ensures that next steps begin in a positive manner.