



High Point Academy

Special Education Needs and Disability Report

Date of Approval:	October 2024
Approved by:	Local Academy Council
Review Date:	October 2025

Policy Information:

Date of last review	October 2024	Review period	Annually
Date approved	11 th October 2022	Approved by	Local Academy Council
Policy owner	Headteacher	Date of next review	October 2025

Updates made since the last review:

Review date	Changes made	By whom
Sept 22	Curriculum adaptations	Headteacher
January 22	Name Changes to Phase leader Name change for SENCO	Headteacher
October 2023		Headteacher
October 2024	Change named LAC Assistant Headteacher Added Ofsted outcomes	Headteacher

Special Educational Needs Report

September 2024

Special Educational Needs

High Point Academy is an academy free-school 11-16 Non-Mainstream School ran by Forward Education Trust. We have provision to meet the needs of children with a diagnosis of ASD and an EHCP, this can include moderate learning difficulties 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) along with an EHCP.

Assessment

Every pupil has an Education, Health and Care Plan. These are reviewed annually. Children are baseline 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. EHCP Outcomes and Progress Sheet (EOPS) are set termly, and progress is regularly monitored and reported on along with our Holistic Pupil activities (HPA's).

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. High Point Academy was inspected by Ofsted in May 2024 and deemed Good overall along with:

- Outstanding- Behaviour and attitudes
- Outstanding - Personal Development
- Good Leadership and Management
- Good Quality of Education

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

Amanda Thomas (Deputy Headteacher) is our nominated SENCO. Our nominated school LAC Member for SEND is Carl Longmore.

The average class size at High Point is 8-10 pupils and working with them will be a teacher and two/three Teaching Assistants dependent on assessed needs and safety. School staff are supported by Speech and Language Therapists, Occupational Therapists, and Educational Psychologists as part of our service level agreements as part of a focussed graduate support system.

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, Emotion Coaching, TEACCH 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 ambitious, 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 Halesowen College once a week as part of an extended transition and additional provision. 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 PSHE, 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 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, 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 in line with the current cohorts within the school and this is supported through staff appraisals.

Accessibility

High Point Academy has dedicated disabled parking areas. There is a Wheelchair accessible lift 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 (pending spaces). 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 through the use of student voice and student council. EOPS 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. The Assistant Head Teacher has responsibility for Looked After pupils. Lisa Rogers-Westwood is our LAC nominated Governor. For additional LAC support services the Assistant Headteacher 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 Mr Turrell (Developers) or 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 regularly evaluate and assess our pupils' needs and engage thoroughly with the local offer. We also closely work with the following services: - 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 and 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 along with a connexions advisors who helps support the application / interview process and ensures that next steps begin in a positive manner to encourage and develop student aspiration and continued life long success.