



Highcliffe School

Special Educational Needs & Disabilities Policy (SEND)

Adopted by the Governing Body on 2nd December 2021

Reviewed on

10th November 2021

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (*July 2014*), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (*July 2014*)
- Schools SEN Information Report Regulations (*2014*)



SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in Highcliffe School.

The designated teacher responsible for coordinating SEND provision for students/young people is: Sarah Giller.

The Academy Director/Governor with oversight of the arrangements for SEND and disability is: Jonathan Smith.

AIMS AND OBJECTIVES

Highcliffe School has high aspirations for all students including those identified as having SEND in our school. We strive to ensure that all students achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Our Aims:

- To create an atmosphere of encouragement, where students develop into independent and resilient learners.
- To identify individuals who need extra help and support.
- To enable each student to take part and contribute fully to school life.
- To develop individuals' self-esteem and confidence.
- To provide access to and progression within an appropriate curriculum.
- To involve students in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support students learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support students with special educational needs and disability.

Our Objectives:

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provide in the SEND Code of Practice, 2014
- To employ a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work within the bounds of the Inclusion Policy
- To provide support and advice to all staff who work with students with special educational needs.

ROLES AND RESPONSIBILITIES

The Academy Trust will exercise their duty and have regard to the Students and Families Act 2014 and the Equality Act 2010. This will include ensuring that Highcliffe School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The responsibility for oversight of the schools SEND policy is with the Curriculum Committee of the Academy Trust which reports to the full board.



The Academy Trust will ensure that a SENDCo is in place with the following purpose:

To work closely with the Senior Leadership Team and colleagues in the strategic development of the school's Special Educational Needs (SEND) policy and oversee the day-to-day operation of that policy with the aim of raising SEND student achievement and progress.

- SENDCo: Mrs Sarah Giller
- Learning Support Manager: Mrs Lisa Warburton
- Specialist Assessor: Mrs Mel Strachan
- Provision Co-ordinator: Mrs Hannah Thorpe
- Teacher responsible for Looked After Students: Mrs Sarah Giller (Assistant Headteacher)
- Teacher responsible for Pupil Premium: Miss Amy Eggleston.

a) Strategic Direction and Development of SEND Provision in the School (SENDCo)

- Using professional knowledge, external agencies, guidance, medical reports, testing, teacher/staff feedback and other information to identify students with the need for SEND support/provision.
- Exercise a key role in the development of SEND policy / provision throughout the school.
- Support all staff in understanding the needs of SEND students and ensure the objectives to develop SEND are reflected in the School Progress Plan and department plans.
- Monitor and evaluate the impact of SEND provision by teachers and TAs throughout the school, including work sampling, lesson observation, student voice activities.
- Analyse and interpret relevant school, local and national data with the RSL to advise the head teacher and governors on student progress and provide a SEND development plan.
- Work with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Liaise with pastoral staff for students with SEND experiencing behavioural problems, offering support and strategies for Individual Support Plans and Common Assessment Form (CAF's) to engage external agencies.

b) Teaching & Learning (Teachers, Learning Support Assistants and Senior Staff)

- support the accurate and timely identification of students for SEND support
- provide effective ways of bridging barriers to learning through:
 - assessment of needs
 - disseminate the most effective teaching approaches for types of SEND
 - monitoring and recording student achievement and progress
 - target setting and provision mapping
 - working effectively with external agencies, parents, staff and students in partnership
- collect and interpret specialist assessment data to inform practice.



- work with senior leaders, teachers, and pastoral staff to ensure all pupils learning is of equal importance and that there are realistic expectations of students.
- support staff in identifying and acquiring appropriate facilities and resources to support the learning of SEND students.
- provide professional guidance to staff to secure good teaching for SEND students, through both written guidance and meetings.
- advise on and contribute to the professional development of staff, including whole school INSET provision and regular updates for Learning Support Assistants.

ADMISSION ARRANGEMENTS

Highcliffe School is its own Admission Authority as an Academy but continues to use the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all students, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Highcliffe School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Highcliffe School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website. <https://www.fid.bcpccouncil.gov.uk/kb5/poole/fis/localoffer.page>

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Students may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Highcliffe School staff use a wide range of tools to assess the amount and level of SEN support required. These include:

The school has a very comprehensive transition programme, KS2 to KS3, which enables the school to be well informed about the needs of the students coming into the school. Students with SEND needs have profiles on our network system and this provides staff with the necessary information to plan for the students accordingly. In addition, on transition we conduct both Literacy Screening and Cognitive Ability Tests, to give us further information on the needs of our students.

Student progress is constantly monitored by both teaching and support staff and causes of concern are followed through, with interventions being provided, as appropriate, in discussion with parents/carers.

The school works in partnership with parents and dialogue regarding SEND requirements and concerns is a crucial method of identifying SEND Educational Needs.



Parents are asked to discuss any issues and concerns firstly with the subject teacher or form tutor and then with the Head of Achievement, Learning Support Manager or Provision Co-ordinator, SENDCo (Assistant Headteacher), Headteacher, SENDCo governor, as appropriate.

Learning needs are managed either by using 'additional support' or by having an Education, Health & Care Plan (EHCP). The majority of students with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the students in their class, including where they access support from Learning Support Assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all students, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a student may have special educational needs. If a student has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a student does have SEND, the decision should be recorded in the school records and the students' parents / carers will be informed in writing that special educational provision is being made.

The SENDCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for students identified with SEND.

Staff monitor the progress of all students to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Students
- Service students
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

MANAGING SEND PROVISION IN OUR SCHOOL

Where a student is identified as having SEND and or a disability, Highcliffe School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and students to agree, action and monitor individual progress over time so that special educational needs for all students are addressed appropriately, effectively and with good outcomes.



In school we have an 'continuous assessment' system which can be viewed by a parent at any time. Each year group will have subject parents' evenings, to enable parents to meet with staff and other information evenings will be held, such as the Year 7 'Settling In' evening, together with evenings providing information and support in the choice of GCSE subjects.

Teachers will also be regularly assessing their students, in the form of home study and other more formal testing.

Students with SEN will have an interactive profile which keeps teachers and support staff up to date with the current interventions around that student, together with SEND Notes and online Teaching and Learning Notes, which identify the student's strengths and needs alongside particular strategies that are suited to that particular student. This can be shared with parents to keep them up to date with their child's learning as well as giving them the opportunity to participate in future planning.

Teaching and support staff are instrumental in helping to identify trends in students learning, they provide timely feedback on students success within in lessons and more specifically on the effectiveness of strategies being used. This evidence feeds into our process of "Assess, Plan, Do, Review, which helps us to maintain the most effective strategies for our students were needs have been identified.

This feedback loop facilitates the informal identification of barriers to learning on a short term basis and allows the school to be proactive in removing these and responding to the changing needs of our students. Where specific needs are identified the school will look to parents to be involved in the removal of barriers to ensure that strategies at home and within school are cohesive.

If provisions within school are not removing barriers to learning or having a sufficient impact on levels of progress then the school will look to involve outside agencies for advice, guidance and specific specialist interventions.

If staff are working with external agencies regular review meetings will be held in school with parents/careers, to monitor progress. Students in Care will have Personal Education Plan meetings and students with Education, Health and Care Plans will have Annual Reviews

Support is provided to staff in giving them strategies to best work with the students in their classrooms.

We also have trained ELSAs, supervised by the Educational Psychologist, to support our students with more complex emotional problems.

Funding received into the school budget is used at the discretion of the Academy Trust to fulfil their duties with regard to making provision for students with SEND needs.

The SEND (and where appropriate Pupil Premium) budget is used to finance the additional support provided to students with SEND and to provide resources to support their learning. These resources might include reading schemes and materials, software to assist literacy and numeracy skills and resources for the Pastoral Leads, Learning Support Assistants and ELSA's (as appropriate) to work with students on emotional issues.



The budget is also used to finance particular interventions, such as catch up reading, handwriting and spelling groups.

Support is provided in school on a needs-led basis, as far as is possible and decisions are made by the Learning Support Manager, in discussion with other staff and parents. It would be determined by the learning or emotional needs of the student and would be discussed with parents and also external agencies, if appropriate. The support is regularly monitored and reviewed, with the aim of support being to encourage and facilitate independent learning.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

The Learning Support Manager, overseen by the SENDCo, will work in collaboration with all members of staff to ensure that the provision being provided is the most effective for the students it is targeted at. Teaching and support staff will regularly provide feedback on students learning, this will include evidence of work and the effectiveness of strategies and provision that have been employed.

The 'continuous assessment' system will be used to look at a student's performance across the year as well as to compare students' progress to that of their peers. Other useful data which can feed into building a better picture of a student's needs will include attendance, attitude to learning, behaviour, commendations/demerits, health and well-being.

The key people in monitoring and evaluation of Special Educational needs include: Heads of Achievement, Pastoral Leads, Welfare and Attendance Manager, Parents, Senior Curriculum Leaders and the Learning Support Manager.

The Learning Support Manager will use the above information of the students need to coordinate appropriate strategies to develop a student into an independent and resilient learner. These strategies will be monitored and evaluated through the use of online teaching and learning notes which will be created using evidence from the classroom. These will provide information on strategies and methods that support a student's learning.

Monitoring and Evaluation will be done through a process of "Assess, Plan, Do, Review" this feedback loop will take into account the views of staff, parents and students in developing the most appropriate and cohesive plan for the removal of learning barriers.

It may be appropriate to bring outside agencies into this process and use them as another mechanism to evaluate provision being provided as well as give specialist recommendations and suggestions on how to develop a student's learning.

Governors will also be involved in the process by assisting in gathering evidence and contributing to the school's self-evaluation by producing an annual SEN impact report.

THE SEND REGISTER – Appropriate and Flexible

A student will be removed from the SEND Register if it is deemed that they are able to access the curriculum independently without the need for support that is 'additional to and different from' their peers. It is possible that some students may require support for particular aspects of their learning which may be due to their underlying learning issues. All students will be monitored and



their progress tracked so that staff will be alerted to potential learning issues. For some students it is possible that they could be placed on and off the register (a flexible approach is needed in many cases) of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A student with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a student no longer requires the special education provision as specified in the EHC Plan.

However, a student's progress will continue to be monitored by through school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records (and subsequent scanned documents) will be held in line with the school's policy/protocol on security of information and in line with GDPR regulations.

SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

Highcliffe School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Highcliffe School are expected to make reasonable adjustments in order to accommodate students who are disabled or have medical conditions. (See the schools policy on "Supporting students at school with medical conditions" on the schools website.)

TRANSITION ARRANGEMENTS

Highcliffe School is committed to ensuring that parents / carers have confidence in the arrangements for students on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

For Students for whom a request for assessment is made for an EHC Plan, assessment is carried out using the SEND Code of Practice: 0 to 25 (DfE - July 2014) and if appropriate, issued with an EHC Plan.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and students as and when required. This may include external courses or internal sharing of good practice.

The Learning Support Manager will provide information on specific needs for new staff.

The school's SENDCo networks across local schools for personal training and the sharing of practice.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.



Academy Trust Directors also attend SEND training courses delivered by Dorset Governor Services.

SEN INFORMATION

Highcliffe School presents its SEN information in three ways:

- i. by information placed on the school website which can be found at www.highcliffe.school
- ii. by following the link from the school website to the local authority Local Offer website;
- iii. through information contained in this policy which is also published on the school website. All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and BCP SEND Local Offer websites.

The schools website includes:

- ✓ The SEND Policy
- ✓ The school's SEN Information
- ✓ Link to BCP's SEND Local Offer website
- ✓ The policy for Supporting students at school with medical conditions
- ✓ The Accessibility Plan
- ✓ Link to the Equality information – possibly held elsewhere on the website under its own tab
- ✓ Link to school admissions information

ACCESSIBILITY

Highcliffe School publishes its Accessibility Plan on the school website; this information can be found at www.highcliffe.school. Further information about our school's accessibility can be found on the local authority's *Local Offer* website.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo or other senior member of staff as appropriate.

Highcliffe School publishes its Complaints Policy on the school website; this information can be found at www.highcliffe.school or requesting a copy by contacting the school office.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually.



SCHOOL POLICIES

All school policies can be found on the schools website at www.highcliffeschool.com including:

- Supporting students at school with medical conditions
- Accessibility Plan
- Equality / equality information and objectives
- Safeguarding
- Anti-bullying
- Data protection

Glossary:

SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator role
ELSA	Emotional Literacy Support Assistant
KS2, KS3, KS4	Stage of Education (Key Stage)
DfE	Department for Education
RSL	Raising Standards Leader – Assistant Headteacher
LSA	Learning Support assistant
EHC or EHCP	Education Health and Care Plan

“We are very grateful and appreciate the level of work put into helping our daughter by the Learning Support Department.”

A Highcliffe School parent.

“Thank you so, so much for sorting this out so quickly. I am trying very hard not to get worried about things. You solving this so quickly means I can relax. Thank you very, very much.”

A Highcliffe School Student



APPENDIX A

SEN Information Report

This document is produced in accordance with Clause 65 of the 2014 Children's Act and Section 6.79 of the 2015 Code of Practice. It has been produced in consultation with parents and the governor for SEN.

The kinds of Special Educational Needs for which provision is made at Highcliffe School

Highcliffe School is a mainstream school. Our philosophy is based on the belief that all students are of equal worth and should have an entitlement to equal opportunities. We are passionate about supporting pupils to reach their potential, so that students leaving Highcliffe will be able to look back and know they gained all they could from their education and wasted nothing. The information report below is focused on the provision for the school, if you wish to learn more about the school as a whole, please consult the school's website.

At Highcliffe School, we currently have students with the following needs on our register: Learning Difficulties; Speech and Language Difficulties; Autistic Spectrum Disorders - ASD; Specific Learning Difficulties, Development Coordination Disorder (Dyspraxia); Physical Difficulties and Medical Needs; Sensory Difficulties; Hearing Impairment; Visual Impairment and Emotional, Social and Mental Health Difficulties.

If you are considering whether your child with special needs should join Highcliffe School, you may wish to contact a member of the Learning Support Team on 01425 273381. The Local Authority has produced their Local Offer of services available. This can be found at:

<https://www.fid.bcpCouncil.gov.uk/kb5/poole/fis/localoffer.page>

How is my child supported prior to joining Highcliffe School?

- If your child has an Education Health and Care Plan or complex needs, contact school to arrange a visit to meet the Learning Support Manager, Mrs Warburton, Provision Co-ordinator Mrs Thorpe. Tel: 01425 273381.
- Your child's Primary School should invite Mrs Warburton to the Year 6 Annual Review and to any planning meeting before transfer to Highcliffe School.
- In the summer term of Year 6, Mrs Warburton visits the SENDCo at your child's school and SEND information about your child is passed on to her.
- For students on the special needs register, electronic 'SEN Notes and Teaching and Learning Notes are created in collaboration with the primary school. This information is made available for teachers on the school's internal information system 'SIS'.
- Your child will meet the Year 7 Head of Achievement and Pastoral Lead at his/her primary school together with other staff.
- Your child will be invited to an Induction Day and may have additional visits if needed.
- If your child is supported by a Specialist Teacher Advisor, the advisor may be involved in supporting the transition process.
- Parents of Year 6 are invited to a new intake parents' evening in the Summer Term at Highcliffe School
- Highcliffe School holds an Open Evening during October where prospective parents are able to look at what is offered by the school.
- Students with SEND will have electronic SEN Notes and Teaching and Learning Notes produced in consultation with the primary school.
- If your child is joining Highcliffe School in the 6th Form and have additional needs, extra visits can be arranged by contacting the 6th Form Office.



How does Highcliffe School know if my child needs extra help and what do I do if I think my child has special educational needs?

We place students on the Special Educational Needs Register if they have an identified need, whether this can be met with High Quality Inclusive Teaching or whether the student requires specific intervention. Students' difficulties will be indicated on the register.

Students who have needs which do not meet the criteria for inclusion on the SEN Register will be placed on an Information Register so that staff are aware of specific needs and how to support them in class.

Prior to Transition:

- Meetings between feeder primary schools and Highcliffe's Learning Support Manager enable early identification of students who may need support
- Learning Support staff attend statement annual reviews/transition meetings of students in Years 5 and 6
- We review SATs data to identify students who may need additional support

On entry to Highcliffe:

- Students take reading, spelling and Cognitive Ability Tests (CATs)

This data is reviewed by the Learning Support Manager and Provision Co-ordinator and may lead to further assessments where there is a concern. These may be carried out either by the Learning Support Department or by external agencies.

Whilst on roll at Highcliffe School:

The school's general arrangements for assessing and reporting also contribute to the identification of SEND students.

- Monitoring of student progress by teaching staff and Learning Support Department
- Reports sent to school by Local Authority external agencies, e.g. Child and Adolescent Mental Health Services (CAMHS), Education Psychology Services and Occupational Therapy
- Students may be referred for additional tests or assessment, e.g. the Dyslexia Portfolio or the Dyslexia Screening Test (Harcourt Assessment)
- Creation and implementation of Student Profile Sheets
- Annual Reviews for students with an Education, Health and Care Plan.

What should I do if I think my child may have special educational needs?

If you have any worries about your child, you can raise your concerns by contacting the school and asking for the Learning Support Department. 01425 273381

The Learning Support Department, in consultation with your child's teachers, can screen your child for some common learning difficulties using a range of tests. There is a waiting list for such testing. Following assessment, we will send you a report. You may wish to contact the Learning Support department to discuss the results in person.

For a formal diagnosis of certain difficulties eg. Speech and Language or Dyspraxia, you should contact your GP. Further advice can be sought from the Learning Support Manager.



How will Highcliff School and I know how my child is doing and how can I support my child's learning?

- Annual Parents' Evenings are an opportunity to discuss your child's progress with individual subject teachers. You may also wish to make an appointment to meet a member of the learning support department.
- Some students may have a transition plan which will be written in conjunction with your child's junior school. If this is the case, a review will be arranged during the first term.
- In year 7, the Tutor Evening will give you the opportunity to meet your child's tutor and Learning Support Manager.
- Student progress is shared with parents through Highcliff Progress Checks in Years 10-13 and Highcliff Continuous Assessment in years 7-9, which is provided 3 times per year.
- The subject leaders, Heads of Achievement and Learning Support Manager monitor this data and may provide interventions for students experiencing difficulties.
- We will inform you if your child is selected for intervention support and will let you know how they progress.
- The SEND Governor visits the Learning Support Manager on a termly basis and is informed about the progress of students on the SEND register.
- Parents are encouraged to communicate with teachers through the student planner. For some students, we may provide a home/school book.
- Homework is accessible through 'My Highcliff'. Letters home are emailed to parents (in the case of letters sent to all students).

How will the school staff support my child? How will the curriculum be matched to my child's needs?

- Whatever the need of students, we work with parents, teachers, support staff and, at times, Outside Agencies to accommodate students' needs so that they can access the curriculum. This includes trips and after school clubs
- All teachers will be informed about students' needs through our School Information System (SIS) This is in the form of 'SEN Notes and Teaching and Learning Notes. This includes students with complex needs.
- For students who transfer on the SEND register from primary school, the SEN Notes are written in collaboration with the SENDCO from the feeder school.
- Teaching and support staff receive training in SEND to update or enhance their skills. Training varies every year according to identified training needs of teaching and support staff and may be delivered by the SENDCO or external agencies, for example the Educational Psychologist or Specialist Teacher Advisors.
- All teachers adapt their lessons so that your child can access the work.
- The SEND department offers a range of Intervention Programmes to address the varied needs of students. These include Reading and Spelling programmes. Some students may have support for Self-Esteem and Social Skills.
- A SEND Homework Club runs each lunchtime in Learning Support Base. A team of TAs help students to organise and complete their homework. Homework support is also available after school.



- In Year 9, students with SEND are tested to see whether they qualify for access arrangements. If eligible, students can have extra support in exams; for example, a reader, rest breaks, a scribe, use of a computer or extra time.
- Some students may have access to a computer from our bank of netbooks issued by the Learning Support department. This will be determined by the Specialist Teacher / assessor after relevant tests are completed and in accordance with our guidelines for issuing netbooks. Students may, if they have a recognised need, use a laptop from home if this has been agreed by the Learning Support Manager.

How is the decision made about the type and how much support my child will receive?

We offer a range of Intervention Programmes to address the varied needs of students.

- The *Rapid Reading* scheme is designed to support students who have weak reading below the age of 9 years and 7 months or a standard score of below 85. Students will have 5 x 30 minute sessions per fortnight.
- The *Read- On* intervention is for students who have difficulty reading but who have a reading age of above 9 years 7 months but a standard score of below 85. Students will have 5 x 30 minute sessions per fortnight.
- We run a *spelling intervention* called 'Spellzone' for students who struggle with spelling. Students will generally have between 2 and 3 sessions a week.
- Some students may need support with *Speech, Language and Communication*. This may be in the form of a social communication group or direct pre-teaching of vocabulary and communication skills.
- *Study Skills* sessions may be delivered to groups of students in year 10 and 11.

We will inform you if your child receives such intervention and will let you know how they progress. Students' progress will be closely monitored each half-term and we may seek further advice or remove the student from the intervention when they have made sufficient progress.

How will my child be included in activities outside the school classroom including school trips?

An underlying principle of the school's ethos is that of inclusion. All students are valued for what they can bring to the school and are entitled to take part in all that the school offers. We are committed to making this accessible to all our students given the resources available. There is recognition of students' differences, and the provision of appropriate learning opportunities, matching work to the needs of students.

We endeavour to include students in all activities, trips and visits subject to risk assessment and the ability to make reasonable adjustments.

What support will there be for my child's overall well-being?

- In Year 7 students identified as needing extra support, will be placed in a registration nurture group. These students will register One morning a week in The Learning Support Department with a teaching assistant and during the Autumn Term the Emotional Literacy Support Assistant (ELSA) who will complete a program called FRIENDS for Life. In other year groups students work on programmes such as the Talkabout series.



- In addition to ELSA support, we have a Mental Health Support Worker. Students experiencing mental health difficulties may be supported by our Mental Health Support Worker whilst waiting for support by ELSA or an external agency.
- Anxious students can spend break time and lunch time in the Learning Support Department overseen by the Learning Support team. There are also various clubs that run during lunch and after school.
- Some vulnerable students may be allocated a 'Learning Support Mentor' who is generally a member of the Learning Support team. This enables students to share concerns relating to friendship issues, difficulties at home or with learning.
- The Pastoral Office is a provision for vulnerable students who need additional support during the school day, for example if they feel that they are being bullied.
- Jubilee is a provision for our most vulnerable students who, for a number of reasons, may require additional support or who may be unable to attend some mainstream lessons.
- For students in the 6th form the study mentor supports students with academic well-being and will help with anxiety and stress. The Head of Year 12 and 13 fulfil a pastoral role and can support students who may be struggling. Sixth Form Tutors have half termly 1:1 tutorials where students have an opportunity to discuss any concerns.
- The Medical Room keeps medicines in locked cupboard, including insulin, *epipens* and inhalers. Students can come to the Medical Room when necessary to take medicines in accordance with the school medical policy. When students are too unwell to stay in school, parents are contacted to arrange collection.

What specialist service and expertise are available or can be accessed by Highcliffe School?

The school SENDCo holds the National Award for SEN Co-ordination and there is a staff member qualified to carry out assessments for Access Arrangements for examinations. There are also three qualified Emotional Literacy Support Assistants.

When your child joins Highcliffe School the following services may be accessed:

- Specialist Teacher Advisors from Hearing and Vision Support Service (HVSS), Speech and Language Therapy Service (SALT), Occupational Therapy Service and Physiotherapy and Behaviour Support.
- Educational Psychology services will continue if your child still requires their input or can be accessed if other strategies and support have been unsuccessful. Access to the Educational Psychologist is by SENDCO referral.
- CAMHS will carry on working with your child at Highcliffe School if support is still required. CAMHS referrals can be made by the Learning Support Department, Pastoral Leads or by the Head of Achievement (Head of Year)
- Parents may also seek support and advice from SENDIASS. They have been commissioned by the Local Authority to offer impartial help for parents. They can be contacted on : 01202 451970 or by email: sendiass@bcpcouncil.gov.uk
<https://www.bournemouth.gov.uk/childreducation/sendiass/SENDIASS.aspx>



How accessible is the school both indoors and outdoors?

The school site remains open throughout the day. It is maintained in order to make sure it is safe and accessible for students with a Visual Impairment or Physical Disability. The school has disabled parking bays as well as accessible toilets and changing room. The school will make 'reasonable adjustments' to accommodate disabled users including students, staff and visitors. (For further information, please refer to the school's Disability Policy, which can be found on the school website.)

How can I get involved in the school?

- As a parent, you know your child best. If your child is new to Highcliffe School, arrange a meeting with Mrs Warburton, Mrs Thorpe or a member of the Learning Support Team on 01425 273381 to discuss your child's needs.
- Your child will have a planner for recording homework and for communication between home and school. This will be checked regularly by your child's tutor and should be signed by the parent every week.
- Please help your child with homework by making sure they understand what they have to do and checking that they keep to deadlines.
- Please make sure your child has the correct equipment and uniform before getting to school. This will help them with their organisation.
- You can help with Maths by using the Dr Frost website at home (<https://www.drfrostmaths.com/>) Students will have a log in for this.
- We will seek the views of students and parents when they are involved in working with the Educational Psychologists, outside agencies and in Annual Reviews.

How will Highcliffe School support my child to transfer to college?

- If your child has an Education Health and care Plan, then after his or her 14th birthday we will arrange a Transition Plan in addition to the Annual Review report. This is introduced in the Year 9 Annual Review and will be updated annually
- Students, who have an Education Health and Care Plan will have the opportunity to invite their prospective college to their Annual Review in Year 11.
- Students with complex needs, who do not have or Education Health and Care Plan will also have Transition Planning arrangements made.
- Students identified as requiring additional support, will have an opportunity to discuss their future plans with a careers advisor in Year 8, 10 and 11.
- Student with EHCPs may also have additional visits to college to support transition if required.
- Students can also visit the Careers Advisor by appointment
- In Year 10 all students will have an opportunity to undertake work experience.
- The Learning Support Department will share SEN Notes and Teaching and Learning Notes with prospective colleges so that they are aware of your child's needs.
- For 6th form students with SEND wishing to apply for university have one to one academic tutorials on their university application delivered by their 6th Form Tutor. The study mentor will support students in completing their application and writing their personal statement. Unifrog is an on-line package available



What steps should I take if I have a concern about the school's SEND provision?

Please contact Mrs Warburton (Learning Support Manager) or Mrs Thorpe (Provision Co-ordinator) if you have an immediate concern. Parents are always welcome in the Learning Support Department by appointment to discuss provision. If you feel that your concern has not been addressed, please contact Mrs Giller (SENDCO, Assistant Headteacher). Any parent who is dissatisfied with the provision can find the school complaints policy on the school's website and on request. Whenever possible, the Learning Support Department seeks to comply with requests for support.

Where can I get further information about services for my child?

The Local Authority has produced their Local Offer of services available.

BCP - <https://www.fid.bcpCouncil.gov.uk/kb5/poole/fis/localoffer.page>.

Hampshire - <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>



APPENDIX B

Highcliffe School Exam Access Arrangements (EAA)

This guidance complies with the statutory requirement laid out in the JQC Adjustments for candidates with disabilities and learning difficulties

Section	Content	Includes
1	Rationale	Definitions and practice
2	Range of EAA available	Types of support
3	Staff roles in determining and managing EAA	Definitions of responsibilities
4	Deadlines for making EAA applications	Important calendar events and deadlines
5	Timelines towards having an EAA approved	Description of EAA process
6	Procedure for medical letters	
7	Private assessments/Educational Psychologist reports	Advice and guidance on how these are processed.
8	Malpractice	
9	Further Information	JCQ website

1. The Rationale for Exam Access Arrangements (EAA)

- EAAs are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability.
- EAA must not confer additional benefit to a student but are designed to level the playing field in terms of access so a student can 'show what they know'.
- The Joint Council for Qualifications (JCQ) regulates the exam process and comes under the jurisdiction of the Equality Act 2010.
- EAAs should reflect the normal way of working for which there is evidence of need, unless such arrangements would affect the integrity of the assessment.
- EAAs are intended to increase access to assessments, but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.
- Credit is only given for skills demonstrated by the candidate working independently.
- EAAs will not be permitted if they compromise the assessment objectives of the specification in question.
- EAAs may vary between subjects because different subjects and methods of assessments may have different demands.
- The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is **disabled within the meaning of the Equality Act 2010** would be at a **substantial disadvantage** in comparison to someone who is not disabled.
- **JCQ guidance indicates that EAAs should be initiated by the school not a body external to the school.**

2. The Exam Access Arrangements that are available:



- Supervised rest breaks (This must be totally exhausted before extra time is considered)
- Communication professional (for a deaf or blind student) who uses BSL or braille)
- Separate room
- Extra time up to 25% or in exceptional circumstances, 26-50% or up to 100%
- Computer reader/reader
- Scribe/speech recognition technology
- Word processor
- Prompter
- Live speaker for pre-recorded examination components
- Alternative site for the conduct of examinations
- Other arrangements for candidates with disabilities
- Bilingual translation dictionaries (with up to 10% extra time in some cases)
- Modified papers (e.g. coloured/enlarged paper)

A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements.

All of the above EAA have to be a student's normal way of working with evidence provided by staff working with the student and the voice of the student expressing their own preferences.

3. Staff roles in determining and managing EAA

Head of centre

Must, along with SLT, SENDCO's and assessors be familiar with the entire content of the JCQ document.

Must ensure that evidence of assessor qualifications is obtained prior to an assessment commencing at the point of engagement/employment.

Examinations Officer:

- To ensure that the agreed EAA provisions are in place for exams and are communicated to the invigilators.
- To manage any 'on the day' questions and queries regarding EAA provision.
- To put in place (in conjunction with the SEN department) any 'on day provisions' – such as medical emergencies.
- To ensure students are roomed suitably for their Access Arrangement and to ensure zero disruption for other students also sitting exams.
- To make arrangements for students who require special consideration due to individual circumstances.
- To ensure that external invigilators, readers and scribes are fully competent with JCQ requirements.

SENDCO:

- To ensure there is a 'whole centre' approach to access arrangements it is therefore the responsibility of the head of centre, members of the senior leadership team and the specialist assessor(s)/SENDCO and Learning Support Manager within the centre to familiarise themselves with the entire contents of the latest JCQ guidance.
- The SENDCO, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within his/her centre.



- Teaching staff and members of the senior leadership team must support the SENDCO in determining and implementing appropriate access arrangements.
- Complete Part 1 and sign Form 8s.
- Complete notes on centre-headed paper and sign centre delegated arrangements.

Specialist Assessor:

- To administer recognised and approved psychometric testing after gathering evidence from teachers, student interviews and classroom observations.
- Complete form 8s and apply online applications via the exam portal.
Specialist teachers, Learning Support Manager and SENDCO to consult each other regarding decision making process about EAA, sharing expertise.
- To ensure the agreed EAA provision is recorded in SIS, exam officers are notified and teachers are informed of trial periods and JCQ approvals.
- Specialist assessors to ensure their training is up to date with current guidance with specific regard to administration of psychometric assessments and the annual update from JCQ on EAA and reasonable adjustments.
- To communicate with parents/carers regarding decisions made about EAA for an individual and ensure the parent help sheet is up to date with current advice/practice (See appendix)
- To hold student briefings concerning use of access arrangements.

Learning Support Department:

- To timetable support staff in order to support subject based assessments and therefore provide readers/scribes.
- To liaise with exams officer, teaching staff and specialist assessors/SENDCO
- To update support staff on EAA regulation prior to GCSE/ AS/ A2 exams
- To hold student briefings concerning use of access arrangements.

Teaching Staff:

- To provide relevant information/evidence of the candidate's **persistent and significant difficulties**.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of this for the SENDCO.
- Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example teaching staff must record any support regularly provided in the classroom..
- To liaise with Exams Officer and Learning Support departments to ensure EAA can be provided for subject based assessments throughout the academic year.

4. Deadlines for making EAA applications

Year 11

The deadline to raise concerns about a student is generally December of Year 11. This allows the SENDCO and the Examinations Officer time to plan examinations which are the last opportunity to trial any EAA in a formal examination setting. JCQ set a deadline for applications in their annual published update to schools.

Year 13

The deadline for sixth form EAA requests is July of Year 12, as long as a body of evidence has been



collected by teachers.

5. Timelines towards having an EAA approved

Year 7-11

1. Year 6 – The feeder schools and parents provide the SENDCO with any history of need/provision in transition meetings for consideration
2. EAA information is added to our electronic management system SIS and shared with staff.
3. KS3 - Teachers monitor students closely and gather evidence of need for EAA. EAA may be trialled in tests/exams and subject based assessments.
4. A skeleton form 8 section 1 must be completed by the SENDCO prior to assessment.
5. Year 9 summer term onwards – Form 8 completed based on evidence supplied by teachers. Specialist Assessor/SENDCO then tests students, applies online and informs the examinations officer.
6. KS4 – EAA in place and being used regularly.
7. Exams officer to submit evidence from invigilators to support regular use of EAA. Mock examinations in year 11 are the last chance to trial EAA in formal examination setting.
8. If EAAs are not being used consideration will be made to withdraw and a letter will be sent home to the parents/carers explaining the reasons behind this decision.
9. Summer Year 11 – exams completed with correct EAA in place as ‘normal way of working’.

Years 12-13

1. Students declare EAA they had at KS4 when they apply to Highcliffe School or in the first half term of attending.
2. For students new to Highcliffe, the SENDCO will request evidence of EAA at KS4 from the feeder school. Students who have come up through Highcliffe should already have EAA in place.
3. SENDCO or specialist assessors to reapply to JCQ for EAAs if need remains evident at KS4.
4. Students must sign a new data protection sheet.
5. Teachers monitor students closely in the autumn term of Year 12, gather evidence from initial assessments and feedback concerns and evidence to the SENDCO.
6. In light of evidence received from teachers and previous schools, the Specialist Assessor carries out any testing necessary during the autumn and spring terms.
7. Trial EAA are put in place for subject based assessments. Teachers give feedback from assessments to the Specialist Assessor, Learning Support Manager or SENDCO (did students use them? Were they effective?). If teachers have a body of evidence gathered throughout Year 12, they should contact the Learning Support Manager, SENDCO or Specialist Assessor by July of Year 12. We accept that students can slip through the net, be undiagnosed or struggle with the transition to A level, but the majority will have been picked up and processed by this stage.

6. Procedure for medical letters

Letters from medical professionals (not a GP) will trigger an investigation but the medical condition also needs to be supported by evidence from within the school otherwise it is considered malpractice. EAAs cannot be awarded purely on the basis of a medical letter.



7. Private assessments/Ed Psych reports

We can use privately commissioned reports as background information to support an application for EAA in the following circumstances:

- There has been prior contact by the assessor with the school
- The SENDCo has completed part 1 of form 8 in advance of the assessment

Where there has been no prior contact we cannot use assessment scores from a private report and the evidence gathering process and further assessment may need to be done in school. In these circumstances, the report will be used for background information supporting an application. A student's 'normal way of working' in school is paramount.

8. Malpractice

Schools are regularly inspected to ensure they have followed JCQ regulations – usually every summer during the examination season. The consequences of malpractice can be severe. These may include disqualification for the student from one or more examinations, disqualification for a whole cohort of students, or even the centre being closed down for up to 5 years. Examples of malpractice include:

- Students being granted EAA which are not their normal way of working
- EAA being 'suddenly' granted before examinations
- EAA being granted when a student has no history of need or provision
- EAA being granted without sufficient evidence
- Students not using their EAA in a mock examination and still being allowed it in the real examination

9. Further Information

Further information can be found at the Joint Council for Qualifications (JCQ) website:

<http://www.jcq.org.uk/>

Any questions about exam access arrangements, please phone the Learning Support Manager on 01425 273381



APPENDIX C
Intervention Guidance

Reading and Spelling Assessment:

Students are assessed using the Access Reading Test and Vernon Spelling Test at the start of Year 7, the end of Year 7 and the end of Year 8. Students who are identified as needing intervention support are re-tested in February of Year 7, 8 and 9. The flow chart below shows the process for managing students' access to and exit from intervention.





Intervention Guidance Reading





APPENDIX D

Highcliffe School Mental Health and Wellbeing Staff Guidance

Introduction:

This guidance is part of the general ethos of the school, which encourages open communication between parents, students, and staff on a sensitive and emotive subject. The purpose of the guidance is to ensure that the school provides a coherent, recognised approach when responding to students with mental health needs.

What is mental health?

Mental health is defined as a state of well-being in which every individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (World Health Organisation).

A student with stable mental health generally has the ability to progress within society both emotionally and socially. They are able to form relationships, manage their mood, and make rational informed decisions.

Poor mental health can affect the way you think, feel, and behave. Some mental health diagnoses are described using words that are in everyday use, for example 'depression' or 'anxiety'. This can make them seem easier to understand but can also mean people underestimate how serious they can be (Mind). Three children in every classroom have a diagnosed mental health condition. This contributes to the 850,000 children in the UK who are emotionally unwell. Today's increased pressures on the present generation of youth allows for mental health to be stigmatized and consequently has a profound effect on those experiencing mental health challenges. Schools are best placed in society to tackle this modern epidemic and have a duty of care to provide support and positive guidance to the students with specific emotional needs.

Aims of the school:

The school aims to provide an inclusive environment to support those living with mental health requirements, allowing them to realise their potential academically, socially, and emotionally.

Alongside this, the school is committed to increasing awareness of mental health amongst the staff in regards to teaching and pastoral care.

The school is committed to developing its awareness and to train up staff in supporting students with mental health.

The school aims to facilitate and promote positive emotional well-being and mental health by:

- Recognising early signs of mental illness and applying appropriate intervention.
- Raising awareness of mental health difficulties within the staff and students through lessons, INSET, and training.
- Designating a position of responsibility to a named member of the senior leadership team for emotional wellbeing.
- Ensuring key staff are empowered to make CAMHS referrals.
- Challenging the stigma of mental health through the education of young people on the realities of mental illness.
- Having a professional and confidential approach to working with students with clear guidelines surrounding safeguarding [See Safeguarding Policy].



- Demonstrating a commitment to preventing the onset of mental health problems.
- Demonstrating a proactive attitude to intervention protocol.
- Ensuring all staff and Governors are aware of the school's mental health guidance.

However, whilst the school is committed to providing a supportive environment it is important to recognise that it is not a mental health facility nor is it a therapeutic community. There are limits to the extent of support which can be provided and it is not the responsibility of the school to replicate services that already exist in the community and the NHS.

Identification and intervention:

Risk Factors are situations and events in a young person's life that increase the onset of poor mental health. However, not every student with the following triggers will go on to experience poor mental health and there is no easy way of predicting emotional resilience in an individual.

Common risk factors include:

- Having a long term physical illness or learning disability.
- Family factors, such as parental conflict and inconsistent discipline.
- Having parents who separate or divorce.
- Having been severely bullied.
- Having a parent who is suffering with poor mental health, alcohol misuse, or has been in trouble with the law.
- Physical abuse, sexual abuse, emotional abuse, or neglect.
- Experiencing the death of someone close to them.
- Experiencing discrimination (race, sexuality, religion, gender, disability).
- Having long standing educational difficulty.
- Post-Traumatic stress.
- Side effects of prescribed drugs.
- Environmental factors including living in poverty or homelessness.
- Low self-esteem.

Childhood and adolescent mental health disorders:

- Anxiety disorders (anxiety, phobias, panic, school phobia)
- Depression
- ADHD
- Eating disorders
- Post-traumatic stress disorder
- Substance abuse
- Autism
- Schizophrenia
- Bi-Polar disorder
- Obsessive Compulsive Disorder
- Deliberate self-harm



Common warning signs include:

- Changes in eating or sleeping habits (student may appear overly tired)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity or mood (more aggressive or introverted than normal)
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in appearance
- Neglect of personal hygiene

Prevention:

Ways in which our school takes a preventative approach towards mental health:

- Staff members are encouraged to know their students and where available, use Teaching and Learning Notes and liaise with Heads of Achievement/ Heads of Year and Pastoral Leads to adequately determine what their specific needs are.
- All staff members are aware of where they can access information about students (through SIS and Teaching and Learning notes or by contact with Heads of Achievement or Pastoral Leads), and all staff know how to register concerns on MyConcern.
- The school has a specific learning programme and lesson plans to educate students in emotional wellbeing, and to highlight specific actions and behaviours that will help to promote positive mental health.
- All students are informed about the school's emotional support services, how to access them, and who they can talk to about any emotional concerns they have.
- Line managers are responsible for the emotional wellbeing of their staff and a team approach is used to address adult mental health.
- Staff are informed about how to access mental health support

Intervention Protocol:

Ways in which our school supports a student with poor mental health

- All staff concerned about the mental health of a child should log their concern on MyConcern. If the concern is of a more urgent nature, contact the Pastoral Lead or one of the Designated Safeguarding Leads to share the concerns.
- All teachers are aware of which members of staff can refer students to external agencies including CAMHS.
- The school maintains close communication with external agencies to understand how they can support a student's care plan.
- If a student is distressed, staff should not deal with them alone.
- If you have concern for a student don't avoid the situation, be proactive not reactive; speak to colleagues and Pastoral Lead for more information.
- **Explain to students that it may not be possible to keep any information confidential and you will let them know if you need to share any information.**



- If any member of staff feels that the child is in immediate danger of harm, then the normal child protection procedures should follow.
- If the child has severely self-harmed then staff should follow the normal procedures for medical emergencies and if necessary contact emergency services immediately.

Identification of a problem:

- **A student has told you**
- **You have noticed a change in the mood and behaviour of a student (withdrawn, miserable, hyperactive, emotional extremes, positive or negative attention seeking behaviour)**
- **A dramatic change in the student's academic performance**
- **Other students or staff have voiced their concerns**
- **Significant change in students' appearance (weight loss/gain, decline in personal hygiene, visible evidence of self-harm)**

Highcliffe Referral to internal or external support

**BE PROACTIVE NOT REACTIVE
DON'T WAIT FOR THE SITUATION TO GET WORSE
CHOOSE THE CORRECT CHANNEL OF SUPPORT**

Inform Pastoral Leads

Roles and responsibilities:

“All adults who come into contact with children and young people have a duty of care to safeguard and protect their welfare.” [Guidance for Safer Working Practice for Adults working with Children and Young People – November 2007]. This includes an appropriate level of responsibility when working with students with mental health difficulties. No member of staff will be expected to undertake any roles or responsibilities without having had sufficient and relevant training in order to do so.

The school has an additional responsibility to support and advise all staff and students that may have been affected by any emotionally sensitive events and circumstances whilst in the working environment.



Roles and responsibilities of staff:

- All staff should respond to students with mental health difficulties in a non-discriminative, non-stigmatising, inclusive, and positive manner
- All staff involved in teaching and supporting must access and act upon the information provided in the Student Information Profiles of individual students.
- All staff should be aware of their own personal and professional limitations, if they are concerned that a student has mental health problems and may require additional support they must speak to the relevant Head of Achievement or Pastoral Lead.

Roles and responsibilities of students:

- Students should be aware that any behaviour which impacts negatively on other students or staff, or is in any way disruptive, discriminative, or offensive, is not acceptable within the school community.
- Students should be aware of the support available to them and actively communicate their needs when they can.
- Students concerned about another student's mental health should feel encouraged to speak to their Tutor or Pastoral Lead
- Students are encouraged to take care of their own mental health, for example ensuring that they get adequate rest, take prescribed medication and access appropriate support, including support available through the school.
- Commitment to follow their safety plan previously agreed with SENDCO/ELSA/Mental Health Support Worker/ Pastoral Lead

Staff roles in working with students who self-harm:

- School staff may experience a range of feelings in response to self-harm in a student. However, in order to offer the best possible help to students it is important to try and maintain a respectful and non-judgemental attitude. A student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.
- If a student has self-harmed in school or on a school trip the first aider should be called for immediate help.
- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult must remain with the student at all times.
- Any member of staff who is aware of a student engaging or suspected to be at risk of engaging in self-harm should speak to the student's Head of Achievement or Pastoral Lead .
- **Students need to be made aware that it may not be possible for staff to offer complete confidentiality, if you consider a student is at serious risk of harming themselves then confidentiality cannot be kept. It is important not to make promises of confidentiality that cannot be kept, even if a student puts pressure on you to do so.**



Most commonly diagnosed mental health problems:

Anxiety

Anxiety can mean constant, excessive and unrealistic worry alongside fear, apprehension, and nervousness about any aspect of everyday life. It may cause restlessness, sleeping problems, and is often accompanied by physical symptoms; for example, an increased heartbeat, nausea, muscle tension, feeling shaky, sweating and a dry throat or mouth. Anxiety has a strong link with depression and can be found alongside a majority of other mental health problems.

Bipolar Disorder

Bipolar disorder causes unusual shifts in a person's mood, energy, and ability to function. The mood episodes associated with the disorder persist from days to weeks or longer and can be dramatic with periods of being overly high and/or irritable to periods of persistent sadness and hopelessness. Often people with bipolar disorder experience periods of normal mood in between mood episodes.

Depression

Depression is a condition in which the person feels discouraged, sad, hopeless, unmotivated or disinterested in life in general. These feelings must last for more than two weeks and interfere with usual daily activities. It can affect sleep, appetite, and self-esteem. Depression can be experienced at different levels e.g. Mild or severe.

Eating Disorders

An eating disorder is an unhealthy relationship with food and weight that interferes with many parts of a person's life. A person who struggles with an eating disorder can have unrealistic self-critical thoughts about body image and his or her eating habits may begin to disrupt normal bodily functions and affect daily activity.

Obsessive Compulsive Disorder

Obsessive compulsive disorder (OCD) has two main parts: obsessions and compulsions. Obsessions are unwelcome thoughts, ideas or urges that repeatedly appear in your mind; for example, thinking that you have been contaminated by dirt or germs, or worrying that you haven't turned the oven off. Compulsions are repetitive activities that you feel you have to do. This could be something like repeatedly checking a door to make sure it is locked or repeatedly washing hands. The compulsions are coping mechanisms to try and manage the obsessions.

Personality Disorders

Generally speaking, personality doesn't change very much. Yet it does develop as people go through different experiences in life, and as their circumstances change. If you have a personality disorder, you are likely to find it more difficult to change your patterns of thinking, feeling and behaving, and will have a more limited control of emotions, attitudes and behaviour with which to cope with everyday life.

Phobias

A phobia is an extreme form of fear or anxiety triggered by a particular situation or object, even when there is no danger. A fear becomes a phobia when you have an exaggerated or unrealistic sense of danger.



Schizophrenia

Schizophrenia is a long term mental health condition that causes a range of different psychological symptoms including: hallucinations, delusions, muddled thoughts, and changes in behaviour. Sometimes a person will not be able to distinguish their own thoughts and ideas from reality.

There are some common behaviour and feelings which are present in more than one mental health problem:

Panic Attacks

A panic attack is an exaggeration of your normal bodily responses to fear, stress or excitement. It is a rapid build-up of overwhelming physical sensations such as: a pounding heart rate, feeling faint, sweating, nausea, chest pains, feeling unable to breathe, shaky limbs, and feeling like you are not connected to your body.

Self-harm

Self-harm is when you hurt yourself as a way of dealing with very difficult feelings, old memories, or overwhelming situations or experiences. The ways you hurt yourself can be physical:

- Cutting
- Pulling out hair
- Scratching
- Scraping
- Picking skin
- Burning
- Banging, hitting the head or other parts of the body.
- Scouring or scrubbing the body excessively
- Swallowing hazardous materials

They can also be less obvious means of harm such as putting yourself in risky situations or not looking after your own physical or emotional needs. Self-harm is not a suicide attempt, it is a coping mechanism.

Suicidal Thoughts and Feelings

It is common to have suicidal thoughts if you are experiencing mental health problems- especially if you have a diagnosis of depression, borderline personality disorder or schizophrenia. The more severe your depression, the more likely it is that you will consider ending your life. Many people have suicidal thoughts without attempting to take their own life.

In extreme cases where overdose or attempted suicide may have happened within the school day, there is a robust plan in place involving immediate communication with emergency services, Senior Leadership Team and Child Protection Liaison Officers.