



## **SEN Information Report**

Adopted by the Governing Body 13th November 2025  
Reviewed on 1st October 2025

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.bcp council.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 Co-Ordinator, Mrs Dadson. Tel: 01425 273381.
- Your child's Primary School should invite the SENDCO/Deputy to SENDCO to your child's Annual Review and to any planning meeting before transfer to Highcliffe School.
- In the summer term of Year 6, Mrs Guerrini and Miss Warburton visit 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 6<sup>th</sup> Form and have additional needs, extra visits can be arranged by contacting the 6<sup>th</sup> 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 SEN Team to 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 SENDCO, Deputy to SENDCO, Learning Support Manager and Intervention 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. a form of Dyslexia Screening Test
- Creation and implementation of Learning & Teaching notes or ADPR documents
- 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 e.g. Speech and Language, Dyspraxia, or Dyslexia you should contact your GP. Further advice can be sought from the Learning Support Co-ordinator.



### **How will Highcliffe 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 Highcliffe Progress Checks, which is accessible online.
- The subject leaders, Heads of Achievement and SENDCO 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 Assistant Headteacher for Inclusion (Mrs Sarah Giller) on a termly basis and is informed about the progress of students on the SEND register.
- Homework is accessible through 'My Highcliffe'. 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 SENCO 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 SENCO 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 LSAs 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, in line with JCQ regulations.
- 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 Deputy to SENCO and the specified paperwork has been completed and returned to school.

### **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 5x30 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 5x30 minute sessions per fortnight.
- The *Write On* handwriting intervention helps to support students who struggle with handwriting. It is a first step before we may consider using a laptop for a student. Students will generally have 1 session a week for 6 weeks.
- *Maths Plus* intervention is for students who need support mastering the foundations of mathematical concepts. Students will have a 45-minute session a week for a period of 6 weeks.
- *Navigators* is a social skills intervention which support students with understanding of social situations and how to navigate more challenging elements of social situations. There are two groups which run, one for KS3 students and one for KS4 students.
- 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 with our Mental Health Support Worker, Mrs Grant, 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.



- Students who prefer a supportive environment at lunchtime, 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 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.
- 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 6<sup>th</sup> 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 through school is by SENCO referral only.
- 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 SENIASS. 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@bcp council.gov.uk](mailto:sendiass@bcp council.gov.uk)  
<https://www.bournemouth.gov.uk/childreneducation/sendiass/SENDAIASS.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 Miss Warburton, Mrs Dadson or a member of the Learning Support Team on 01425 273381 to discuss your child's needs.
- 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.
- Please encourage your child to read for pleasure. Some students may have access to the *Rapid Plus* intervention programmes which can be accessed from home with a log-in.
- All students are expected to bring a reading book in line with the school's reading strategy.
- 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.
- Students also have access to Seneca for working at home
- 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 14<sup>th</sup> 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 an 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 Tuesdays-Thursdays 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 6<sup>th</sup> form students with SEND wishing to apply for university have one to one academic tutorials on their university application delivered by their 6<sup>th</sup> 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 Miss Warburton (Deputy to SENCO) or Mrs Dadson (Learning Support 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 Guerrini (SENCO).

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.bcp council.gov.uk/kb5/poole/fis/localoffer.page>.

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

