



Highfurlong School 'Inspire, Challenge, Believe'



The Special Educational Needs Code of Practice 2014 Local Offer- Post 16

Highfurlong School Post 16 Offer (1.3a)

Highfurlong School is a high achieving Special School delivering high quality care and education for pupils with a wide range of physical disabilities, complex medical conditions and learning difficulties. The Highfurlong Post 16 unit is part of the school. "Inspire, Challenge, Believe" summarises our ethos and expectations for the Highfurlong community.

All staff at Highfurlong complete Continuing Professional Development (CPD) Moving and Handling and Safeguarding are part of our statutory requirements for training and further examples include; Communication, Alternative and Augmentative Communication (AAC), Fire Warden Training, medical conditions awareness training, a range of training focused on ICT access to support teaching and learning, Google Apps training, cultural awareness, Literacy specific to SEN, Assessment training including Bsquared, Evernote and Caspa, Espresso and Speech and Language training.

Staff who support students in Key Stage 5 have completed PSHE specific training in drug and alcohol awareness, risky behaviour and relationships.

At Highfurlong we have Apple TVs in all the classrooms and these are used to complement the various teaching tools used to extend achievement. In addition we have I pads, I pod touches, high tech and low tech devices, cameras and digital video recording equipment. Also, we have a wide range of ICT and AAC equipment to enable curriculum access for all learners.

Support assistants are deployed in each class to promote, encourage and support learning for all students. Senior Special Support Assistants (SSA's) have significant areas of responsibility and their skills are utilised to extend opportunities for the young people. In addition SSA;s provide 1:1, small group and more discrete support. High expectations are in place within all aspects of school life. The school SENCO is Cherryl Drabble, Assistant Head Teacher. Highfurlong staff also deliver CPD to colleagues from other settings, in a variety of areas including: Enterprise, AAC, Moving and Handling, Sport and PE and the role of Teaching Assistants.

External Accreditation Qualifications and Awards (1.3b)

Highfurlong School has high aspirations and expectations for all our learners and within KS5 all students access external accreditation, Highfurlong's offer changes in order to meet the personalised learning pathways of our students and may include;

Entry Level qualifications;

Personal Development opportunities

ASDAN - Short courses;

Asdan Awards

PSD at E1, E2 and E3 and L1

Asdan Transition Challenge

Towards Independence

Functional skills English, Maths and ICT



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Personalised Pathway opportunities
Work Related Learning opportunities and Information Advice and Guidance
Enterprise
Student Voice opportunities
Student Council
Projects -working together with a wide range of community and collaborative partners
(1.3c)
Provision at Highfurlong is designed to meet the needs of the young people and their pathway, we offer a bespoke package based on needs and interests. In addition we have a number of interactive books illustrating our post 16 offer, which are available to anyone to borrow.

Funding a place at Highfurlong (1.3d)

Funding is from the EFA via the Local Authority

Arrangements to visit Highfurlong (1.4a)

Following an expression of interest the Authority gives permission for a NPV (Non-Prejudicial Visit.) A visit to the school is arranged which includes an informal meeting and tour of school and a discussion of the pathways we currently offer. If we are able to offer a place in the post 16 department then transition will be organised. To aid the process of from another institution to Highfurlong involves collating all relevant information from the students previous school and all involved partners this is need specific led. This would include Education and Health Care Plan, Annual Review, Health and Care Plans, Medical Reports, Therapy reports and information, behaviour support plan and any additional information which would assist with the smooth transition process for a student coming to Highfurlong. Assessment is carried out upon entry to determine the level of attainment and personal pathway required. In addition, liaison with relevant agencies is carried out including family support, transition worker and collaborative partners where appropriate. Individual Education Plans (IEPs) are agreed and curriculum targets are set in addition to personal targets. Bsquared targets are set and evaluated half –termly. Regular reviewing and monitoring processes are in place.

Consulting with parents and collaborative working (1.4b)

Highfurlong School has an excellent relationship with parents and the wider community. The school prides itself on its "Open Door Policy" – developing an ongoing partnership with families in the education of their child. We hold Open School events on a regular basis. In addition six weeks prior to the student's Annual Review Meeting, Collaborative Meetings are held, for young people who require additional therapies, this gives parents and students the opportunity to discuss the care, welfare and health care plans and therapy programmes with school staff and a range of other professionals. Every child has an Annual Review in which students and their families have the opportunities to celebrate achievements and discuss progress.



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Students at Highfurlong are encouraged to play a full role in the community; Highfurlong has an active Student Council. Attendance at all school based and Local Authority events is encouraged. Students attend a wide variety of events which actively promote "student voice"

Extended Curriculum (1.4c)

At Highfurlong we work closely with local charities including URpotential and Aiming Higher by offering bespoke individual and group opportunities.

As a School we "buy in" additional support from Speech and Language Therapists and work collaboratively with private therapists. Our "We Need Therapy" DVD successfully secured funding for extra support for physiotherapy and positioning for our students. Supporting aspirations for the future are achieved by working closely with The Carers Centre Employment Officers to promote extended opportunities for Work Related Learning.

A wide range of Enterprise opportunities promotes a focus on running business groups, earning a wage and self-employment models with support .

The Personalised Learning Pathways are supported by a wide range of collaborative partners; the young person is always at the centre of what we do.

As a school we actively search and bid for funding/ courses / commissioned courses

Support available for Transition (1.4d)

Detailed Plans from Year 9 together with 1:1 support for young people and their families is provided through the staff team and also with the Family Support and Transition Coordinator.

We plan for and provide a wide range of differentiated opportunities in preparation for work, skills including CV building, interview techniques, form filling and mock interviews Enterprise visits including a wide range of employers. Work related learning opportunities begin in KS3 with class visits and tasters to employers, individual tasters to enable access to employers and placements attended to complement personalised learning pathways.

Independence and life skills are a focus within Key Stage 5, Wingate residential visits are offered and external accreditation is completed to support and extend such activities. A Short Course in Employability Skills is offered and employability days are accessed through the authority events. Internships may be accessed through local college provision. Visits are arranged to local and specialist colleges and universities to raise awareness in order for students to make informed choices for their future.

Approach to Teaching and Learning at Highfurlong (1.5a)

At Highfurlong we have high expectations and aspirations for all our students, "We can, We will, We do" and Students are at the heart of the teaching and Learning at Highfurlong, *Inspire, Challenge Believe*.

Students have IEP's as set in their Annual Review in addition to curriculum targets and personal targets. We promote working together with families to agree targets.

Predicted targets are set and achievement evaluated on a regular basis. Differentiated resources are created to enable all students to access the curriculum, matched to needs



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and preferences; differentiation is also achieved through expectations and outcomes. Students are encouraged to play a full role in their learning and will take on increasing responsibility as the awareness of their targets is highlighted. Feedback and ongoing assessment within lessons is the norm.

Special arrangements are made for students who require special arrangements within an exam process.

The marking policy does take the form of written key- notes but generally this is achieved in conversation with the young person as we look at work together to evaluate their work.

Adapting the Learning Environment (1.5b)

The curriculum and learning environment can be adapted to meet individual needs based on an assessment of the young persons needs in line with reasonable adjustment as defined in the Equality Act 2010.

Parents and Young People playing a full role in Assessments and Review (1.5d)

At Highfurlong there is an "open door policy" for parents and collaborative partners. Annual Review meetings are held for all students, this is a detailed document which includes progress reports and attainment. End of year reports are completed for all students. Additional meetings for Looked After Children are held and we promote additional transition information meetings and sessions.

Students have access to 1:1 tutorials with form tutors, key workers and Family and Transition Coordinator

Assessment and Evaluation (1.5e)

At Highfurlong School, our specialist post 16 department is a reflective community always striving for excellence. The department is assessed and evaluated as part of the whole school evaluation. Ofsted and the school self evaluation form provides more detailed information on how the children and young people, parents and families and also the wider community contribute to evaluation.

Accessibility (1.5f)

Highfurlong School is fully accessible, a lift not required as we are a single level building.

There is a

Disabled unisex toilet and four hygiene rooms.

Hydrotherapy Pool

Hoists

Therapy provision

Sensory Room and Immersive Sensory Room

Additional Activities and Awards (1.5g)

Extra curricular

Various after school clubs run throughout the year

AIR – please see overview

Fayres



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Participation is encouraged with out of school events.

Volunteering plays a key role in KS5 when students have short course opportunities to support their individual pathways.

Employability and IAG

We support a number of charities through social enterprise including;

Wear it Pink

Comic relief

Children in Need

Macmillan coffee mornings

Anti bullying week - Anti Bullying Alliance

NSPCC

Children's Society

Jeans for Genes

Life skills are a focus both within school, extended opportunities within the community and through residential visits. All class groups take a turn to prepare lunches for sale during Enterprise Week and for fund raising events.

Awards and Charter Marks

NAACE ICT Mark Accreditation 2013

Becta ICT Excellence Awards 2010

NAACE 3rd Millenium Learning Award

CEI Excellence in Enterprise Award 2013

BAE Systems Award innovation in Technology 2013

Investors in People Gold Award 2011

Voltage Outstanding Social Enterprise Award 2010

The DfE Teaching Awards for Enterprise 2010

National Standard for Enterprise Education

Children's University Award

Pathfinders School for Packtypes

Healthy Schools Award

Additional Support available at Highfurlong (1.5i)

At Highfurlong students have input from the Blackpool Hearing and Visual Impairment Service, as required.

Staff are able to access and request information, guidance and advice from Educational Psychologist

All staff have enhanced DBS and all staff complete safeguarding at level 1 with additional staff trained to levels 2 and 3.

Multi-agency net-working and case reviews are used to support best practice in supporting our young people.

Students and their families are able to access a Transition and Family Support Coordinator employed by school.

Emotional and Social Support (1.5j)



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A range of services can be accessed through support and signposting by Highfurlong staff. Form tutors and key workers offer significant social and emotional support for our students

Work experience placements and tasters are a valued tool to support and improve social interaction for our young people. This is a focus for the students in order for them to make informed decisions in the future.

Following dissatisfaction with social opportunities within the local area our students applied for funding and formed AIR (Activities, Independence and Respect) A wide variety of activities and clubs are accessed by students from the age of 13 upwards. Also, following networking we have been successful in implementing advocacy and confidence building courses commissioned by the adult social care team

Transport Arrangements (1.12)

Transport is currently provided to and from Highfurlong. If a young person is an independent traveller then assistance is offered in the form of a bus pass. Information on how to apply is provided by the Local Authority.

Sources of Information for Parents and Carers -Support Groups and Forums (1.13)

Parents are able to access Twitter and our school Face Book page.

We have a weekly newsletter keeping parents and carers up to date and this contains information and this includes useful links

At Highfurlong we regularly conduct surveys and evaluate involvement by families and the young people themselves in student life. Opinions and input are sought on a variety of themes and issues.

At Highfurlong we would welcome parents, carers, guardians and friends to join the school PTFA. Governors play a key role in the school, attending events and support curriculum areas and strategies.

The school Family and Transition Coordinator will provide further support, information and advice for our young people and their families. Form teachers and team leaders will also provide this type of support to the young people and their families.

Procedures for making a complaint (1.14)

Highfurlong School with it's excellent relationships with students, parents and families along with our open door policy ensures concerns and issues are addressed. However, anyone has the right to make an official complaint following this procedure.