



SEND Information Report

January 2023

SEARCH

School Matters Effort Achievement Responsibility Character High Aspirations

Annual Report on the Implementation of the Special Educational Needs (SEND) and Disability Equality Policies (January 2023)

Key Staff

Special Educational Needs Coordinator (SENDCO) - G. Corby

SEND Administrator – C. Raucci

SEND Governor – M. Apcher

Senior Teacher with SEND responsibility – J. Attreed

Policies

All policies include explicit references to disability equality and SEND. The SEND policy was updated in January 2023 and has been reviewed by staff and governors. The SEND Policy is available from: [SEND Policy](#)

Number of Students with SEND

Heartlands High School's SEND register includes the names of young people with formally *diagnosed* or *recognised* special educational needs and/or disabilities. Students are listed under their identified Primary Need. Further information with regard to Heartland High's SEND register and identification of students with additional needs, is outlined in the SEND Policy.

SEND List 2022-23: SEND Support and EHCP by Year Group

	Number in Group	Number Identified or Diagnosed	% of Year Group	Number Students with EHCP	% Year Group	Number EHCPs Outcome Pending
Year 7	234	24	10	11	5	1
Year 8	237	24	10	14	6	0
Year 9	236	40	17	10	4	0
Year 10	237	44	19	17	7	0
Year 11	233	43	18	8	3	0

Students are organised into four categories of SEND:

	Communication and Interaction – C&I
	Cognition and Learning – C&L
	Social, Emotional and Mental Health – SEMH
	Physical and/or Sensory – P&S

Further information with regard to SEND categories is outlined in the school's SEND Policy.

SEND List 2022-23: SEND by Category

Year Group	No. in Year Group	Primary SEND C&I	% Year Group	Primary SEND C&L	% Year Group	Primary SEND SEMH	% Year Group	Primary SEND S&P	% Year Group
7	234	16	7	5	2	0	0	1	0.004
8	237	15	6	5	2	3	1	0	0
9	236	20	8	10	4	4	2	3	1
10	237	20	8	22	9	0	0	3	1
11	233	12	5	26	11	2	1	3	1
Total	1178	83	34	68	28	9	4	9	3

Supporting Students with SEND:

Heartlands High School provides access to a range of interventions. The school operates a graduated model of intervention, and packages of support that are personalised. Additionally, Heartlands High provides access to in-class support, as appropriate.

Forms of Assessment

We use the following forms of assessment:

- Lucid Test (working memory skills)
- GLA Dyslexia Screener
- GLA Dyscalculia Screener
- STAR Reading Test (part of Accelerated Reader)
- Fresh Start Phonic Assessment
- Key Stage Two SATS
- Cognitive Ability Tests (CATS)
- TOMAL
- Social Difficulties Questionnaire (SDQ)

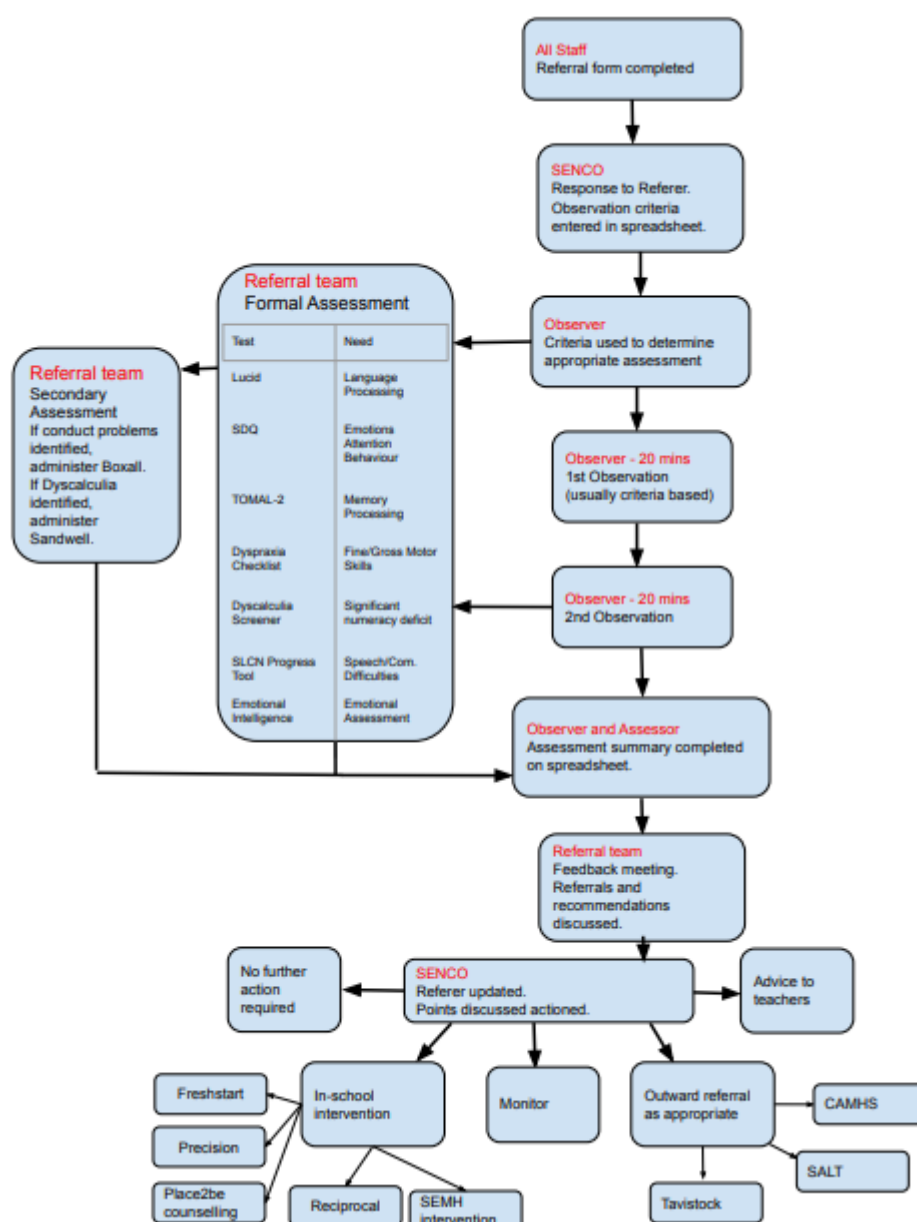
Interventions

- In-class LSA support
- Targeted teaching groups for English, mathematics and science
- Access to Chromebook during lessons
- EXCEL Group - bespoke, targeted small-group curriculum for students who require a mix of both small group teaching in addition to mainstream (core) lessons
- RISE Group - bespoke, targeted small-group curriculum for students who experience more substantial learning and social communication challenges
- Fresh Start phonics programme
- Specialist dyslexia assessment and tuition
- Hackney Literacy Literacy Programme
- Key Stage Four Bespoke Pathway
- Beyond Words (Accelerated Reader)
- Place2Be counselling
- Key Worker mentoring
- Social Communication groups
- SEMH intervention
- Primary transition support
- Post-16 transition support
- The Orchard Provision - nurture group
- Sensory Room

What should I do if I think my child has an additional need or disability?

- We strive to maintain successful home-school links and parents and carers are always encouraged to speak to a member of staff if they have any worries.
- Ask to speak to your child's Form Tutor or Head of Year about your concerns. If necessary, a meeting can be arranged with the school's SENCO.

SEND Referral Chart



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

- At Heartlands, high quality teaching underpins all SEND provision. There is a strong emphasis on differentiation, not just in terms of the work set, but also through questioning, the setting of homework and expectations of individuals. Through this bespoke approach, individuals can progress at their own speed.
- All teaching staff and teaching assistants have access to the SEND Success Passports. These outline the strengths of the young person, as well as providing information on their needs and suggesting support strategies.

- Some students have access to specialist ICT equipment and/or in-class support for some or all of the day, depending on their level of need. Some students use a coloured overlay.
- Some students may be entitled to examination access arrangements, such as extra time, a scribe, a laptop etc. These must reflect the young person's **normal way of working** and need to be applied for in advance of the examinations, as evidence will need to be collected before an application is made.
- Some students participate in interventions. If we feel that a student would benefit from an intervention, we will liaise with parents/carers beforehand.

What support will be there for my child's overall wellbeing?

- Heartlands prides itself on being a caring community where each young person is recognised as an individual with their own needs. Our ethos places our young people at the centre of everything we do.
- Young people need to be comfortable in their environment so they can behave in a way that will permit them to learn. As such our staff work with students on developing their social communication and interaction skills.
- Students have a form tutor; whom they can speak to if they have any concerns.
- We have clear and robust behaviour and anti-bullying policies, which we refer to regularly with our students. Our school values form the basis of all that we do and our young people are encouraged to reflect upon these values when resolving conflicts.

Which specialist services are available or accessed by Heartlands High School?

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and/or Sensory
In-school services/support available	Social Communication Skills small group intervention Break and Lunch time club	In-class TA support Literacy and Numeracy Support Bespoke KS4 pathways - catering, functional	Counsellor Key Worker Pastoral Support Community Link Worker	Sensory Room

	After school art, horticulture, football and baking clubs.	skills and horticulture Exam Practice Fresh Start Phonic Hackney Literacy Programme RISE and EXCEL classes Home learning clubs	Health and Emotional Wellbeing Service Worker Social Worker In Schools Programme	
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	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and/or Sensory
External services we access	Language and Autism Support Team (LAST) Speech and Language Therapist (SALT)	Educational Psychologist Dyslexia Specialist Teacher	Clinical Psychologist Child and Adolescent Mental Health Service (CAMHS)	Occupational Therapist Sensory Support Team

How will my child be included in school activities out with the class, such as school trips?

Heartlands High is an inclusive school and as such all students should be able to access the same experiences and opportunities. There are times, however, where undertaking our statutory duties as a school reasonable adjustments have to be made to ensure that all young people are included in every aspect of school life. Risk assessments are undertaken for every trip, for all students, plus individual risk assessments may be carried out in certain circumstances, usually in collaboration with parents/carers and outside agencies, where appropriate.

How accessible is the school?

Heartlands is housed in a modern building with lift access. Please see our [Accessibility Plan](#)

Admissions to Heartlands High School

Please see our [Admissions Policy](#)

Attendance

Attendance and punctuality is monitored daily by the Attendance Officer. Our [Attendance Policy](#) was updated in April 2020 and was reviewed by the Governors. If your child is feeling anxious about attending school, please contact the school as soon as possible.

Transition Arrangements

To ensure a smooth transition Heartlands High offers transition days and one-to-one meetings with the SENDCO. We have good working relationships with our feeder schools.

As your child moves between Key Stages, Heartlands High School will provide career advice from our in-house Careers Advisors. Students with an identified special educational need will be prioritised for post-16 advice.

The Deployment of Staff and Resources

The SEND Budget for 2022/23 has purchased the following:

- Access to Specialist Services e.g, EP and dyslexia specialist teacher
- Site Licences for computer programmes
- Coloured overlays
- Ingredients for cooking
- Arts and Crafts materials
- Fidgets
- Equipment for Horticulture sessions
- Staff Training
- Books for students with an EHCP
- Educational Games such as TRUGS (Teaching Reading Using Games)
- Games to promote socialisation and communication

Overview of Department

The Learning Support department consists of:

- One SENCO
- One SEND Administrator
- One SEND Teacher
- Three SEND HLTAs
- Twelve LSAs
- Access to six subject specialist HLTAs (shared with their respective departments and the cover department)

Staff Training and Development

- Dyslexia/Literacy Difficulties
- Speech and Language Therapy: Emotional Regulation
- Understanding Tourettes
- Examination Access Arrangements Refresher
- Provision Map software training
- Inclusive Classrooms
- Autism Awareness

External Agencies

- CAMHS
- Language and Autism Support Team
- Haringey Educational Psychology Service
- Occupational Therapy
- Dyslexia Specialist Teacher
- Sensory Team

Contact Details

For further information, please contact: send@heartlands.haringey.sch.uk

The Local Offer

Haringey's local offer can be found here: [Local Offer](#)