



# SEND Information Report

## January 2024

# 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 – A. Matthews

## **Policies**

All policies include explicit references to disability equality and SEND. The SEND policy was updated in January 2024 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 2023-24: 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	231	37	16	11	5	1
Year 8	234	29	12	11	5	1
Year 9	232	25	11	12	5	1
Year 10	237	43	18	12	5	1
Year 11	237	45	19	16	7	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 2023-24: 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	231	18	8	10	4	5	2	0	0
8	234	17	7	8	3	2	1	2	1
9	232	15	6	6	3	3	1	0	0
10	237	21	9	12	5	7	3	2	1
11	237	21	9	17	7	4	2	3	1
Total	1171	92	39	77	22	21	9	7	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)
- Conner's Forms

- Autism Screeners

## Interventions

- In-class LSA support (as per Section F of a students' EHCP)
- Targeted teaching groups for English, mathematics and science
- Access to Chromebook during lessons
- Social Communication Intervention
- Fresh Start phonics programme
- Morning Club for students with SEMH needs
- Hackney Literacy Literacy Programme
- Key Stage Four Bespoke Pathway
- Beyond Words (Accelerated Reader)
- Place2Be counselling
- Key Worker mentoring
- SEMH intervention
- Primary transition support
- Post-16 transition support

## 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 Referrals

- Staff can refer a student who they have a concern about using our inclusion referral form.
- Each week the school holds an inclusion panel to discuss the referral - actions are then agreed.
- Students requiring SEND screeners are assessed by members of the SEND referral team. We **cannot diagnose** in school.
- We do: cognitive screeners (assessing literacy, numeracy and working memory skills); Strengths and Difficulties Questionnaires (to assess for any social or emotional needs); Conner's Forms (to screen for ADHD traits) and Autism Screeners.
- Any young people requiring further assessment will be referred to the relevant outside professionals (e.g., the Educational Psychology Service, CAMHS)

## 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 via EduKey. 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
<b>In-school services/support available</b>	Social Communication Skills small group intervention  Break and Lunch time club  Enrichment Programme	In-class TA support  Literacy and Numeracy Support  Bespoke KS4 pathways - catering, functional skills and horticulture  Exam Practice Fresh Start Phonic  Hackney Literacy Programme  Home Learning Clubs (subject specific)	Counsellor  Key Worker  Pastoral Support  Community Link Worker  Health and Emotional Wellbeing Service Worker  Social Worker In Schools Programme	Early Exit Pass  Time Out Pass (as recommended by an outside professional and/or Section F of an EHCP)

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and/or Sensory
<b>External services we access</b>	Language and Autism Support Team (LAST)  Speech and Language Therapist (SALT)	Educational Psychologist	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 SEND Team. 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 2023/24 has purchased the following:

- Access to Specialist Services e.g, EP and LAST
- Site Licences for computer programmes
- Coloured overlays
- Ingredients for cooking
- Arts and crafts materials
- Equipment for horticulture sessions
- Staff training
- Books for students with an EHCP
- Educational games
- Reader pens
- Games to promote socialisation and communication

## **Overview of Department**

The Learning Support department consists of:

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

## **Staff Training and Development**

- Emotional Literacy Support Assistant (ELSA) training for two members of staff
- Understanding Tourettes
- Examination Access Arrangements Refresher
- Utilising and Adapting Success Passports
- Understanding Working Memory

## **External Agencies**

- CAMHS
- Language and Autism Support Team
- Haringey Educational Psychology Service
- Occupational Therapy
- Sensory Team
- Speech and Language Therapy Team
- Place2B

## **Contact Details**

For further information, please contact: [send@heartlands.haringey.sch.uk](mailto:send@heartlands.haringey.sch.uk)

## **The Local Offer**

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