





**Annual Report on the Implementation of the Special Educational Needs (SEND) and Disability Equality Policies (January 2025)**

**Key Staff**

Special Educational Needs Coordinator (SENDCO) - G. Corby

Assistant SENDCO - B. Kara

SEND Administrator – C. Raucci

SEND Governor – M. Fidanboylu

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 2025 and has been reviewed by staff and governors. The SEND Policy is available from: [SEND Policy](https://docs.google.com/document/d/1SyenJngniHTqLKtYpU_snlI4mCXKjqKn/edit#heading=h.gjdgxs)

**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 2024-25: 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** | 236 | 56 | 24% | 9 | 4% | 1 |
| **Year 8** | 239 | 42 | 18% | 11 | 5% | 0 |
| **Year 9** | 236 | 32 | 14% | 10 | 4% | 1 |
| **Year 10** | 233 | 26 | 11% | 10 | 4% | 2 |
| **Year 11** | 241 | 49 | 20% | 13 | 5% | 1 |

**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 2024-25: 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** | 236 | 19 | 8 | 11 | 5 | 9 | 4 | 4 | 2 |
| **8** | 239 | 17 | 7 | 12 | 5 | 5 | 2 | 1 | 0.4 |
| **9** | 236 | 15 | 6 | 8 | 3 | 3 | 1 | 3 | 1 |
| **10** | 233 | 15 | 6 | 4 | 2 | 4 | 2 | 0 | 0 |
| **11** | 241 | 21 | 9 | 13 | 5 | 11 | 5 | 3 | 1 |
| **Total** | 1185 | 87 |  | 48 |  | 32 |  | 11 |  |

\*Please note, this table does not include students with no specialist assessment/other difficulty

**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
* STAR Reading Test (part of Accelerated Reader)
* Fresh Start Phonic Assessment
* Key Stage Two SATS
* AFAs - in class assessments
* Speech and Language screeners
* Autism and ADHD 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
* Speech and Language Intervention
* Literacy Intervention - Talisman Programme
* Fresh Start phonics programme
* Morning Club for students with SEMH needs
* Hackney Literacy Programme
* Key Stage Four Bespoke Pathway
* Beyond Words (Accelerated Reader)
* Place2Be counselling
* Mentoring
* SEMH/ELSA 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); Speech and Language, ADHD and Autism Screeners.
* Any young people requiring further assessment will be referred to the relevant outside professionals (e.g., the Educational Psychology Service, CAMHS, Speech and Language Team)
* If necessary, students are added to the SEND register, with parental/carer permission

**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** |
| --- | --- | --- | --- | --- |
| **In-school services/support available** | Social Communication Skills Small Group InterventionBreak and Lunch Time ClubEnrichment ProgrammeSpeech and Language Small Group | In-class TA supportLiteracy and Numeracy SupportBespoke KS4 Pathways - Catering, Functional Skills and Horticulture NOCNExam PracticeFresh Start Phonic ProgrammeHackney Literacy ProgrammeTalisman Literacy ProgrammeHome Learning Club | CounsellorKey WorkersPastoral SupportCommunity Link WorkerEmotional Literacy Support Workers (ELSA)SEMH Morning Club | Early Exit PassTime 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** |
| --- | --- | --- | --- | --- |
| **External services we access** | Language and Autism Support Team (LAST)Speech and Language Therapist (SALT) | Educational Psychologist | Clinical PsychologistChild and Adolescent Mental Health Service (CAMHS)Mental Health Support Team (formally Trailblazers) | 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, 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](https://heartlands.haringey.sch.uk/about-us/policies/)

**Admissions to Heartlands High School**

Please see our [Admissions Policy](https://cdn.realsmart.co.uk/a4f2eec442dc510be34096846956cbfc/uploads/2022/06/14150249/Admission-Criteria-for-Secondary-Transfer-2023-2.pdf)

**Attendance**

Attendance and punctuality is monitored daily by the Attendance Officer. Our [Attendance Policy](https://heartlands.haringey.sch.uk/about-us/policies/) 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 for students with an EHCP or students with significant needs. 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 2024/25 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
* Educational games
* 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)
* Eleven 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
* Inclusive Classrooms
* Understanding Tourettes
* Examination Access Arrangements Refresher
* Utilising and Adapting Success Passports
* Emotion Based School Avoidance
* IPSEA SEND Law
* Executive Functioning Skills
* Emotion Coaching
* Positive Autistic Identity (All About Me)
* Makaton
* Numicon
* Supporting Dyslexic Learners
* 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
* School Nurse
* Mental Health Support Team (formally Trailblazers)

**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](https://www.haringey.gov.uk/children-and-families/local-offer)