



SEND Information Report January 2026

SEARCH

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Annual Report on the Implementation of the Special Educational Needs (SEND) and Disability Equality Policies (January 2026)

Key Staff

Special Educational Needs Coordinator (SENDCO) - L. Katan

Associate SENDCO - R. Margetinova

SEND Administrator – N. Claros

SEND Governor – M. Fidanboylu

Senior Teacher with SEND responsibility – E. Roberts

Policies

All policies include explicit references to disability equality and SEND. The SEND policy was updated in January 2026 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 2025-26: 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	208	41	19.7%	9	4.3%	0
Year 8	234	52	22.2%	10	4.3%	3
Year 9	238	42	17.6%	10	4.2%	1
Year 10	234	34	14.5%	10	4.3%	1
Year 11	234	33	14.1%	11	4.7%	1
Total	1148	202	17.6%	50	4.4%	6

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 2025-26: 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 P&S	% Year Group
7	208	16	7.7%	7	3.4%	2	1%	3	1.4%
8	234	15	6.4%	7	3%	6	2.6%	3	1.3%
9	238	16	6.7%	9	3.8%	5	2.1%	5	2.1%
10	234	16	6.8%	9	3.8%	3	1.3%	4	1.7%
11	234	16	6.8%	3	1.3%	5	2.1%	0	0%
Total	1148	79	6.9%	35	3%	20	1.7%	15	1.3%

*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 progression tool (LAST team training as to how to use this tool to assess and also to measure progress)
- Autism and ADHD Screeners
- Dyslexia 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 and other adaptive technologies.
- Social Communication Intervention
- Speech and Language Intervention
- Additional Speech and Language Intervention for Y7/8 students, supported by the Haringey LAST team
- Literacy Interventions: Lexia, Fresh Start phonics programme, Hackney Literacy Programme (Key Stage 3)
- Numeracy Intervention (Key Stage 3)
- Toe-by-toe Intervention
- Precision Intervention
- Handwriting Intervention
- Touch Typing Intervention
- Morning Club for students with SEMH needs
- Key Stage 4 Bespoke Pathway (Catering, Functional Skills, Land)
- SEN Exam Practice group
- Beyond Words (Accelerated Reader)
- Place2Be Counselling and Place2Talk drop in support
- GEMHS Counselling
- Mentoring
- 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 referral meeting 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 who they can speak to if they have any concerns.
- SEN E students and some SEN K students will have a key worker (an LSA) who will check in with students as needed.
- 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 Enrichment Programme Speech and Language Small Group	In-class TA support Literacy and Numeracy Support Bespoke KS4 Pathways - Catering, Functional Skills and Horticulture NOCN Exam Practice and specialist SEN Exam Practice groups Fresh Start Phonic Programme Hackney Literacy Programme Home Learning Club Toe by Toe Precision	Counsellor - Plac2Be and GEMHS Key Workers Pastoral Support Community Link Worker Emotional Literacy Support Workers (ELSA) SEMH Morning Club	Early Exit Pass Time Out Pass (as recommended by a professional and/or Section F of an EHCP) Lift pass (as recommended by a professional and/or Section F of an EHCP) Adaptive technologies to support accessibility.

	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 Psychologist Child and Adolescent Mental Health Service (CAMHS) Guided Emotional and Mental Health Support (GEMHS - 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](#)

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 March 2023 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 2025/26 has purchased the following:

- Access to Specialist Services e.g, EP and LAST
- Site Licences for computer programmes and LUCID assessments
- Staff training: ELSA training, Youth Mental Health First Aid training, Precision Training
- Ingredients for cooking
- Arts and crafts materials
- Equipment for horticulture sessions
- Games to promote socialisation and communication, fidget toys and other items for students.

Overview of Department

The Learning Support department consists of:

- One SENCO
- One SEND Administrator
- One SEND Teacher
- One Associate SENCO
- Two SEND HLTAs
- Nine LSAs
- Access to six subject specialist HLTAs (shared with their respective departments and the cover department)
- Current positions of leadership within the department:
- Associate SENCO (appointment of HLTA), Access Arrangement Honorarium (appointment of LSA), SEND Support & Referral Honorarium (appointment of LSA - to be confirmed).

Staff Training and Development

- Emotional Literacy Support Assistant (ELSA) training for two members of staff
- Support and Strategy Circles run by SENCO for teaching staff.
- Inclusive Classrooms
- Understanding Tourettes - GOSH training consultations
- Examination Access Arrangements Refresher
- Utilising and Adapting Success Passports - training delivered to Teach First and PCGE students by SENCO.
- Emotion Based School Avoidance (training with EP service)
- IPSEA SEND Law
- NPQSENCO Training for SENCO
- Executive Functioning Skills
- Positive Autistic Identity (All About Me)
- Makaton
- Numicon
- Supporting Dyslexic Learners
- Understanding Working Memory
- Whole School Autism training, delivered by the Haringey Language and Autism team (LAST). This includes 2 1-hour sessions for all school staff, and an additional 2 1-hour session for teachers and teaching assistants.
- ADHD Focus Group and Training as run by the GEMHS team.
- Whole School training regarding needs of Year 7 and Year 11 EHCP students, delivered by SENCO to all staff.
- Teaching and Learning termly briefings delivered by SENCO.
- Learning walks and meetings arranged between Core Heads of Faculties and SENCO

Parent and Carer Engagement

- Parent/carers events planned to enhance family engagement with Heartlands and empower parents/carers to support their children.
- Author talk from Jessie Hewitson for ADHD/ASC parent/carers in Autumn Term.
- Further planned events/ ideas for events include talk on Executive Functioning, SEND Coffee Mornings, Meet the Key Workers event, SEND transition events involving parent/carers, events with SENDIASS/Markfield.
- Termly SEND bulletins shared and planned for the academic year.

External Agencies

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

- Speech and Language Therapy Team
- Place2B
- School Nurse
- Guided Emotional and Mental Health Support (GEMHS) (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](#)