



**HEART OF ENGLAND**  
Creating Futures

## SEND Information Report 2022-2023

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This report will be reviewed annually and approved by the trust board.

The Special Educational Needs and Disability Co-ordinator at Heart of England School is:

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## 1. Overview and Aims of the Special Education Needs and Disabilities Policy at Heart of England School

Heart of England School is committed to creating futures for all of our young people. We recognise and celebrate the differences of every child and the contributions to the school that diversity creates. We are committed to offering a broad and balanced curriculum that every young person can engage with and enjoy that leads to the best possible outcomes and progress for all of our young people, especially those with SEND. We are dedicated to ensuring that students identified as having SEND are educated alongside their peers in mainstream classes and have full access to our curriculum and enrichment activities. At the core of our practice is Quality First Teaching (see section 13 for further information) where:

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.”

Furthermore, every teacher is responsible and accountable for the progress and development of the students in their class, even if additional support is provided through the pastoral, academic and learning support teams. Therefore, this policy should be considered within the wider context of specific school policies relating to learning and teaching.

Academy Overview	Academy Cohort 2022-23
<p>Heart of England School is a mainstream 11-18 secondary Academy with around 1300 students. It serves an area covering Solihull, Coventry and Warwickshire with Academy.</p> <p>We strive to be as inclusive as possible in meeting the needs of pupils with a Special Educational Need/s and or Disabilities, where families want this to happen.</p>	<p>Students with an Educational Health Care Plan (EHCP):</p> <ul style="list-style-type: none"> <li>• 1.37%</li> </ul> <p>Students with Special Educational Need/s and/or Disabilities (SEND):</p> <ul style="list-style-type: none"> <li>• 19.31 %</li> </ul> <p>Pupil Premium (PPG) students:</p> <ul style="list-style-type: none"> <li>• 14.56%</li> </ul> <p>Students with English as an Additional Language (EAL):</p> <ul style="list-style-type: none"> <li>• 4.18%</li> </ul>

## 2. Areas of Special Educational Needs Provided by Heart of England

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs (SPD)

Area of SEN	Definition
<b>Communication and Interaction</b>	Children with Speech, language and communication needs have difficulty in communicating with others, for example those with an ASD diagnosis. This could include difficulties with producing or responding to expressive or receptive language. They may have difficulty in uttering speech sounds, difficulties in understanding spoken language and communications from others.
<b>Cognition and Learning</b>	This refers to when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including specific learning difficulties (SpLD) such as dyslexia and dyspraxia, severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
<b>Social, emotional and mental health difficulties</b>	This may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties and traumas. It also includes ADHD and attachment disorder.
<b>Sensory and/or physical needs</b>	Some children will require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These include visual impairment, hearing impairment, multi- sensory impairment and physical impairment, which may require additional equipment to assist with learning.



### **3. Identifying Students with SEN, Assessing their needs and Involving Students and their Parents/Carers**

Heart of England believes that most needs can be met in mainstream lessons, taught by professionals (teachers), where learning is personalised according to need. We work hard to ensure that information about students' needs is shared, so that teachers are better able to plan lessons accordingly. Wherever possible, for the vast majority of the time, students with SEND are educated alongside their peers in mainstream lessons.

There are a number of ways that a student may be identified as having additional needs. We may use some of the following ways to identify students with SEND:

- Information from Transition. Heart of England liaises closely with feeder Primary schools and staff visit most feeder schools to gather information so that teaching staff are fully prepared for the autumn term. This information is shared with staff through the SEND Register and Student Profiles/Passports. In the first instance, some students may need monitoring more closely at the beginning of Year 7 so that staff can gauge their progress as they settle into their new school
- Information gathered from baseline data, reading and spelling ages. Any student who joins our school mid-year will be assessed to identify their starting point. Such information is invaluable in supporting them effectively from the start of their time in the school
- On-going observation and information sharing amongst staff and academic, pastoral and learning support teams relating to a student's progress is used to inform future planning. This may include lesson observation and student trails from the SENDCo or their team
- Data from Progress checks. If a student is falling below expected grades of progress, this will be picked up by regular reviews and data drops, as well as through academic progress meetings. Curriculum Leaders will also review student progress and put in place a variety of subject specific interventions as necessary
- Using a dyslexia screener and other online assessments
- Academic and Pastoral meetings. Information is shared by school staff, allowing support to be coordinated, including any possible referrals to outside agencies. This may include for example referrals to Child and Adolescent Mental Health Services (CAMHS SOLAR), the Speech and Language Therapy team (SALT), educational psychology services or occupational therapists
- Outside agency support plays an important role in identifying, assessing and providing provision for students with SEND. If a student at the school is making less than expected progress, despite tailored support, Heart of England seeks to utilise support from external specialists for students with higher levels of need in order to improve their outcomes. We will receive regular visits from the Educational Psychologist, Specialist Advisory Teachers, Speech and Language Therapists and the Specialist Inclusion Support Service (SISS)
- We will work closely with the Attendance Officer and the Education and Welfare Officer

Heart of England greatly values the partnership with parents and carers. A positive, communicative and collaborative approach is the best way to understand the needs, barriers and context of our young people which leads to equity and the removal of barriers. Parents and carers are represented on the Academy Trust Board. Parents and carers are also invited to

regular tutor and teacher evenings to review and discuss student progress. We also encourage and invite families to rewards evenings, drama, dance and music performances and sporting events.

We will notify parents and carers when it is decided that pupil will receive SEND support. Families will be consulted on all matters relating to the young person’s SEND provision. Families are also encouraged to participate as fully as possible in supporting their child’s learning needs and to request additional meetings with relevant staff in order to make this possible.

Slow progress and low attainment will not automatically mean a pupil is recorded as having a Special Educational Need.

#### 4. How will Heart of England Monitor and Track my Child’s SEND Support?

We consider the needs of the child through a holistic and whole-child approach and will continue to assess and monitor your child using the graduated response and the cycle of Assess, Plan, Do, Review. The subject teacher will work with the SENDCo and Learning Support team to carry out a clear analysis of your child’s needs.

**Figure 1: Assess, Plan, Do, Review (APDR) cycle**



**Figure 2: The Graduated Approach**



## 5. Heart of England’s Approach to Teaching Young People with SEN



Delivered By	Type of support available	Who receives this
Class teacher/Key worker input via good/outstanding classroom teaching.	<ul style="list-style-type: none"> <li>The teacher will have the highest possible expectations for your child and all pupils in their class. This is referred to in school as “Quality First Teaching”.</li> <li>All teaching is based upon building on what your child already knows, can do, and can understand. This is achieved through ongoing assessment and focused marking of students’ work.</li> <li>Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task. This may include occasional support from a learning support assistant/key worker to help with a particular difficulty.</li> </ul>	All students in the school receive this



Targeted Support  
Additional Support

Delivered by:	Type of support available	Who receives this
<p>A collaboration between the SENDCo and class teacher on the basis of high quality evidence concluding that a student needs the additional targeted support</p>	<ul style="list-style-type: none"> <li>● Your child’s teacher/key worker will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs additional support to ‘close the gap’ between your child and their peers</li> <li>● Parents/Carers will be immediately informed and will be a full partner in planning and reviewing additional support or interventions. The term intervention is used to refer to additional support that a child receives to help move them forward in a particular area of learning. This support is time limited and will have clear targets to help your child make more progress</li> <li>● The class teacher will plan with parents/carers, the pupil and the SENDCo to put in place interventions that support your child’s learning</li> <li>● Interventions may include small group work or individual sessions</li> <li>● We acknowledge that a number of children will have special educational needs (SEN) at some time in their school career. Some of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. When considering the type of support individual students might need, all teachers have been advised to think in terms of two groups of pupils;</li> <li>● “Underachieving and less experienced learners”</li> <li>● “Students with a closely defined special educational need or disability”</li> <li>● Students identified with special educational needs require a response from the school that goes beyond the necessary differentiation that should typically be available to every child in every classroom</li> <li>● Students identified with special educational needs require a response from the school that goes beyond the necessary differentiation that should</li> </ul>	<p>Students who are identified as have additional needs</p>





	<p>typically be available to every child in every classroom</p> <ul style="list-style-type: none"><li>● Particular care will be needed with pupils whose first language is not English. Teachers/key workers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. In assessing the SEND of students who speak English as an Additional Language, home language assessment may also be used where deemed appropriate to inform provision</li><li>● Students must not be regarded as having learning difficulties solely because their home language is different from that in which they are taught</li><li>● Where a student's behaviour has been identified as a cause for concern in line with steps taken to support pupils in the school behaviour policy, the school works with the principle that a student's behaviour is often the product of other underlying needs, for example social interaction or communication needs. Particular care is taken to address these needs through work with the academic, pastoral and learning support teams</li><li>● Where small group sessions are put in place they will be run by a Teaching Assistant, Learning Support Assistant, teacher or an outside professional (like a Speech and Language Therapist) using a recognised programme. These small group sessions are often referred to in school as 'interventions' and 'provisions' and steps have been taken to ensure that there is a strong 'evidence base' underlying the interventions that we have selected to use</li><li>● At this point you will be fully involved in discussions and decisions, and asked to come to a meeting to discuss your child's progress and help plan possible ways forward</li><li>● In addition to interventions that take place whether in the classroom, or during the school day, we offer some additional support to students outside of normal school hours</li></ul>	
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## 6. How We Involve Other Bodies, Including Health And Social Care Bodies, Local Authority Support Services And Voluntary Sector Organisations In Meeting Children’s SEND And Supporting Families

At times specialist professionals may work with your child to understand their needs and make recommendations, these may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise
- Your child’s involvement in a group run by school staff under the guidance of the outside professional eg Speech and Language Support
- A group or individual work in school run by an outside professional

You will always be involved in decisions about how the support will be used and what strategies that will be put in place. You will be provided with the contact details for any agencies or services outside the school who will work with your child.



How the support is funded	Type of service
Directly funded by school	<ul style="list-style-type: none"> <li>● Learning Support Assistants (LSAs)</li> <li>● Laptops</li> <li>● iPads</li> <li>● Reading Pens</li> <li>● My Tutor</li> <li>● Counsellor</li> <li>● NESSY Literacy support</li> <li>● Thinking Reading</li> <li>● Support Dogs</li> </ul>
Paid for centrally by The Local Authority	<ul style="list-style-type: none"> <li>● Educational Psychologist service</li> <li>● Visual Impairment team</li> <li>● SISS</li> <li>● SOLAR/CAMHS</li> <li>● Early Help</li> <li>● Inclusion Service</li> </ul>
Provided and paid for by Health Service	<ul style="list-style-type: none"> <li>● School Nurse</li> <li>● Health visitor</li> <li>● Occupational Therapy</li> <li>● Speech and Language Therapy</li> </ul>
Voluntary Agencies and charities	<ul style="list-style-type: none"> <li>● Youth Offending Team</li> <li>● Mermaids</li> <li>● CRASSAC</li> <li>● NSPCC</li> <li>● Positive Choices</li> </ul>

## 7. What Happens if My Child Requires an Education Health and Care Plan (EHCP)?

If, despite all the above support, your child needs further or more specialist input the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Solihull MBC web site at:

- <https://www.solihull.gov.uk/children-and-family-support/localoffer>

This will occur where the complexity of need or a lack of clarity around the needs of your child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.



### Steps to Education Health and Care Plans

1. The application for an Education, Health and Care Plan will combine information from a variety of sources including: you, your child, teachers, the SENDCo, Social Care and Health professionals. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set
2. This information will be shared with the Local Authority at the point at which a request is made for an Education and Health Care Plan. After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you) a decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. You have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan
3. If an EHC Plan is not approved then the school will be asked to continue with the SEN Support in School
4. If the application is approved by the Local Authority then an EHC Plan will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan
5. The EHC Plan will state in detail your child's strengths, needs and the provision that is required to meet the long- and short-term outcomes that are being sought
6. The school must make its best endeavours to put in place the support identified in the EHC Plan
7. A review of an EHC Plan will be conducted annually in which you, your child, teachers and other agencies (including health and social care professionals) will be invited to attend to discuss and review the progress of your child, set new outcomes and amend the EHCP where necessary



## **8. How Will I Know Whether My Child is Making Good Progress?**

All teachers constantly check and review progress made by all students. We have robust tracking and assessment processes. For every student there are face to face parent consultation evenings, termly progress checks and one full written report each year. In addition, in year 7 there is a 'meet transition team' evening early in the autumn term. These are the formal opportunities to hear about your child's progress both socially and academically.

For students with SEND there will be additional opportunities to meet or liaise with key staff throughout the year at timely intervals, dependent on need. As a parent of a student with SEND who is receiving specific intervention, you will be invited into school or contacted by telephone or email to update you on your child's progress. This will happen at least termly. Parents of a student with an EHC plan will be invited to discuss the progress of their child on a termly basis.

Progress, attendance, behaviour, readiness for learning, self-esteem, and any other relevant area may be agenda items. At face-to-face meetings, parents, SENDCo and outside agency specialists may be present. We will always try to inform parents in advance of the meeting who will be present. Parents/carers can ask for any trusted adult, such as a grandparent, to accompany them to the review meeting.

## **9. Supporting Children and Young People Moving From Primary to Secondary, to Another Year Group and Preparing for Adulthood**

Once your child has been allocated a place in our school by the local authority, if you have not yet visited our site we will invite you and your child to meet and speak with the team who will work with your child when they are here.

We work with feeder primary school colleagues to ensure we know about your child's needs and are able to make arrangements before they start at Heart of England. All students have the opportunity to take part in the transition day during Year 6 and, where appropriate, we also organise additional transition work.

If other professionals are involved, we will endeavour to hold a Team Around the Family (TAF) to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.

The SENDCo will ensure teaching strategies are shared with the whole staff, thus ensuring a smooth transition progress. This includes teaching tips and a Curriculum Passport.

When moving between year groups in school, teachers liaise to pass on information and knowledge about students. Enhanced transition opportunities can be put in place where appropriate to ensure that students feel comfortable and prepared for their transitions.

Careers Fairs, transition interviews and option evenings form part of the school calendar each year. Options booklets are produced for year 9 to enable students and parents to make informed choices for next steps.

Heart of England has a careers officer who works with all students, alongside the Pastoral and Academic teams, to prepare them for further education or training post 16.

## 10. Expertise of Staff

Staff	Training and Support
SENDCo	National SENDCo Award; mental health first aid; DSL Level 2
ASC Specialist	AET Level 3
LSAs	PGCE; ESOL; TA Level 2;

## 11. Services and Organisations We Work With

Service/organisation	What they do in brief	Contact details
SOLAR in Solihull (CAMHS)	Screen young people for mental health difficulties and provide therapeutic support for those groups	SOLAR- Via your GP or the school
Specialist Assessment Service (Meadows Centre)	Assess for autism and complex learning difficulties	Via the school
Educational Psychologist Service	Assess and support young people who are not making progress with their learning	Via the school
Occupational therapists	NHS provision assigned to individual students to provide advice and guidance for a variety of difficulties e.g. fine and gross motor skills	Via your GP
Speech and Language Therapists (SALT)	Can offer core services to students with disordered language difficulties	See the Local Offer: <ul style="list-style-type: none"> <li><a href="https://www.solihull.gov.uk/c-hildren-and-family-support">https://www.solihull.gov.uk/c-hildren-and-family-support</a></li> </ul>
SISS Autism team	For students with a diagnosis of Autism who are having difficulty accessing the school curriculum	Via the school
SENDIAS (Special Educational Needs and Disability Information Advice and Support)	“Our vision at Solihull SENDIAS, is that children and young people with SEND, and their parents/carers, will be aware of their entitlement and the options	<ul style="list-style-type: none"> <li><a href="https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/">https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/</a></li> </ul>



	available, and will be able to make informed decisions  Information, advice and support for children and young people with SEND and their parents/carers will be impartial, free to access, accurate, confidential, comprehensive and easily accessible/understandable.”	
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When moving between year groups in school, teachers liaise to pass on information and knowledge about students. Enhanced transition opportunities can be put in place where appropriate to ensure that students feel comfortable and prepared for their transitions.

Careers Fairs, transition interviews and option evenings form part of the school calendar each year. Options booklets are produced for year 9 to enable students and parents to make informed choices for next steps.

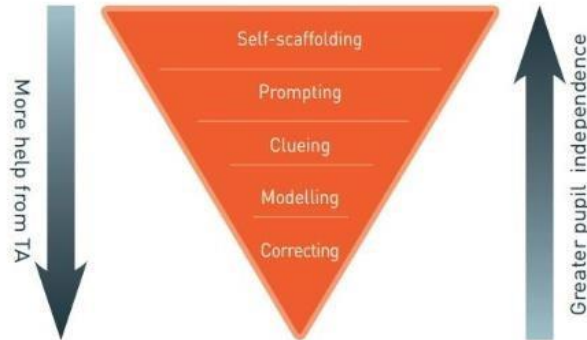
Heart of England has a careers officer who works with all students, alongside the Pastoral and Academic teams, to prepare them for further education or training post 16.

## 12. Links to Other Heart of England Policies

The SEN information Report is linked to a number of other school policies. The main ones are:

- Accessibility Plan
- Health and Safety Policy
- Safeguarding Policies
- Behaviour Policy
- Teaching and Learning Policy
- Supporting pupils with medical conditions
- Equality information and objectives
- Attendance Policy
- Exclusions Policy
- Complaints Policy (see section 14)

### 13. Quality First Teaching Strategies



- High Expectations
- Developing relationships and knowing pupils well
- Inclusive Environment
- Broad and balanced curriculum planning
- Engagement and challenge
- Effective questioning and modelling
- Scaffolding learning
- Promoting communication skills
- Assessment and feedback
- Understanding working memory
- Metacognition and self-regulation
- Effective use of LSAs

All teachers have the highest possible expectations for all students in their classes and deliver high quality specialist teaching in the classroom. All teaching is based on building upon what your child already knows, can do and can understand. Teachers are aware of the targets for all students including those with SEND and adapt their teaching to ensure that all students make progress to achieve their individual target.

The teacher/s will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child, including ICT. The teacher will also put in place specific strategies, which may be suggested by the SENDCo or specialists from outside school, to enable your child to access the learning tasks.

Throughout the school year there are opportunities to meet with the school staff about aspects of the curriculum for example parents consultation evening. You can also contact subject staff directly.



## 14. Concerns and Complaints

Should you have any concerns about your child's SEND provision the first step should be to make contact with your child's tutor. Alternatively, you could go directly to your child's subject teacher. You might also contact the SENDCo. If your concern isn't resolved by the tutor, teacher or SENDCo you can then contact the year group academic manager. If this still doesn't resolve your concern the school has a Complaints Policy:

- <https://heart-england.co.uk/wp-content/uploads/2020/11/STAFF-09-Complaints-01.pdf>

for dealing with unresolved issues.