

What is the Special Educational Needs (SEN) information report?

The SEN information report details the provision that Heartlands High School offers to students with special educational needs and disabilities. We ensure that our provision meets the guidance set out in the new SEND code of practice. For more information about the code of practice, please refer to the **SEND code of practice: 0 to 25** years document on the **Department of Education website**. To find out about the Haringey Local SEND Offer, you can visit the **SEND pages** on the Haringey Council website.

SEND Information Report 2017

A child or young person has SEN if they have a learning need or disability which calls for special educational provision to be made for him or her. At Heartlands High School, we are experienced and skilled in identifying and meeting the needs of SEND students so that they can make excellent progress. The vision of high expectations and aspiration extends to all our students; we offer a wide range of interventions and support to enable students with additional needs to flourish and thrive.

Our school building is fully accessible for students with physical disabilities with lift access and disabled toilets on all floors. Our SEND and Equality policies can be found on our website.

Key staff

DHT – Inclusion: Ciara Emmerson: ciara.emmerson@heartlands.haringey.sch.uk
Acting SENCO – Cat McCluskey: catherine.mccluskey@heartlands.haringey.sch.uk
SEN Manager – Lauren Skuse: lauren.skuse@heartlands.haringey.sch.uk

Context

Total number of students on roll	1074
Number of students with EHCPs (Statements prior to Sept 2015)	84
Number of students identified as SEN Support	127
Percentage of school population with Special Educational Needs provision	20%

Provision for Students with Special Education Needs and Disabilities

A key factor in the success of all students, including those with SEND, is excellent teaching and learning in the classroom. We assess students four times per year as part of our AFA cycle and use this information to track and monitor progress. In addition to this cycle, we follow a process of 'Plan, Assess, Do, Review' for students with SEND to enable us to gain a deeper understanding of their needs and to identify which approaches have the most impact on their achievement. We also work closely with parents and external agencies through our annual review process. This collaborative approach helps us to meet students' needs effectively.

If a student with SEND is not making expected progress across a range of indicators, we offer targeted intervention and support. Although these are tailored to the individual needs of the student, the main interventions offered are:

Academic Support and Intervention:

General

- Support from Teaching Assistants in lessons
- SEND specific Home-learning clubs and whole school Home-learning clubs
- Additional Studies programme
- Targeted teaching groups in English, Maths and Science
- Access to a laptop computer during lessons
- Exam Access Arrangements – testing and application of arrangements
- 1:1 Numeracy tuition
- Primary and Post 16 transition advice & guidance
- RISE group – bespoke, targeted, small group teaching for P-level students

Literacy

- Lexia (Computer based phonics & spelling programme)
- Fresh Start – RML phonics programme (small group)
- 1:1 Literacy tuition
- Speech and Language Therapy
- Specialist Dyslexia assessment & tuition

Social, Emotional, Mental Health & Well-being Intervention:

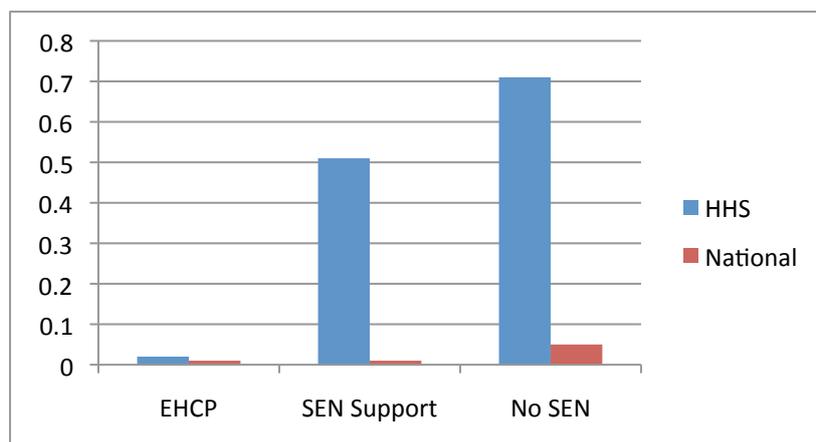
- Counselling
- Behaviour mentoring
- Lunchtime club
- Drama-therapy
- Play therapy
- Connect – (Attachment support)
- Boys' Social Club
- SEND Enrichment offer – (incl Cooking, Archery, Drama & Craft clubs)
- Social Communication groups
- Primary transition support
- Post 16 transition support

Impact of support and interventions

As a result of this personalised and targeted approach to intervention, students with SEND make excellent progress in English and Maths compared to national averages for this group.

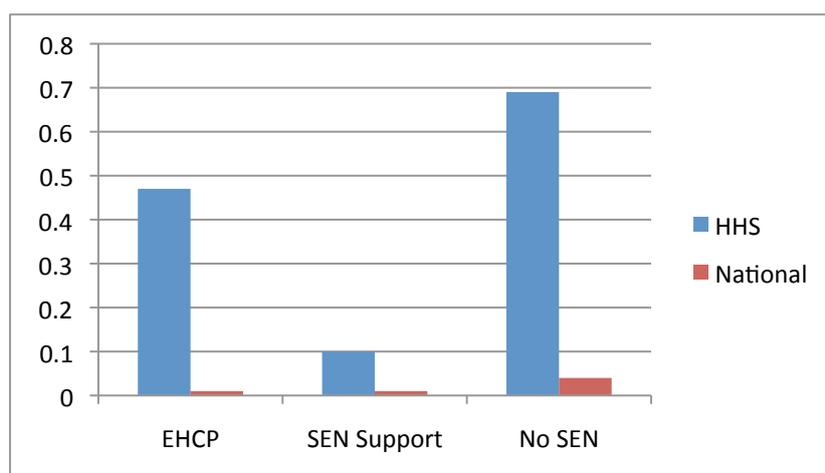
Evaluation – outcomes and progress

Progress in English



Students who have EHC plans made progress in English which was slightly above other EHCP students nationally. Students identified as SEN support made exceptional progress in relation to their peers nationally (equivalent to half a grade higher). Whilst SEND students performed well against national averages for SEND students, a progress gap still exists within school when compared to students without SEND. This is an area of focus for improvement.

Progress in Maths



EHCP students at Heartlands made progress in Maths that was significantly above other EHCP students nationally (almost half a grade higher). Students identified as SEN support

also made good progress in relation to their peers nationally. As with English, an in school gap still exists between SEND pupils and non-SEND pupils.

Impact of interventions for SEN students

Academic data on pupil progress is critical in helping us to evaluate the impact of our provision for SEND students. However, national data does not always reflect the true picture of SEND performance in our mainstream school as our scores also include students who attend our ASD provision. This is a specialist unit where pupils do not follow a conventional curriculum or sit qualifications at the end of Key stage 4. This can skew our results and misrepresent the progress made by students in the mainstream.

Therefore, we use a range of evidence to evaluate the effectiveness of our offer including internal data tracking, responses from parental and student consultation and progression rates to Post 16 courses. This evidence indicates a high level of pupil and parental satisfaction with our provision and excellent progression of SEND pupils to appropriate and high quality further education courses.

We make data-led, evidence based decisions about how to improve our provision. For example, a wide-ranging curriculum review in 2015, led to the introduction of high quality vocational qualifications for students from Year 9 onwards. This has enabled a number of our SEND students to access appropriate and challenging courses. We also reviewed our intervention programme in 2016 to ensure our provision was specific, personalised and progress focussed. We continue to develop and refine our offer to ensure that our SEND students have the best educational opportunities.

Next steps

In the coming year the academy has the following development priorities:

1. To implement rigorous monitoring and evaluation of interventions to assess their impact and adapt practice to enhance impact.
2. To implement effective strategies to increase attendance of SEND students through reducing the incidences of occasional and persistent absenteeism.
3. To ensure our overall Progress 8 score for SEND E and K pupils exceeds national averages for these groups.
4. To begin to narrow the gap in progress between SEND students and non-SEND students.