

# **ANNUAL REVIEW**

## **SEND Information Report 2023-2024**

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

<b>General School Details:</b>	
School Name:	The Heath
School website address:	www.heathschool.org.uk
Type of school:	Lead Academy in a Multi Academy Trust
Description of school:	Mainstream Academy (11-16). Teaching School and STEM Centre of Excellence
Does our school have resource base? Yes or No  If Yes please provide a brief description.	No
Number on roll:	1207
% of children at the school with SEND:	17.9%
Date of last Ofsted:	November 2022
Awards that the school holds:	Inclusion Quality Mark, Young Carers Bronze Award, Investors in People Gold, Arts Council Award Gold
Accessibility information about the school:	New building, which is fully accessible.

Please provide a web link to your school's Accessibility Strategy			
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>SENDCo has an MA in Inclusion and SEND as well as the NASENDCo award.</p> <p>Regular CPD sessions held for all staff on various aspects of SEND, for example, Quality First Teaching, Differentiation, Supporting students with SEND.</p> <p>SEND Staff attended a variety of training sessions last year, including:</p> <ul style="list-style-type: none"> <li>• Nurture network meetings</li> <li>• Delivering literacy intervention</li> <li>• ESLA</li> <li>• Embedding EAL assessment</li> <li>• AET training: Understanding anxiety in autistic pupils</li> <li>• Lexoniks</li> <li>• Next Steps (mental health)</li> </ul>		
Documentation available:	Are the following documents available on the schools website?  If yes please insert the link to the documents page.	SEND Policy	<a href="https://drive.google.com/file/d/1Bvn8FMwDuf6Lgff9Wpj8vwdcDIOzWfTD/view">https://drive.google.com/file/d/1Bvn8FMwDuf6Lgff9Wpj8vwdcDIOzWfTD/view</a>
		Safeguarding Policy	<a href="https://drive.google.com/file/d/1oxWX2wkkSxnK5IOcRJza9PfUfMr9QS7c/view">https://drive.google.com/file/d/1oxWX2wkkSxnK5IOcRJza9PfUfMr9QS7c/view</a>
		Behaviour Policy	<a href="https://drive.google.com/file/d/1I6zNRQUdUwqkIIHcO8evozRNEzNS-luT/view">https://drive.google.com/file/d/1I6zNRQUdUwqkIIHcO8evozRNEzNS-luT/view</a>
		Equality and Diversity	<a href="https://drive.google.com/file/d/1v55ojJZNkSxjJINzobvCS8Fz6C7Wdquk/view">https://drive.google.com/file/d/1v55ojJZNkSxjJINzobvCS8Fz6C7Wdquk/view</a>
		Pupil Premium Information	<a href="https://drive.google.com/file/d/1XyKptOrtbT9XxeHqCSU85cq9-dEppiV9/view">https://drive.google.com/file/d/1XyKptOrtbT9XxeHqCSU85cq9-dEppiV9/view</a>
		Complaints procedure	<a href="https://secureservercdn.net/160.153.138.143/r7k.d2b.myftpupload.com/wp-content/uploads/2022/03/Complaints-Policy-Statement-THFNW-Feb-2022.pdf">https://secureservercdn.net/160.153.138.143/r7k.d2b.myftpupload.com/wp-content/uploads/2022/03/Complaints-Policy-Statement-THFNW-Feb-2022.pdf</a>

<b>Range of Provision and inclusion information:</b>	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	Most students with special educational needs will have been identified at primary school. We liaise with our feeder primary schools, who pass on information regarding the students' needs and strategies to support them. We work with primary schools, students and parents/carers to ensure a successful transition to The Heath. (See Admission

	<p>Policy on the school website for more information about applying for a place at The Heath). Once at The Heath, students' progress is monitored regularly. If it appears that a student is experiencing difficulties, we will investigate potential barriers to learning and, where appropriate, arrange for additional support or interventions. Throughout the year, parents and carers of students with identified SEND are offered the opportunity to discuss their child's progress and next steps with appropriate staff. We have an open door policy and encourage parents/carers to contact us if they have concerns rather than waiting for a scheduled meeting.</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example, health, social care, local authority support services and voluntary sector organisations.</p>	<p>We work closely with:</p> <p>a) Halton Local Authority and their team of teachers with specialisms in visual impairment, hearing impairment, cognition &amp; learning, social communication &amp; interaction, physical disabilities and behaviour management.</p> <p>b) Halton Educational Psychology Service, who can offer advice, strategies and, where appropriate, statutory assessment.</p> <p>c) Partners in the NHS, including the School Nursing team, Community Paediatricians, Physiotherapists, Occupational Therapists, Speech &amp; Language Therapists, Woodview Children's Centre and Mental Health Practitioners from CAMHS and the Mental Health Support Teams (MHST).</p> <p>d) The Ophthalmic clinic at Warrington Hospital.</p> <p>e) Halton Young Carers, Kooth, VIBE and other voluntary organisations when needed.</p> <p>f) Our partner schools within the Heath Family Trust</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> <li>• laptops</li> <li>• JCQ approved reading pens</li> <li>• exercise books with coloured pages</li> <li>• coloured overlays</li> <li>• radio mike system</li> <li>• modified worksheets</li> <li>• table raisers</li> <li>• disabled toilet, fitted with hoist and changing bed</li> </ul>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> <li>• Elklan trained LSAs</li> <li>• Social skills groups</li> <li>• Year 7, 8 &amp; 9 enhancement and transition group (based on Nurture Group principles)</li> <li>• Visual timetables</li> <li>• Safe, staffed space before school, at break and at dinner</li> <li>• Leaving lesson 5 minutes early</li> <li>• "Soft landings" in the morning</li> </ul>

<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> <li>• Elklan trained LSAs</li> <li>• Social skills groups</li> <li>• Year 7, 8 &amp; 9 enhancement and transition group</li> <li>• Individual programmes provided by Speech and Language service</li> </ul>
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> <li>• Tiered reading interventions</li> <li>• One to one and small group literacy intervention</li> <li>• Phonics interventions</li> <li>• Lexonix intervention</li> <li>• Sparx reading scheme for students in Y7-10</li> <li>• Handwriting group</li> <li>• Touch-typing intervention</li> <li>• Whole school literacy policy</li> </ul>
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> <li>• Numeracy intervention groups</li> <li>• One to one basic numeracy catch up</li> <li>• Use of Sparx Maths</li> <li>• Whole school numeracy policy</li> </ul>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> <li>• Alternatives to GCSE/BTEC, including Entry Level English</li> <li>• Reduced timetable</li> <li>• Alternative Provision</li> <li>• Adapted books and resources</li> <li>• Coloured exercise books</li> <li>• Small class sizes for students with cognition and learning needs</li> <li>• Use of technology e.g. laptops, reading pens</li> <li>• Quality First Teaching</li> <li>• Assess, plan, do, review cycle</li> <li>• Differentiation in all subject areas</li> <li>• Small group mentoring</li> </ul>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> <li>• Twice yearly data collection and analysis</li> <li>• Baseline assessments in Year 7</li> <li>• GL Assessments in Year 7-9</li> <li>• Assess, plan, do review cycles used to evaluate effectiveness of provision/intervention</li> <li>• Graduated response ensures that appropriate interventions are put in place and further advice/support is sought if progress is not being made</li> <li>• Interventions from subject teachers</li> <li>• Interventions from the SEND department</li> <li>• Learning Mentors</li> <li>• Review meetings with parent/carers and students</li> <li>• Referral to outside agencies/Local Authority</li> <li>• Termly report to Governors</li> <li>• Analysis of interventions</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning walk with SEND focus</li> </ul>
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> <li>• Enrichment and transition group</li> <li>• Social skills groups</li> <li>• Learn4Life days</li> <li>• Work experience in Year 10</li> <li>• Leadership opportunities</li> <li>• Junior Leadership Team</li> <li>• Peer Mentor Scheme</li> <li>• Regular Quality of Education training for all staff</li> <li>• Homework Club</li> </ul>
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> <li>• Safe, staffed space in the Learning Support Base (The Cloud)</li> <li>• Lunchtime clubs</li> <li>• Learning Resource Centre open and staffed before school, at break and dinnertime</li> <li>• Staff on duty around the building</li> <li>• Student Services staffed from 8.30am to 4pm every day</li> <li>• Several staff trained in intimate care</li> </ul>
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> <li>• Learning Resource Centre open before school</li> <li>• Canteen open from 8.15am every morning</li> <li>• Homework club until 4.20pm every day</li> <li>• Lunchtime and after school clubs</li> <li>• Study sessions after school</li> <li>• STEM Saturdays for primary school</li> <li>• School Office open Thursdays and Fridays in the school holidays</li> <li>• Y11 revision sessions in some school holidays</li> </ul>
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<ul style="list-style-type: none"> <li>• LSA support students on trips</li> <li>• Risk Assessments of venues, transport, trips and individual students if needed</li> <li>• Staff organising activities meet with parents/carers and SEND team to identify any modifications that need to be made in order to ensure the event is fully inclusive</li> </ul>
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> <li>• School counsellors</li> <li>• Self-esteem groups</li> <li>• Drawing and talking therapy</li> <li>• Learning Mentors</li> <li>• Behaviour Support Mentors</li> <li>• ELSA</li> <li>• PHSE lessons</li> <li>• School Nurse weekly drop-in</li> <li>• Referrals to MHST (Mental Health Support Teams)</li> <li>• Referrals to Kooth, CAMHS,</li> <li>• Pre-exam yoga sessions</li> </ul>

	<ul style="list-style-type: none"> <li>• Emotional health and well-being drop in sessions</li> <li>• Anti-bullying ambassadors</li> <li>• Use of EBSNA (Emotional based school non-attendance) programme</li> <li>• Emotional health practitioners</li> </ul>
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> <li>• Report cards</li> <li>• CARE schedule</li> <li>• IBP</li> <li>• PSP</li> <li>• Behaviour Mentor</li> <li>• Pastoral support team</li> <li>• Time out</li> <li>• Emotional regulation intervention</li> <li>• Staff training on de-escalation</li> </ul>
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> <li>• Liaison with primary schools</li> <li>• SENDCo visit to primary schools prior to transition days</li> <li>• Enhanced transition plans</li> <li>• Transition Days</li> <li>• Meeting with parents/carers</li> <li>• Enrichment and transition group</li> <li>• Visits to colleges</li> <li>• College interviews on school site</li> <li>• Liaison with the 14-19 team</li> <li>• Independent Travel Training</li> <li>• Transition Support Plans</li> <li>• PHSE and Learn for Life days</li> <li>• CAEIG</li> </ul>
Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.	<ul style="list-style-type: none"> <li>• Key staff trained by specialist medical staff</li> <li>• Adapted equipment e.g. chairs, writing slopes, table raisers</li> <li>• Referrals to appropriate medical teams</li> <li>• Health Care Plans reviewed regularly</li> <li>• Accessible toilet with hoist and changing bed</li> <li>• Medical room for students to use for self-administration of insulin etc</li> <li>• Staff trained in use of Evac chairs</li> <li>• Handwriting intervention</li> <li>• Use of laptops</li> </ul>
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> <li>• School council</li> <li>• Regular reviews of student progress with parents/carers</li> <li>• Signposting to other agencies</li> <li>• Information evenings for all year groups</li> <li>• Year 7 settling in evening</li> <li>• Year 6 transition evening</li> <li>• Education Welfare Officer</li> <li>• Family Liaison Officer</li> </ul>

<p>How additional funding for SEND is used within the school with individual pupils.</p>	<ul style="list-style-type: none"> <li>• Financial support for trips and uniform</li> <li>• In class support</li> <li>• One to one interventions</li> <li>• Small group interventions</li> <li>• Modifying resources</li> <li>• Adaptive technology</li> <li>• Safe space at break and dinnertimes</li> <li>• Social and emotional support</li> <li>• Mentoring</li> </ul>
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<ul style="list-style-type: none"> <li>• Termly PEP and Care Planning reviews</li> <li>• Regular mentoring with key worker</li> <li>• One to one tuition</li> <li>• Provision of specialist equipment</li> <li>• Laptops</li> <li>• Revision guides and workbooks</li> <li>• Work placements</li> <li>• University visits and mentoring from university staff</li> <li>• Therapeutic interventions</li> <li>• Participation in extra-curricular activities</li> </ul>
<p><b>SENCO name/contact: Debs Gwynn <a href="mailto:gwynnd@heathschool.org.uk">gwynnd@heathschool.org.uk</a></b></p>	
<p><b>Head of School name/contact: Mark Tudor <a href="mailto:tudorm@heathschool.org.uk">tudorm@heathschool.org.uk</a></b></p>	
<p><b>Executive Principal name/contact: Jamie Jardine <a href="mailto:jardinej@heathschool.org.uk">jardinej@heathschool.org.uk</a></b></p>	
<p><b>ANNUAL REVIEW 2022-23</b>  <b>Completed by: Debs Gwynn    Date: July 2023</b></p>	

**SEND Broad Areas of Need****Communication and Interaction**

<b>6.28</b>	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
<b>6.29</b>	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and Learning**

<b>6.30</b>	Support for learning difficulties may be required 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 moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
<b>6.31</b>	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health difficulties**

<b>6.32</b>	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
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**Sensory and/or Physical Needs**

<b>6.34</b>	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
<b>6.35</b>	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.