



Special Educational Needs (SEN) Information Report 2024-25

What is a SEN information report?
The purpose of a SEN information report is to help parents and other stakeholders find out how students with SEND are supported in school. It should enable someone without specialist knowledge of the education system or SEND to quickly and easily learn about your school's approach to SEND. All schools must publish a SEN information report on their website (SEND Code of Practice 2015, para. 6.79). The Code states that this information should be updated annually, with any in-year changes updated as soon as possible.

Key Information
Principal: Mark Trimmingham
SENDCo: Sue Mitchell



Deputy / Assistant SENDCo: Kim Flynn



SEND Administrator: Kirsty Spendley
SEND Governor: Jo Stroud
Link to Local Offer: [What is the Local Offer | Leicestershire County Council](#)

Context
Which types of need are supported at Heath Lane Academy?
As of September 2024, Heath Lane Academy has 676 students on roll, of which 24 have an Education, Health and Care Plan (EHCP) and 84 access SEND Support (K).

Glossary
EHCP – Educational Health Care Plan
K – Identified with SEND

	EHCP	K	Boys	Girls	TOTAL
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Year 7	6	23	19	10	29
Year 8	3	24	17	10	27
Year 9	6	9	4	11	15
Year 10	5	11	10	6	16
Year 11	3	18	8	13	21
TOTAL	24	84	58	50	108

At Heath Lane Academy, the most common type of need for students with an EHCP is SEMH and for students with SEND support is SEMH

Local and National Picture

	Heath Lane Academy	Leicestershire	National (Secondary)
Students with an EHCP	3.7%	4.5%	4.3%
SEND Support	17.1%	17%	17.3%

Admissions

How do students with SEND get a place at Heath Lane Academy?

- Heath Lane Academy Admissions Policy:
https://www.heathlaneacademy.org.uk/_site/data/files/C6B70775CB1A978FD4CC051A83C5BE9B.pdf
- Students with an EHCP must be allocated a place SENA at Leicestershire County Hall: [Contact the SENA service | Leicestershire County Council](#)
- If your child is in Year 5 or Year 6, your preferred secondary school will be discussed at their annual review. The SENDCo at Heath Lane Academy may be invited to attend your child's annual review at Year 5 and/or Year 6 to understand more about your child's needs and how they could be supported.
- Students with special educational needs without an EHCP will apply via [Apply for a school place | Leicestershire County Council](#)
- Students with an EHCP will apply during their Annual Review process and transfer phase during year 6, with guidance from the Leicestershire Local Authority SEND team.

No student will be refused admission to Heath Lane Academy based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Where Leicestershire Local Authority proposes to name Heath Lane Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Heath Lane Academy will admit any child in whose EHCP it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school will have regard to the relevant guidance issued by the Secretary of State to maintained schools.

Heath Lane Academy welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification

How are additional needs identified at Heath Lane Academy?



- The SEND Code of Practice (2014) states: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'
- For any general concerns regarding progress of SEND students, or, if you believe that your child has a Special Educational Need or Disability, then you should contact [Sue Mitchell](#) (SENDCo). We would then discuss the concern and invite you into school for a meeting. After initial meeting and assessments, we may then add your child to the SEND register. In this case, Parents/carers of pupils with SEND will be involved in written or verbal dialogue at least three times a year. Parents of students with SEND Support Plans or EHCPs will be invited to termly meetings to set and review the outcomes of support, discuss the activities and support that will help students achieve their targets, and identify the responsibilities of the parent/carers, the pupil and the school.

Upon entry to Heath Lane Academy (or on referral from a parent or staff member), we assess each student's skills, building on information from previous settings and key stages where appropriate. At the same time, Heath Lane Academy will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

- Only medical professionals will make formal diagnosis of any SEN in all areas of need – screening tools, assessments and observations will be used to support referrals where necessary, but staff at school should not indicate traits or offer any potential diagnoses.

Assessments may include:

- Standardised test results
- MidYIS scores
- Reading and numeracy ages (NGRT)
- Dyslexia screening
- Digital memory
- Strengths and Difficulties Questionnaire (SDQ)
- British Picture Vocabulary Scale (BPVS)
- Lexonik Leap Assessment
- Direct Instruction Placement
- Input from external professionals (e.g. educational psychologists, speech and language therapists, CAMHS)
- Assessments and feedback from class teachers identifying students with:
 - Ø Significantly slower progress compared to their peers
 - Ø Failure to match or exceed previous progress
 - Ø Failure to bridge the attainment gap with peers.



What would not constitute SEN?

- Drawing on guidance from the SEND Code of Practice (2014): - Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.
- Low attainment or slow progress do not necessarily mean that a student has SEN. In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.
- Difficulties related solely to limitations in English as an additional language are not SEN.
- Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to young people having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should



ensure they make appropriate provision for a student's short-term needs in order to prevent problems escalating.

- The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools' [Mental health and behaviour in schools - GOV.UK](#)

Working with Agencies

To support students with Autism we work with Autism Outreach Trust (AOT). Students with a diagnosis of Autism can be referred to be accepted onto the Autism Educational Trust caseload. AOT work with school to ensure the best provision to support students with Autism in accessing their learning is met.

More information can be found on this link:

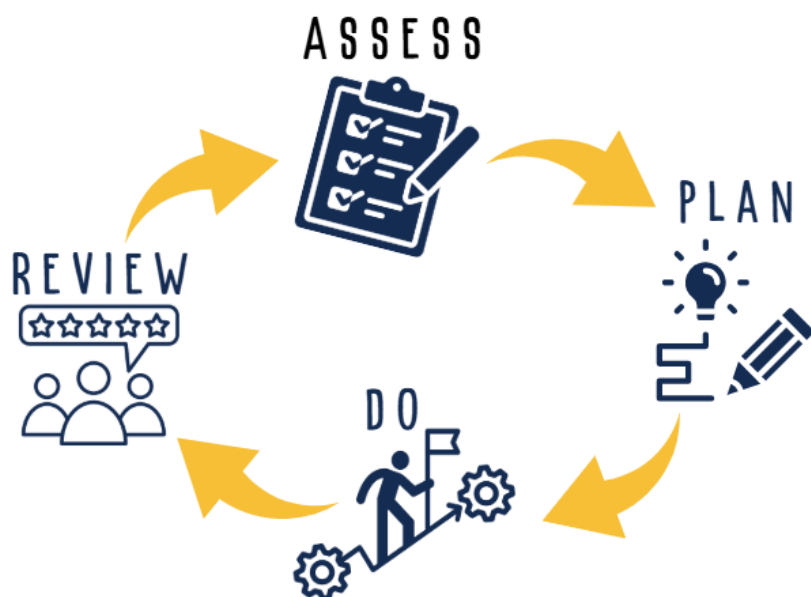
[Autism outreach team- Leicestershire county council - Leicestershire Partnership NHS Trust](#)

To support students who are hearing or visually impaired we work together with the Hearing Impairment Team and Visual Impairment Team. Students who are on their caseload are visited regularly for assessments in school and strategies to support learning is shared from professionals with the school.

[Hearing impaired and deaf children | Leicestershire County Council](#)

The Graduated Approach

What are the school's arrangements for assessing and reviewing students' progress towards outcomes?



The Graduated Approach is a system that follows four stages, often referred to as a 'cycle': Assess, Plan, Do, Review. The graduated approach of Waves 1, 2, and 3 allows us to provide a continuum of support to meet the diverse needs of students with SEND. By identifying and responding to individual needs at different levels of intensity, we can ensure that all students receive the appropriate support to help them succeed academically and reach their full potential.

Assess

- The SENCo will carry out a clear analysis of the student's needs, in partnership with other staff within the Academy. - The views of parents, the student and, if relevant, advice from external support services will also be recorded.

Plan



- All teachers and support staff who work with the student will be made aware of the student's needs, the support provided through the SEND Newsletter and any teaching strategies that are required. This information will be recorded on a 'pupil passport' (Individual Education Plan). - Parents will be fully aware of the planned support and will receive a copy of their child's pupil passport. – Heath Lane Academy ensures that all students have access to a broad and balanced curriculum. Subject Leaders make sure that the starter 'Do Now' activities and main lesson content is scaffolded for students with SEN (with guidance from the SENCo, as required). - Individual teachers (under the guidance of Subject Leaders, where necessary) will plan lessons to address potential areas of difficulty and to remove barriers to student achievement.

Do

- The student's teachers remain responsible for working with the child on a daily basis. - Where the student has interventions that involve group or one-to-one teaching away from the main class, the SENCo will monitor the impact of this support and how the learning can be linked to classroom teaching. - See also our 'Interventions Offer' below

Review

- After 12 weeks (or on the date agreed), the impact of the support will be evaluated against student progress.
- A review will take place through a discussion (either on the phone, online via Teams or in-person) with parents, the student and the student's Key Worker (or SENCo / Assistant SENCo)
- Progress will be evaluated alongside the views of the student and their parents.
- The Key Worker (or SENCo / Assistant SENCo) will revise the support in light of the student's progress, deciding on any changes to the support in agreement with the parent and student.
- A record of the action and support agreed through the discussion will be shared with all appropriate school staff.
- The student's pupil passport will be updated and a copy will be given to the student's parents.
- Where a student continues to make less than expected progress, despite support and interventions, the SENCo will involve specialists (e.g. educational psychologist, speech and language therapist, CAMHS, specialist teachers, occupational therapist). The student's parents will always be involved in any decision to involve specialists.
- Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months.

Whole school evaluation of SEND provision

- Salford City Academy makes data on the levels and types of need within the school available to the local authority collected through School Census.
- The SENCo has an important role to play with the headteacher in working with the governing body to determine and evaluate the strategic development of SEN policy and provision in the school.
- Requesting an Education, Health and Care needs assessment Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, the young person has not made expected progress, the school or parents can request an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of the graduated approach.

What additional support outside of the main classroom teaching can students and parents' access?

- Sensory passes
- Ear defenders
- Communication and Interaction Group
- Targeted literacy intervention: Direct Instruction, Lexonik Leap, Reciprocal Reading, Paired Reading
- Targeted numeracy intervention: Stiles Maths
- Social Stories
- Fine Motor Skills
- Zones of Regulation



- Thrive – a 12 Week programme to support students who need support to overcome barriers to accessing education
- Access to 'Envision' – the SEND area at break and lunchtime
- Parental support via the SEND Parent Forum termly
- Any other interventions specified in EHC plans as agreed by the SENCo and Local Authority
- Homework support before and after school
- Meet and Greet in the morning

Exam Access Arrangements

Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications
At Heath Lane Academy we endeavour to ensure that students who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working.

<p>Reader/ Computer Reader</p> <p>A reader is an adult who reads the instructions of the question paper and the questions to the student. This may involve reading the whole paper or only some words.</p> <p>A computer reader is software which accurately reads out text; it is allowed in papers that test reading.</p> <p>When might this be needed? For any of the following reasons where having access to a reader is normal working practice: Learning difficulties; Communication and interaction needs; Sensory and/or physical needs; Social, emotional and mental health; English as an additional language. Standardised scores are <u>not</u> required for a computer reader/reader.</p>	<p>Rest breaks</p> <p>The timing of the exam can be paused and re-started when the student is ready to continue. During the supervised rest break the student must <u>not</u> have access to the question paper/answer booklet. It may be helpful to consider how many breaks a student might need and the approximate duration of the rest break.</p> <p>When might this be needed? If a student has persistent difficulty concentrating (due to social, emotional or mental health needs) and/ or a poor working memory and / or suffers from fatigue due to a learning difficulty or medical condition.</p>	<p>Prompter</p> <p>A prompter can keep a student focused on the need to answer a question using prompts to bring their attention back to the question paper, moving them on to answering the next question, making them aware of time left.</p> <p>When might this be needed? A prompter may be permitted where a student has persistent and significant difficulties in concentrating, significant distractibility and/or little or no sense of time.</p>
<p>Read aloud / reader pen</p> <p>Read aloud is where a student is permitted to read the examination questions and their answer out loud (by themselves).</p> <p>A reader pen can be scanned over text and will read this aloud.</p> <p>When might this be needed? A student who persistently struggles to understand what they have read might benefit from read aloud. A reading pen might help students who wish to work independently who need a reader for accuracy rather than comprehension.</p>	<p>Scribe</p> <p>A scribe is an adult who writes or types a student's dictated answers to the questions. <i>(Note, the student will not have access to marks awarded for spelling, punctuation and/or grammar unless he/she has independently dictated spelling, punctuation and/or grammar.)</i></p> <p>When might this be needed? If a student has an impairment that has a substantial and long-term adverse effect on their writing; or a student cannot write or type at sufficient speed to record their answers even with extra time allowed. A scribe is <u>not</u> to be given for poor handwriting or poor spelling.</p>	<p>Word processor</p> <p>A word processor with the spelling and grammar check facility/predictive text disabled can be provided to any student where this is their normal way of working.</p> <p>When might this be needed? For a student who has poor handwriting and/or the quality of language significantly improves because of using a word processor due to problems with planning and organisation when writing by hand.</p>
<p>Extra Time</p> <p>Supervised rest breaks should always be considered before processing an application for 25% extra time. Up to 25% extra time may be given in addition to the total length of the examination.</p> <p>When might this be needed? Where a student has a current Education, Health and Care Plan or where a student has complex needs which have a substantial and long-term adverse effect on his/her speed of working (reading and / or writing).</p>	<p>Centre Delegated Arrangements</p> <p>Two new arrangements 2024/25:</p> <ul style="list-style-type: none"> • Non-electronic headphones • Timer on a student's desk – a small countdown clock, a small analogue or digital clock, digital timer <p>When might this be needed? Provided to students according to their needs and normal way of working. No formal evidence is required.</p>	<p>Alternative Rooming</p> <p>A student sits their examination away from the classroom / examination hall in a separate room, either in a small group or 1:1.</p> <p>When might this be needed? If a student has specific social, emotional, mental health needs where their performance would be impacted by sitting in the main examination hall. 1:1 invigilation would apply only for a serious medical condition or significant behavioural difficulties.</p>

Social, Emotional and Mental Health Provision

Heath Lane Academy Senior Mental Health Lead is

Initiatives and Interventions - Our Offer





Social Emotional and Mental Health Support

Wave 1	Wave 2	Wave 3
Universal Offer / Quality First Teaching	Targeted / Small Group Intervention	Individual / Personalised Provision
<p>Every student has access to:</p> <ul style="list-style-type: none"> Daily tutor time Dedicated Pastoral Leader DSL, DDSL and team of safeguarding staff members PSHE/RSE Curriculum (see Academy website for overview) Weekly assemblies Mental Health First Aid trained staff Student Anti-Bullying Ambassadors Anti Bullying Pledge in each tutor group 	<p>Some students, where a need has been identified may access:</p> <ul style="list-style-type: none"> SEND support in tutor time SEND support in social times Morning meet and greet Anger management sessions delivered by the Pastoral Team Social Stories intervention delivered by the SEND Team SDQ completion Teen Health referral for 1:1 or group sessions Joe <u>Couves</u> referral for 1:1 support Pastoral Leader Check in 	<p>Students accessing Wave 3 will have already been supported with Wave 1 and Wave 2 support:</p> <ul style="list-style-type: none"> HBEP Connect Programme (1 day a week HBEP support for 6 weeks) Risk Assessment put in place and shared with parents and staff Orange Lanyard to access addition regulation time on the corridor when needed Educational Psychologist Referral Magpie Referral (12 Week intervention for KS3 students
<ul style="list-style-type: none"> Termly enrichment days and activities Lunchtime friendship clubs Weekly LGBTQ+ club Regular opportunities to take place at the round table Celebration Assemblies Rewards to reflect improved attendance Use of fidget toys Provision to Access Arrangements for assessments and exams. Discrete provision such as rest breaks, prompting and use of laptop etc (as usual way of working) Positive reward points Golden Tickets FAB Cards Use of the Sensory Room 	<ul style="list-style-type: none"> SEND referral School Counselling HBEP Forum Referral AOT Communication and Interaction Panel Referral EBSA Support Complete SENIF / EHCP referral 	<p>who are struggling to access school)</p> <ul style="list-style-type: none"> Part time Timetable Alternative Provision Home tutoring / 1:1 tutoring in school Staff completing home well-being visits
<p>Additional Links that might be useful:</p> <ul style="list-style-type: none"> Leicestershire CAMHS Help, Support and Resources - Leicestershire Partnership NHS Trust Solihull Project Home - Solihull Approach Parenting The Solihull Project has some <u>useful</u> videos for both parents/carers and young people at www.inourplace.co.uk (access code: CURVE) including training courses on how to best understand teenagers and teenagers who struggle with mental health difficulties. Courses are available for parents and young people. 		
<ul style="list-style-type: none"> The Early Help Team: Families can <u>self refer</u> by phoning Advice Point on 1006 454 1004 or by completing a <u>self referral</u> form online: https://leicestershirecc-self.achieveservice.com/service/Request-for-services-children-and-families 		

Belonging

How are students with SEND encouraged to take part in the wider school offer and learning opportunities?

At Heath Lane Academy, we foster a culture of developing the 'whole child'. We provide opportunities, which will inspire, excite and prepare students for the future.

We encourage all students regardless of SEND need to engage with extra-curricular activities and opportunities. In addition to the core offer for all students we offer additional activities for SEND both before and after school.

Extra-Curricular Offer

Homework sessions before and after school

Friendship club at break and lunch time

Craft Club

Chess Club

Family cooking

LGBTQ+ Club

Heath Lane Academy is committed to proactively addressing any potential barriers to ensure every student can fully engage and benefit from the diverse opportunities offered

Educational Trips

The SEND team provide TA support for identified SEND students if required on any educational trips to ensure all students have access to engage.

In addition Heath Lane Academy provides additional Yr11 College visits for SEND/Vulnerable students who may be struggling to overcome barriers in applying for P16 courses.

Parent and Student Voice

How are students and families included in decision making?

- The SEND team contact parents on a regular basis to share information and solve problems students might be facing.
- The SENCO / Ass SENCO hold regular reviews for all of our EHCP students
- The SEND team link in with the Pastoral team and Safeguarding team and meet with parents and carers when required.
- The SENCO / Ass SENCO holds a termly SEND Forum for parents and carers where topics are shared and discussed.
- We gather student and parent/carer voice annually
- We gather student feedback at the end of interventions

Transition

Primary School Transition

- The Assistant SENCO meets with Yr6 leads at Primary Schools in the summer term before Yr7 transition.
- The SENCO / Assistant SENCO aim to meet with all parents/carers of Yr6 SEND students
- Heath Lane Academy hold additional transition days in the summer term to support SEND students with greater needs.
- We provide a Yr6 SEND Transition Newsletter for all SEND Students joining Heath Lane Academy which introduces the SEND team.

KS3 to KS4 Transition

- We have high expectations for all SEND Students and we expect all SEND students to complete a full suite of GCSE/ BTEC Qualifications
- Personalised student support to guide through the options process
- Options evening parental meeting with the SENCO



- Guided pathways which offer vocational options to support students with cognition and learning needs

Post 16 Transition

- Personalised career advice for students (parents invited to join careers meetings, if required)
- School shares information before the young person takes up their post 16 place
- For students with EHC plans, discussions about post-16 options will be part of the preparing for adulthood
- Focus of ECH plan reviews, which must be included as part of the review from Year 9 (age 13-14)
- Careers team join EHCP Annual Reviews for Yr10/11 students

Training

What training do staff undertake at Heath Lane Academy to support students with SEND?

Whole Staff SEND training

- September INSET Day training to identify new key SEND/EHCP students and medical needs.
- SEND newsletter sent to all staff weekly with key updates and sharing SEND teaching strategies
- Round robins shared with teaching staff when needed with updated SEND strategies to support individual students
- Briefing notes shared weekly containing newsletter reminders regarding SEND students
- Training from external agencies regularly such as Autism Educational Trust or the Trauma Enforced Approach delivered by the Virtual School

SEND Team Training

- Completing baseline assessments (SDQ, BPVS, Digital Memory etc)
- Lexonik Leap training
- Autism Educational Trust – variety of training workshops completed
- Reader Training for examinations
- First Aid Training
- Trauma Enforced Approach

Communication and Complaints Process

Stage 1 Heath Lane Academy aim to deal with all matters of concern raised by parents promptly, fairly, openly, and without prejudice. In the first instance, parents are encouraged to discuss their concerns with the SENCo. These concerns can be made in writing and emailed to Sue.Mitchell@heathlaneacademy.org.uk. We aim to resolve matters at Stage 1 within 15 working days

Stage 2 If parents are not satisfied with the response at Stage 1, the complaint can be escalated to formal Stage 2 procedures. Stage 2 complaints should be made to the Principals PA melanie.osbourne@heathlaneacademy.org.uk, who will investigate and provide a formal response. At Stage 2, the Principals PA will acknowledge the complaint in writing within 10 working days (excluding those that fall in the school holidays) of receiving it. The written acknowledgment will, as far as possible, explain how the complaint will be investigated, the timescale for completing any necessary investigation and delivering a response.

Please refer to our complaints policy for further guidance: [Heath Lane Policies](#)

Complaints to Leicestershire County Council can be made here: [How to make a complaint | Leicestershire County Council](#)

Impartial Information and Advice

SENDIASS

We support children and young people with special education needs or disabilities (SEND) and their parents in Leicestershire (excluding Leicester city covered by SENDIASS Leicester).



We provide free, impartial and confidential advice and support for SEND children or young people aged 0 to 25 years.

SENDIASS can explain how special educational needs are identified and assessed and who you should talk to.

SENDIASS can also tell you what your rights and responsibilities are.

SENDIASS can offer support with:

- arranging or attending meetings with school, the local authority, health/social services or other agencies
- writing letters and reports
- the council's processes for resolving disagreements and its complaints procedures
- Contact [Welcome | SENDIASS](#)



Further Advice

Parents can also contact **IPSEA**, a charity in the field of SEND law in England.

IPSEA provide free and independent legal advice and support to families of children and young people with SEND: <https://www.ipsea.org.uk/call-in-helpline> IPSEA also provide lots of useful free guides and resources, including template letters to fit your situation: [\(IPSEA\) Independent Provider of Special Education Advice](#)



Accessibility Plan

Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Link to Accessibility Plan - [Heath Lane Academy - SEND](#)

(Please note: this is a statutory requirement directed by the DfE: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan. OFSTED inspections may include a school's accessibility plan as part of their review. This plan must be reviewed at least every three years.)

Links to other Useful Policies

- [SEND Policy](#)
- [Safeguarding Policy](#)
- [Behaviour Policy](#)

All policies can be found here: [Heath Lane Academy - Policies](#)



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