

Special Educational Needs & Disabilities (SEND) Information Report

Heathcote School and Science College



Approved by the Governing Board:	Autumn 2025
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Introduction

Dear Parents and Carers,

We are pleased to share this Information Report, which provides an overview of how our school implements its Special Educational Needs and Disabilities (SEND) policy. Our aim is to give you a clear understanding of how SEND support is delivered within our school community, ensuring that all pupils have access to inclusive, supportive and effective learning opportunities.

For more detailed information about our SEND procedures and principles, please refer to our full SEND Policy, available on our website: <https://www.heathcoteschool.com/>

To help with any terminology, we have included a glossary at the end of this report. If you come across any unfamiliar terms in this document or in our policy, you may find this resource useful for definitions and explanations.

What types of SEN does the school provide for?

Our school provides support for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention Deficit Hyperactive Disorder (ADHD) / Attention Deficit Disorder without Hyperactivity (ADD)
	Anxiety / low mood / suicidal ideation
	Behavioural difficulties
Sensory and / or physical	Hearing impairment
	Visual impairment
	Physical impairment

Which staff will support my child, and what training have they had?

Our Special Educational Needs Coordinator (SENDCo)

The Special Educational Needs and Disabilities Coordinator (SENDCo) is Ms J. Overare. Ms Overare is responsible for the full-time management of SEND and Deaf provision and is a key member of the Senior Leadership Team. Her responsibilities include overseeing the Deaf Support Department, the Oak Provision and the English as an Additional Language (EAL) programme. Through her leadership, Ms Overare ensures that each of these areas reflects our commitment to inclusive education, enabling every pupil to access the support they need to thrive.

Assistant SENDCo – Deaf Department (DSD)

Our Assistant SENDCo for the Deaf Department supports the coordination and delivery of tailored provision for pupils with hearing impairments. Working under the direction of the SENDCo, they ensure that appropriate support plans are in place, liaising with staff, families and external agencies to remove barriers to learning. Key responsibilities include monitoring the progress of DSD pupils, supporting staff training, overseeing the effective use of assistive technology and promoting inclusive teaching strategies to enable pupils to achieve their full potential.

Assistant SENDCo (DSD)	
Ms. Faye Mccarthy	fmccarthy@heathcote.waltham.sch.uk

SEND Managers (SM)

Our Special Educational Needs and Disabilities (SEND) Manager ensures that all pupils with special educational needs receive the support and resources they need to reach their potential. Working closely with teachers, parents and external agencies, the SEND Manager helps create an inclusive learning environment that meets each pupil's educational, social and emotional needs. They also act as SEND Year Lead, providing support and guidance to specific year groups. This role reflects our commitment to building a school community that is inclusive, supportive and fair for all pupils.

SEND Managers	
Mr. Ben Smith E-mail Address - bsmith@heathcote.waltham.sch.uk	Ms. Ifzala Waheed E-mail Address - iwaheed@heathcote.waltham.sch.uk
Year groups: 11 & Oak provision	Year groups: 7,8 & 9
Areas of responsibility: Management of the Oak Provision and SEND lead for year 11	Areas of responsibility: SEND transition, Intervention, TA deployments and SEND lead for 7,8 & 9

High Level Teaching Assistant (HLTA)

The school's Higher-Level Teaching Assistant (HLTA) is responsible for organising and delivering intervention classes and small-group sessions on a regular basis for their designated year groups. In addition to this primary role, the HLTA provides essential support within classroom settings and coordinates the Exam Access Arrangements (EAA) process.

Year Group	HLTA	E-mail Address
EAA lead & SEND Lead for Year 10 & Sixth Form	Raj Kaur	rkaur@heathcote.waltham.sch.uk

SEND Teachers

Our SEND teachers play an important role in supporting pupils with special educational needs, helping them access the curriculum and succeed academically and personally. They run small group sessions in English and Maths, ensuring that SEND pupils can fully engage with their learning and strengthen their literacy and numeracy skills. They also provide reading support for pupils who are below their expected reading age, helping them improve so they can keep up with their peers.

Subject Teaching Assistants (TAs)

Our pupils are supported by a team of subject-specific Teaching Assistants (TAs), each dedicated to enhancing student learning in their respective subjects. This approach ensures that pupils receive tailored support in each area of study. Pupils will work with different TAs across their subjects, allowing each TA to provide specialised, focused assistance that aligns with the curriculum and the unique learning needs of each subject.

In addition to their subject-specific roles, our Teaching Assistants are trained to deliver targeted interventions, including Speech and Language Therapy (SaLT), Lexia, Reading, Numeracy, and Social Skills programmes. This comprehensive approach fosters a personalised and effective support system, enabling pupils to maximise their learning potential and achieve their educational goals.

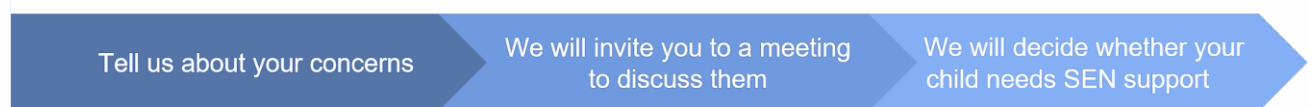
External Agencies and Experts

To ensure that our pupils receive the support they need, we work closely with external support services when required. This partnership allows us to address the individual needs of pupils with special educational needs (SEN) and provide support for their families. These services are available for pupils with Education, Health and Care Plans (EHCPs) and for those who require a plan, which we are currently in the process of arranging. The external services we may engage with include:

- Speech and Language Therapists (Learning Talking)
- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- Paediatricians
- School Nurses
- Social Services and other Local Authority (LA) support services

- Child and Adolescent Mental Health Services (CAMHS)

What should I do if I think my child has SEN?



If you have any SEND-related concerns or queries, kindly contact the SEND lead in charge of your child's year group.

Please follow the communication priority below:

Year Group SEND Manager or HLTA – This is the first point of contact for any SEND - related issues, concerns, or queries.

2. Assistant SENDCo (DSD) – If your child is within our SRP (Specialist Resource Provision).

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

We will collate additional information from your child's class Teachers.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

How will the school know if my child needs SEND support?

All our teachers are aware of Special Educational Needs and Disabilities (SEND) and are alert to any pupils who are not making the expected progress in their schoolwork, social interactions or reading age. This may include areas such as reading, writing, numeracy, and social skills.

If a teacher notices that a pupil is falling behind, they will look for gaps in the pupil's learning. Where gaps are found, the teacher will use additional strategies to support the pupil. Usually, pupils without SEND make quick progress once these gaps are addressed.

If the pupil continues to struggle, the teacher will complete a SEND referral form, speak with the HLTA and SM and contact you to discuss the possibility that your child may have SEND needs requiring further investigation. The SM or HLTA will observe the pupil in class and if necessary, during unstructured times to assess strengths and areas of difficulty. They will also speak with your

child's teachers to review any changes in progress, attainment or behaviour and compare your child's development with that of their peers.

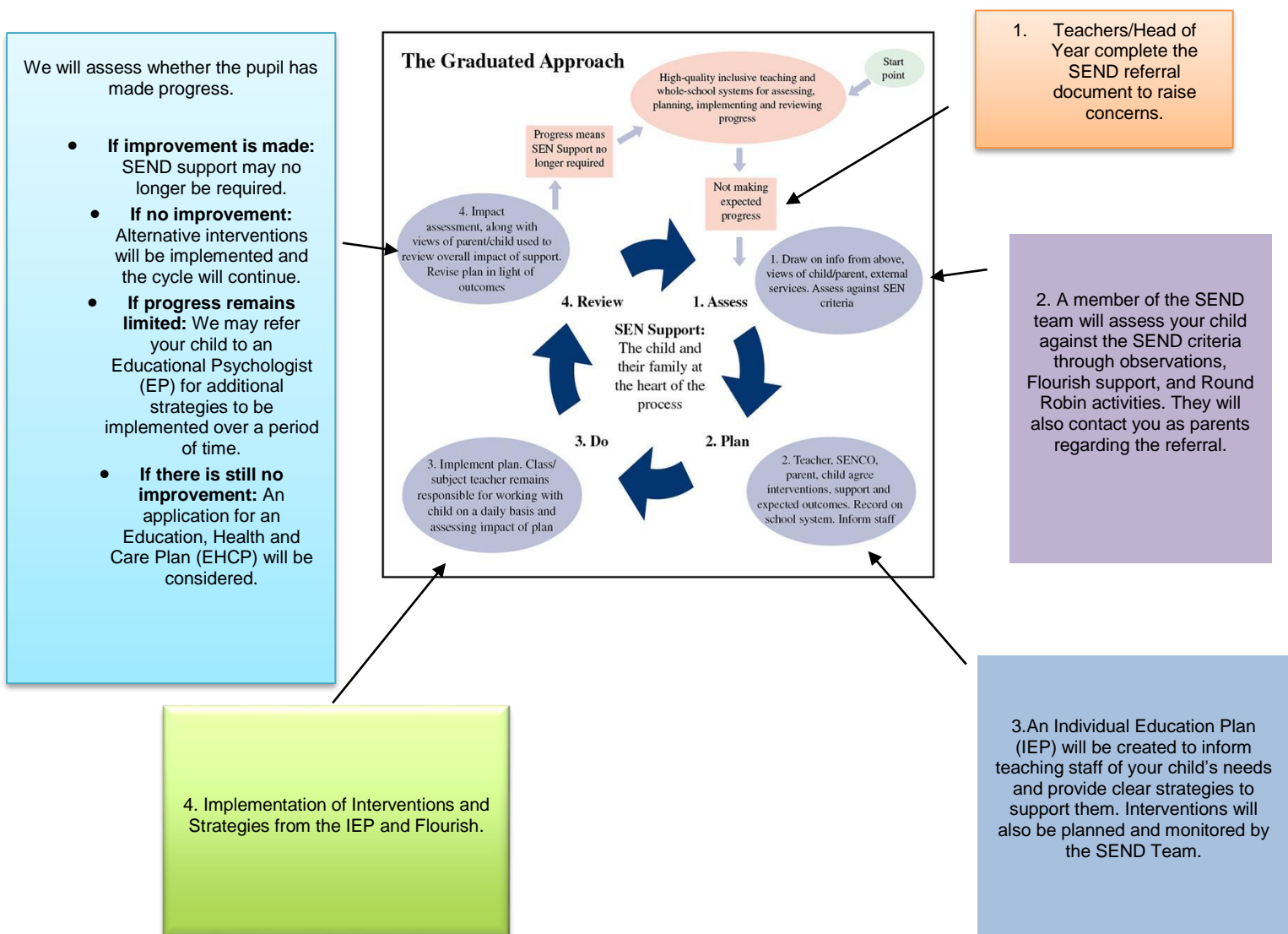
The SM or HLTA will seek your input and speak with your child to gain their perspective. Where appropriate, they may consult external specialists, such as a speech and language therapist and an educational psychologist to gather further insight.

Based on all the information collected, the HLTA will work with the SENDCo to decide whether your child requires SEND support. You will receive the outcome of this decision in writing.

If it is decided that your child does need SEND support, their name will be added to the school's SEND register and the SENDCo will work with you to develop a tailored SEND support plan.

How will the school measure my child's progress?

In line with the SEND Code of Practice (2015), we follow the 'graduated approach to identify and address your child's SEND needs at an early stage. The graduated approach is a four-part cycle: Assess, Plan, Do, Review.



How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's form tutor will meet with you once a year at Parents Evening and you will also have one chance to meet all your child's subject teachers at their annual Parents Evening. These meetings are to:

- Set clear targets for your child's progress
- Review how they are doing towards those targets
- Discuss the support we will provide to help your child succeed
- Decide what we will do, what you can do and what your child can do

The SM and SENDCo will also attend to offer extra support. We also hold three SEND review meetings during the year, giving you more opportunities to see how your child is progressing. We know that you know your child best. We want you to understand how we are supporting them so that you can share what you think will help. We also want your feedback so we can see how our support is helping your child outside school. If your child's needs change, please let us know so we can adjust support as needed. After each meeting, we will record what was agreed, share it with staff and give you a copy.

If any concerns come up between meetings, please contact your child's Year group SEND lead.

How will my child be involved in decisions made about their education?

We think it's important to hear your child's views when making decisions about their education. How much they take part will depend on their needs and how comfortable they are sharing their thoughts. Every young person is different, so we will decide what's best on a case-by-case basis, with your input.

We may ask your child to share their views during their Annual Review or other meetings by:

- Joining meetings to talk about their progress and goals
- Preparing a presentation, written statement, drawing, or something similar
- Speaking with a member of staff who can share their views at the meeting

How will the school adapt its teaching for my child?

Your child's **class teachers** are responsible for the progress and development of all pupils in their class.

High-quality teaching is our first step in supporting your child. We make sure every pupil can access a broad and balanced curriculum throughout their time at our school.

We adapt teaching to suit the way each pupil learns best. There is no "one-size-fits-all" approach—adaptations are made on a case-by-case basis to make sure they are meaningful for your child.

These adaptations might include:

- Changing the curriculum so all pupils can access it, for example by grouping, adjusting teaching style, or modifying lesson content
- Adapting teaching methods, such as giving longer processing time, reinforcing key vocabulary, or reading instructions aloud
- Adjusting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, or larger font
- Teaching assistants supporting pupils in class
- Teaching assistants working with small groups when a specific need is identified

Heathcote School Provision Map			
Area of Need	Stage 1 - Universal Support	Stage 2 - Targeted Support	Stage 3 - Complex / Specialist Support
Cognition and Learning	<p>Adapted curriculum planning, activities, delivery and outcome e.g. simplified language, scaffolding for tasks, processing time</p> <p>Checking for understanding</p> <p>Increased visual aids / modelling etc.</p> <p>Use of a wide range of concrete resources</p> <p>Visual timetables.</p> <p>Metacognitive strategies for example, scaffold, word banks, sentence starters.</p> <p>Lesson reviews to recall information.</p> <p>Colored overlays / paper.</p>	<p>Reading intervention.</p> <p>Lexia</p> <p>SALT</p> <p>Social Skills</p> <p>MFL withdrawal for additional intervention.</p> <p>Shared support in class by a subject TA.</p> <p>Spark's Maths</p> <p>Therapeutic intervention</p> <p>Individual education plan (IEP)</p> <p>Exam Access Arrangements (EAA). This can include:</p> <ul style="list-style-type: none"> • Reader or scribe support • Extra time • Supervised rest breaks • Use of assistive tools, such as reader pens 	<p>Educational Psychologist input</p> <p>Alternative provisions considered when mainstream setting is not appropriate.</p>

<p>Communication and Interaction</p>	<p>Adapted curriculum planning, activities, delivery and outcome e.g. simplified language, scaffolding for tasks, processing time</p> <p>Appropriate use of seating plans to aid effective communication.</p> <p>Opportunities to work collaboratively in pairs, small groups.</p> <p>Reinforcement of subject specific keywords.</p> <p>Whole staff training</p> <p>Colourful semantics</p>	<p>Speech and Language intervention group.</p>	<p>Access to Speech and Language Therapist in school</p> <p>1:1 speech and language programme devised by Speech and Language Therapist</p> <p>Speech and Language follow up session</p> <p>Social stories</p>
<p>Social, Emotional and Mental Health</p>	<p>PIE lessons.</p> <p>Staying safe workshops e.g. online safety, safety within community.</p> <p>Mental health workshops / support</p> <p>Whole school behaviour policy with reasonable adjustments applied when needed</p> <p>Class rules</p> <p>Behaviour for learning intervention</p> <p>Whole school staff training</p> <p>Purple cards to support emotional regulation.</p>	<p>Key workers for pupils with SEND.</p> <p>School counselling service.</p> <p>Behaviour 4 Learning groups.</p> <p>Social skills.</p> <p>Transition groups.</p>	<p>Liaison with outside agencies CAMHS, Sparks 4 Life.</p> <p>Educational Psychologist input</p>
<p>Sensory / DSD support and / or Physical Needs</p>	<p>Flexible teaching arrangements</p> <p>Medical support</p>	<p>Use of Chromebooks.</p>	<p>Advice from Occupational Therapy</p>

	<p>Staff awareness and understanding.</p> <p>Accessible environment Sound Fields within classrooms</p> <p>Movement breaks during lessons</p>	<p>Access to noise reducing headphones</p> <p>School nurse to advise and monitor</p> <p>BSL Intervention</p> <p>CSW In-Class.</p> <p>MFL Withdrawals for additional English or Maths support from SEND teachers.</p>	<p>Additional adult support to access the school environment and learning</p> <p>Auxiliary equipment.</p> <p>Access to trained staff to support medical condition</p> <p>Specialist IT equipment.</p> <p>Individual access plans.</p> <p>Physio programmes.</p>
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How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a term.
- Using pupil questionnaires
- Monitoring by the SM / SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. We can then apply for an EHCP which will mean the school will receive additional funding to deploy specific resources for your child.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We make sure all pupils can take part in extra-curricular activities, school trips and enrichment opportunities by:

- **Planning ahead:** We consider the needs of pupils with SEND or disabilities when organising trips, sports events, and performances.

- **Making reasonable adjustments:** This might include providing additional staff support, adapting equipment, adjusting timings or modifying activities so every pupil can participate.
- **Providing support staff:** TAs and CSWs are available to support pupils who need extra help during activities or trips.
- **Communication with parents:** We discuss any additional needs or arrangements with parents beforehand to make sure everything is in place.
- **Monitoring and reviewing:** After each activity, we review how well the support worked and make improvements where needed.

By taking these steps, we aim to ensure that all pupils can enjoy and benefit from school activities, no matter their needs.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We support pupils and their families through the admission process if a pupil has SEND. We gather information from the family and from their previous school or other professionals. The information collected helps us plan a smooth transition and any additional measures are put in place if needed. An IEP is created and shared with staff when the pupil joins our school so that subject teachers are well-prepared to meet their needs in the classroom.

How does the school support pupils with disabilities?

Our school is accessible for pupils with physical disabilities, with lifts, ramps and slopes available throughout the building. We carry out risk assessments to ensure the safety and accessibility of all areas for pupils with additional needs. We have strong links with external agencies to obtain auxiliary aids when required. Teachers can use Soundfield systems to support pupils who have hearing difficulties or identify as deaf. We also work with specialist teachers to create personalised accessibility plans tailored to each pupil's individual needs.

How will the school support my child's mental health and emotional and social development?

We provide support to help pupils develop emotionally and socially in a variety of ways. Pupils with SEND are allocated a key worker who acts as a 'go-to person' when needed and meets regularly to discuss any concerns as well as celebrate progress. We run a nurture space within the SEND department during unstructured times. Each pupil on the SEND register has an Individual Education Plan (IEP) outlining strategies for teachers to use in the classroom. Where helpful, purple cards are introduced to allow pupils a short break outside the classroom to support emotional regulation. Pupils can also be referred to the school counselling service or, where necessary, to CAMHS for further professional advice or assessment. In addition, we have a 'zero tolerance' approach to bullying, in line with our behaviour policy.

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years / key stage

To help pupils with SEND be prepared for a new school year:

- IEPs will be ready for the start of the new academic year so that all class teachers can read these before teaching a new pupil in their class.
- Additional support is provided for pupils with SEND in terms of choosing their key stage 4 options. bespoke pathways exist so that a number of different curriculum pathways exist to match pupils' area of interest and academic ability.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Year 7 Transition

- The SENDCo of the primary school meets with our SM / SENDCo to discuss the needs of the incoming pupils during the summer term.
- IEPs will be devised often with input for staff and pupils at primary schools.
- Additional transition events are organised for some pupils with SEND.
- The consultation process for pupils with an EHCP - see SEND Policy.

Onto adulthood (for secondary schools)

- We provide all our pupils with appropriate advice on paths into work or further education from our careers advisor.
- We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.
- We carry out transition work with local colleges to ensure an effective transition and sharing of information.
- We ensure pupils with SEND are invited to an additional transition event at their next destination.

What support is in place for looked-after and previously looked-after children with SEN?

Neil Hutchins – Designated Safeguarding Lead will work with the SM and HLTA with support of the SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

If you have a concern about SEND provision at our school, you should first contact the SENDCo, Ms J **Overare**. Your complaint will then be handled in line with the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. You may also contact the Headteacher or the Chair of Governors. In some cases, this right also applies to the

pupil themselves. For a full explanation of the suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you believe that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the First-tier SEND Tribunal. Guidance on making such a claim can be found here: <https://www.gov.uk/complain-about-school/disability-discrimination>.

Discrimination claims can relate to:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before taking a claim to a SEND tribunal, you can use disagreement resolution or mediation, which are processes designed to help resolve disputes without going to the tribunal.

For further information on the school's complaints process, see our full School Complaints Policy: <https://www.heathcoteschool.com/assets/Uploads/Policies/School-Complaints-Policy-2020-V2.pdf>.

What support is available for me and my family?

If you have questions about SEND, or are finding things difficult, please get in touch. We want to support you, your child and your family.

To see what support is available locally, you can view Waltham Forest's SEND Local Offer: <https://www.walthamforest.gov.uk/schools-education-and-learning/local-offer-special-educational-needs-and-disability-send>

Our local SEND information, advice, and support service (Flourish) is also available to help families:

[Welcome to The Flourish Learning Trust](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)

Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Adaptive teaching – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SM – SEND Manager

SENDCo – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

DSD - Deaf Support Department

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages