



The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1. Information to be included in the SEND Information report. This can be found at: <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

Regulation	Question	School Response
1. The kinds of Special Educational Needs for which provision is made at the school	What kinds of SEND do pupils have in your school?	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Heath Park have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.	How do we know if a pupil needs extra help?	<p>When your child first joins Heath Park, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers, primary school teachers, end of key stage 2 levels, baseline testing, literacy and numeracy tests, application form information, subject teachers, specialist colleagues and external agencies.</p> <p>Our class teachers, Leaders of Learning and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Heath Park will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Heads of Year, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed, we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs using the Assess Plan, Do, Review model. The triggers for intervention could be the teacher, support colleague or others' concern, underpinned by evidence about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEND or Vulnerable Students registers</p>

3c. The school's approach to How
teaching pupils with
special educational needs

pupils with special educational needs

pupils with SEND with their learning?

How are the schools resources allocated and matched to childrens special educational needs?

How is the decision made about how much/what

Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their statement or plan. Additionality in the form of an extra teacher or Teaching Assistants allocated, where resources allow, to support students in lessons. Staff liaise closely with

3g. Support that is
available



Training is available to all staff, including teachers and LSA, as the need arises and there is ongoing training for all staff

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

How will my child be involved in his/her own learning and decisions made about his/her education?

Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons, attend review meetings, contribute to target setting and reviewing and reflect on their learning and achievements by completing Have Your Say documents prior to reviews.

Annually, students with SEND complete learning passports; these passports allow students to communicate their strengths, weaknesses and aspirations with staff as well as

supporting pupils with
special educational