Heworth Grange School

SEND Report

POLICY

September 2026

Date of Approval
September 2026

Approve by
Local Academy Board (pending approval)

Date of next Review
September 2027

Heworth Grange School

SEND Policy and Information Report

Contents

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEN information report
6. Monitoring arrangements
7. Links with other policies and documents

1. Aims

Our SEN policy and information report aims to:

- Set out how Heworth Grange School will support and make provision for pupils with special educational needs or disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Heworth Grange School aims to:

- Identify and monitor student's individual needs during transition and/or at the earliest opportunity so that appropriate provision can be made to meet any SEND.
- Provide curriculum opportunities to prepare for adulthood and develop the young persons' perspective of appropriate workplace skills and higher or further educational pathways.
- Engage students with their own learning process and encourage high aspirations and expectations tailored to each. Work with other professionals and support services where appropriate to improve outcomes for students with SEND needs.
- Plan and deliver an effective curriculum to meet the needs of learners with SEND to ensure that targets set are SMART (specific, measurable, achievable, realistic, time related).
- Provide learners who have SEND with a student-centered support plan to identify areas of strength and difficulty with targets set in line with the previous statement.
- Assess SEND and identified students for access arrangements prior to external examinations.
- Communicate regularly with parents and carers to support inclusion and best practice. Manage medicines required in school through coordinated care plans designed in conjunction with parents and carers.
- Continue to develop staff practice and areas of special expertise through training and experience, which can be driven by student's needs.
- Monitor and review our SEND policy annually.

Heworth Grange School uses the graduated response system for identifying, assessing and responding to students' SEND. This may lead to a statutory assessment by the local authority for an Education, Health and Care plan (EHCP).

Within Gateshead, the SEND Ranges are used by staff to understand student's needs based on type and range within which their child fits. A register of students with SEND is maintained in school and monitored by the local authority. Where the student has an EHCP in place, this will be followed to meet the students' needs. Reviews of the EHCP will take place annually with any additional meetings included through the year as required. Any additional support which is required for a child with an EHCP can be addressed with the local authority via the review meeting.

Heworth Grange School values the contribution of all its parents, carers, students and staff to create the inclusive, supportive learning environment we aim to provide. We are ambitious and have high expectations that all students will have the opportunity to reach their learning potential during their time spent in our school. To this aim all staff have responsibility for teaching students with different learning needs (including SEND) and are expected to provide for them appropriately to meet those needs. Where a student has a specific

need, reasonable adjustments can be actioned. The Academy is equipped with a lift, disabled toilet facilities and double door access to many areas and is accessible for students with physical disabilities.

We encourage students to be actively engaged in their education, and we recognise the importance of home support. We aim to work closely with parents and carers to be mutually supportive of our young people. We hope to provide students opportunities to achieve learning potential through a range of curriculum offers and raise their future aspirations. Throughout their time with us we strive to keep those involved appropriately informed.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: SEND_Code_of_Practice_January_2015.pdf

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities. Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report.

Heworth Grange School/Consilium Academies Child Protection and Safeguarding Policy 2026. This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Miss Erin Bushby and Assistant SENDCO is Mrs Amy Morris, both can be contacted through the school office heworthgrangeenquiries@consilium-at.com or by telephoning the office 0191 4212244

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia and moderate learning difficulties.

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each student's current levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Throughout their time at the Academy, class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs or engagement. Slow progress and low attainment could result in a SEND being identified but will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Interventions which are targeted and monitored may be sufficient, but sometimes it can be necessary to have ongoing specialist support or alternative educational opportunities put in place.

This can be achieved through overviews or if more significant and ongoing need is identified then full statutory assessment can be carried out to apply for an Education Health Care Plan.

5.3 Consulting and involving students and parents or carers

We warmly welcome all parents and carers into the Academy and we would encourage parents or carers to contact school with any information, advice or queries related to the young people we work with.

We will have an early discussion with the student and their parents or carers when identifying possible special educational provision. Together we form the partnership which holds the shared goals of providing the best opportunities for learning and supporting our young people to reach their potential.

These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' or carers' concerns and the views of the young person
- Everyone understands the agreed outcomes sought for the child and what the next steps are

Notes of these early discussions will be added to the student's record. We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, **plan, do, review.**

The subject teacher will continually monitor the student's progress throughout the year using formative assessment and with formal assessment reviews at two points throughout the year. Teachers and pastoral staff work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents or carers
- The student's own views Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required via a student overview. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We work closely with our local primary schools to ascertain the needs of individual students who are planning to join the Academy. We offer an extended transition programme for students with Education Health Care Plans and those who are identified by their primary school as requiring additional transition support.

Curriculum transition points are well supported with young people being informed and supported to make relevant choices for Key Stage 4 curriculum choices. This involves internal careers advisor appointments and guidance.

Those with Education Health Care Plans will have a 1:1 careers interview at the time of their transition EHCP review. For students transitioning from Heworth Grange Schoolat Key Stage 5, we offer meetings with our careers team, college visits and careers interviews. Careers practitioners and other relevant professionals are invited to attend EHCP review meetings for Year 11. Students are able to develop their skills through practice interviews and college visits which allow them to make informed decisions for their next steps. We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

At all times inclusion is our primary focus and at the heart of our Academy ethos.

Teachers are first and foremost responsible and accountable for the progress and development of all students in their class. Quality first teaching is our first step in responding to pupils who have SEND which means that the teacher has the highest possible expectations for all students in their class. The teacher may adjust their teaching style to incorporate more practical learning or utilise strategies as outlined within the young person's student overview.

Haven:

Haven is overseen by a teaching assistant. It provides a nurturing setting to support students that require a short time away from mainstream lessons with a focus to engage them with learning again as quickly as possible.

Where a young person requires support beyond what can be offered within the classroom, we will also provide the following interventions:

- Literacy and numeracy interventions including enhancement sessions
- Reading interventions including use of Reading Wise, Read, Write Inc. Comprehension and Phonics programmes
- Bespoke small group intervention for students who have not yet developed functional skills
- Preparation for adulthood and social skills curriculum
- Pastoral mentoring, behaviour support intervention and external agency input for social, emotional and mental health needs.

We also work closely with many external agencies who offer support, guidance and input for individual students based on their needs and existing diagnoses.

Where a young person requires a high level of individual support or small group teaching, this is usually acquired through application for an Education Health Care Plan.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- A differentiated curriculum to ensure all students can access learning. Students may be grouped by need, teaching style may be adapted, and content of the lesson may vary depending on the needs of students. On occasion, students may be provided small group or 1:1 work.
- Resources are differentiated appropriately and staff adapt as needed.
- All staff have received input from the SENDCo on use of additional aids, such as laptops, computer readers, coloured overlays, visual prompts and other tools.
- Differentiation which includes quality first teaching methods such as additional processing times, pre-teaching of key vocabulary, reading instructions aloud. Differentiation may also include bespoke strategies such as prompting for sensory breaks, seating allocations and individual adaptations.
- Medical needs may or may not be related to SEND and are co-ordinated by the managing medication team under the responsibility of the SENDCo. Care plans are individually designed and agreed with parents, carers and professionals where appropriate. There is a designated medical facility in school with identified key staff. Information about medical needs is passed to appropriate staff through our provision map.

5.8 Additional support for learning

In school we have one specialist SEND teachers who delivers curriculum lessons to classes of SEND students.

We have assistants who are trained in the areas of reading, literacy and phonics. Our team of teaching assistants include eight staff who primarily support students within lessons.

Teaching assistants will support pupils on a 1:1 or small group basis when this is outlined within their EHCP. Small groups may be used to deliver targeted and specific lesson content as overseen and directed by the class teacher.

5.9 Expertise and training of staff

Our SENDCo has 4 years' experience in this role and has previously worked as a school leader in safeguarding and behaviour.

The SENDCo has a master's in education and holds the NASENDCo award.

They are allocated 8 hours a week to manage SEND provision and additional support from an Assistant SENDCo.

The Assistant SENDCo has nine years' experience of holding SEND responsibilities within mainstream settings. In the last academic year, staff have been trained in quality first teaching differentiation.

We use specialist staff for bespoke interventions within the Horizon provision.

5.10 Securing equipment and facilities

Our school is committed to making reasonable adjustments wherever possible. This may include:

- Contacting the local authority to see if adaptations to the building are required
- Ensuring that the right equipment is available to meet every child's needs
- Where specialist equipment is needed, contacting the Local Authority team and relevant health professionals to assess needs and provide advice and/or equipment.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing individual progress towards their outcomes termly
- Reviewing the impact of interventions after 6 weeks
- Using student voice and focus groups Monitoring by the SENDCo and Head of Department Using provision maps to measure progress and track completed intervention
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Extra-curricular activities and school visits are available to all students, including our before-and after-school clubs.

We also offer bespoke clubs and activities which are tailored specifically for SEND students. All students are encouraged to participate in our residential and non-residential trips.

All students are encouraged to take part in special events and workshops such as sports day. No child is ever excluded from taking part in these activities because of their SEN or disability.

Within the school environment, physical adaptations allow for disability access on both floors. There is a lift facility within the main area of the school to access both floors of the school and toilets with disability access are available around the building.

Outside of the school, there are allocated parking bays for Blue Badge holders near to the main reception.

We use Personal Emergency Evacuation Plans (PEEP) to support students who may have difficulties with physical or other needs when leaving the building in case of an emergency.

Our Accessibility Plan is committed to providing an accessible environment and can be found in the school's accessibility plan.

5.13 Support for improving emotional and social development

Our team provides extra pastoral support arrangements for listening to the views of pupils with SEND and we take clear measures to minimise or prevent child-on-child abuse.

We provide support for pupils to improve their emotional and social development and we have a zero tolerance approach to child-on-child abuse in order to prevent bullying.

5.14 Working with other agencies

Our school has strong relationships with many agencies and we continue to work alongside health and social care professionals to ensure the needs of our students and their families are met. We work with the following agencies to provide support for students with SEND:

- Mental health services including CAMHS, CYPS and School Counsellor.
- Gateshead HINT and LINT teams.
- Speech and Language Therapists, Occupational Therapists and Physiotherapists.
- Hearing Impairment Team and Sensory Team.
- Autism Outreach Team, Youth Offending Team, Wear Kids and Youth Drug and Alcohol Project.
- School nurse.
- Early Help Team and Social Workers.

5.15 Complaints about SEN provision

Complaints about SEND provision in our school should be initially made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

5.16 Contact details of support services for parents of pupils with SEND

SENDIASS are a service for young people (aged 25 or under) who are disabled or need extra help with learning or parents and carers of those young people. Services can give information, advice and support on:

- Schools, college or training
- Getting the right healthcare
- Getting the right support at home, school or in the workplace
- Gateshead SENDIASS

5.17 Contact details for raising concerns

The SENDCo is Miss Erin Bushby and Assistant SENDCo is Mrs A Morris who can both be contacted through the school office heworthgrangeenquiries@consilium-at.com or by telephoning the office 0191 4212244.

Concerns may also be raised via the student's head of year or form tutor.

5.18 The local authority local offer

Our local authority's local offer is published here: Gateshead SEND Local Offer - Gateshead Council

6. Monitoring arrangements

- This policy and information report will be reviewed by the SENDCo every year.
- It will also be updated if any changes to the information are made during the year.
- It will be approved by the governing board.

7. Links with other policies and documents

- This policy links to our policies:
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions