

HELLESDON HIGH SCHOOL SEND INFORMATION REPORT 2025-2026

OUR SEND REPORT

- aims to inform all of how we support students with Special Educational Needs and Disabilities (SEND)
- is updated annually and has been produced with information and support from Academy stakeholders. We would welcome your feedback in the review of our offer, so please do contact us. The best people to contact this year are:
 - Allison Mclellan, SEND Co-ordinator (SENCO)
 - Lizzie Ingle, SEND governor
- is part of Norfolk's Local Offer, which can be found at:
<https://www.norfolk.gov.uk/children-and-families/send-local-offer>



AIMS OF OUR PROVISION

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN.
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need: communication and interaction, cognition and learning, social, mental and emotional health, sensory/physical.
- To request, monitor and respond to parent/carers’ and student views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies.



NORFOLK LOCAL OFFER

If you have questions about the Norfolk Local Offer please look at :

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer>

Alternatively, if you think your child may have SEND please speak to Allison McLellan our SENDCO or Emily Lowe our SEND Manager

amclellan89rx@nsix.org.uk

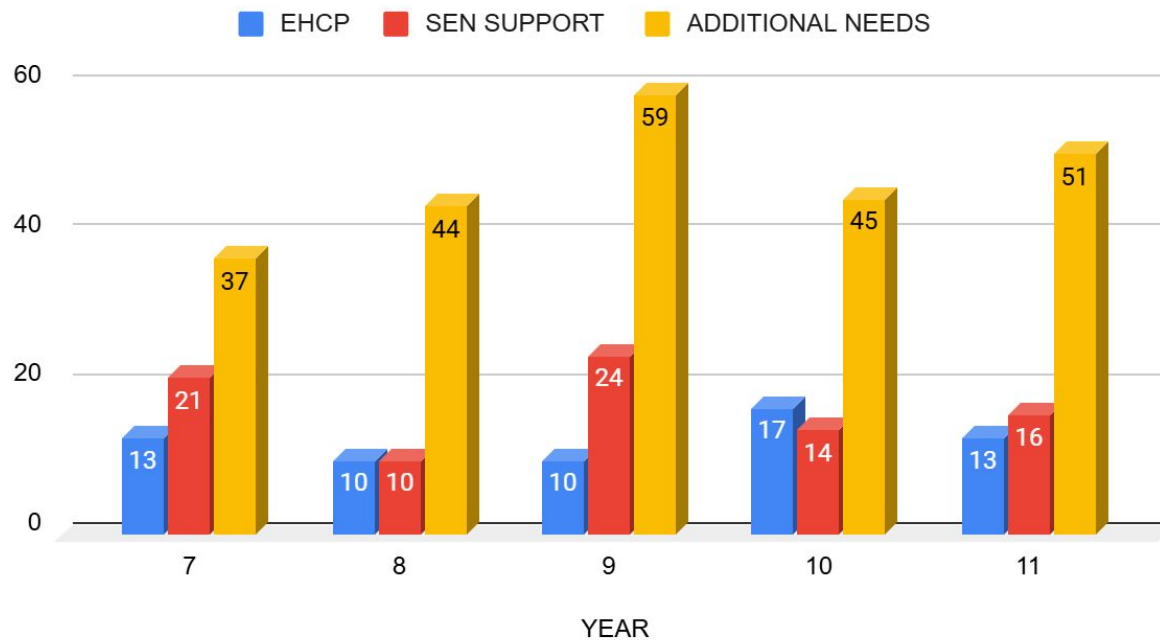
elowe3nrc@nsix.org.uk

ADMISSIONS

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of students at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless: it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

HHS – SEND PROFILE 2025-2026

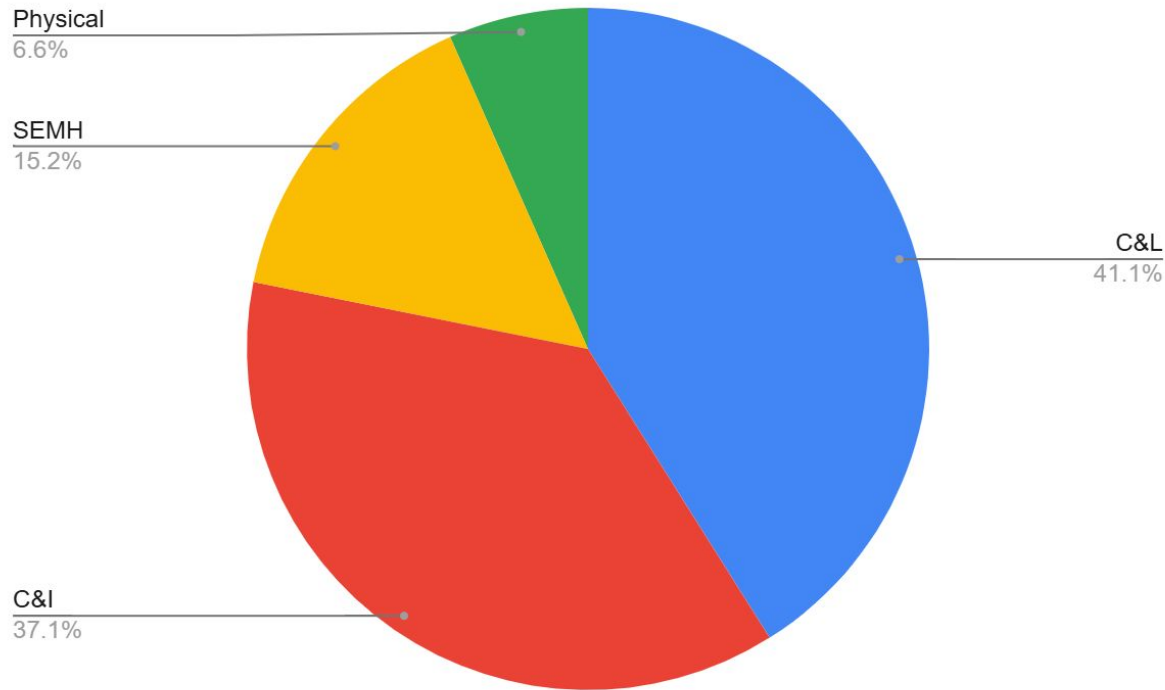
EHCP, SEN SUPPORT and ADDITIONAL NEEDS



These numbers will fluctuate across the academic year.



HHS – SEND PROFILE 2025-2026



These numbers only show the primary need of each student, many students also have a secondary need.

These numbers will fluctuate across the academic year.

HOW WE IDENTIFY SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Hellesdon High School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

HOW WE IDENTIFY SEND

- Concerns are raised by parents/carers, external agencies, teachers, the student's previous school or the student themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the student indicates that they have additional needs

TYPES OF SEN

At Hellesdon High School we support children with needs in any of the 4 categories of SEN:

1. Cognition and Learning including Dyslexia, Dyscalculia, Slow processing
2. Communication and Interaction including ASD, Speech and Language Needs
3. Physical needs including visual impairments, hearing impairments and physical disabilities
4. Social Emotional and Mental Health needs

OUR APPROACH TO TEACHING LEARNERS WITH SEND

At Hellesdon High School we believe in participation for all.

We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular progress meetings and staff engage in continuing professional development.

SEND 10

At Hellesdon High School we adapt classroom practice to support students with SEN, teachers follow the Hellesdon SEND 10:

- 1 TIME**
Give students time to process and think.
- 2 REDUCE COGNITIVE LOAD**
Break down tasks into smaller chunks – 1 or 2 instructions at a time. Use Modelling.
- 3 DUAL CODING**
Use visual aids – task lists/reminders on board.
- 4 VISUAL**
Dyslexia friendly fonts – Arial/14/non white background.
- 5 FLEXIBLE SEATING**
Clear line of sight to SEND students to monitor engagement. Consider reading age. Ensure LSA has easy access to support student. Consider grouping.
- 6 WRITING**
Consider the purpose and value of written work. Provide print outs/email content where writing is not essential.
- 7 VOCABULARY**
Use key vocabulary lists and definitions. Break down complex words.
- 8 ASSESSMENT**
Mark based on content.
- 9 HOMEWORK**
Adapt to ensure it is accessible.
- 10 CHECK IN**
Explicit Instruction.
Don't assume understanding.



THE TYPES OF SUPPORT

All students will be provided with high quality teaching that is differentiated to meet the needs of all learners.

- The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include: classroom observation, ongoing assessment of progress made by students with SEND, work sampling, teacher meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND, student and parent feedback on the quality and effectiveness of interventions provided, attendance and behaviour records.
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly.
- Where it is decided that special educational provision is required to support increased progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve progress

STAFF WHO SUPPORT OUR STUDENTS WITH SEND

Class teacher

Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

Form tutor

Ensuring that your child receives the correct guidance and pastoral support to make academic progress. Support is also provided to improve social and emotional development.

Head of Year

Ensuring that your child receives the correct guidance and pastoral support to make academic progress. Support is also provided to improve social and emotional development.

STAFF WHO SUPPORT OUR STUDENTS WITH SEND

SENCO – Special Educational Needs Co-ordinator

Ensures that:

- All members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- All staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside help and specially planned work.
- Staff are aware and confident about how to meet the needs of your child and others within the Academy, this may involve organising training.
- There is appropriate support in place for children with SEND.
- There is an up to date SEND record of need, which documents the needs of students in the Academy.
- Parents are kept informed about the support your child is getting.

STAFF WHO SUPPORT OUR STUDENTS WITH SEND

**SEND Manager
SEND and Pastoral Assistant
LSA – Learning Support Assistant
Department Intervention LSA**

These staff members work with the class teacher to identify areas of support for students with SEND. They attend all training opportunities related to SEND and differentiation. Their main priorities are to:

- Support students to access the curriculum.
- Empower students to develop effective strategies that enable them to become independent learners.
- Support the implementation of differentiation and specialist support strategies in the classroom.
- Keep students focused on learning activities during lessons.
- To deliver small group intervention workshops.
- To communicate, where appropriate, with parents and carers regarding aspects of student progress.

STAFF WHO SUPPORT OUR STUDENTS WITH SEND

SEND Governor

- Makes sure that we have an up to date SEND report.
- Makes sure that we have appropriate provision and have made necessary adaptations to meet the needs of all the children.
- Makes sure that the necessary support is made available for any child that attends Hellesdon High School.
- Makes visits to understand and monitor the support given to children with SEND at Hellesdon High School.

THE TYPES OF SUPPORT

SEN support will be provided using a 'graduated approach'.

This approach will follow a four part cycle: Assess, Plan, Do and Review. Students will get support that is specific to their individual needs. This may be provided by the subject teacher, other staff in the school or staff who visit the school from outside agencies.

Interventions are carefully coordinated and delivered throughout the school day to minimise the impact on time spent in the classroom learning.

If your child makes limited progress despite a sustained period of intervention and support (normally at least 2 cycles of the graduated approach) we will discuss with you whether an EHCP would be appropriate.

THE TYPES OF SUPPORT

The Class Teacher

- In most subjects students are taught in mixed ability classes.
- The teacher will have the highest possible expectations for all students in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Staff will put in place different ways of teaching so that your child is fully involved in learning in class.
- Use of retrieval practice will support your child to remember previous learning
- Staff will use specific strategies to enable your child to access learning.
- Staff will have clear routines to support transitions, these are common across the school

THE TYPES OF SUPPORT

Specific small group work

- The class teacher/SEN team monitor the progress of students. Where gaps in understanding or learning are identified, additional support is assigned to help the student make better progress.
- Targeted and highly personalised interventions can reduce the barriers to learning and support the student to make faster progress.
- Support is offered throughout the school day. These are carefully coordinated to ensure that a student does not fall behind with any of their class work.

Examples of interventions include:

Youth work sessions

IDL literacy and numeracy

ELSA

EAL 1:1 and small group support

ELKLAN

Numeracy Ninjas

Counselling sessions

THE TYPES OF SUPPORT

Specialist Support/External agencies

If your child has been identified as needing more specialist input in addition to good/outstanding teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

Before referrals are made you will be contacted to discuss your child's progress and help plan possible ways forward.

The specialist will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class
- Support to set targets which will include their specific professional expertise.
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group.
- Group or individual work with outside professionals

THE TYPES OF SUPPORT

Specific Individual Support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already available to the School.

The School (or you) can request that the Local Authority (LA) carry out a Statutory Assessment of your child's needs. This is a legal process and you can find more details about this in the Norfolk Local Offer

- After the School have sent in the request to the LA, they will decide whether they think your child's needs seem complex enough to need a Statutory Assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs and then write an EHC Plan (previously a Statement of Special Educational Need).
- If this is not the case, they will ask the School to continue with the support through the graduated approach and also set up a meeting with the School to ensure a plan is in place to ensure your child makes as much progress as possible.
- The document will outline the support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

EFFECTIVENESS OF THE SUPPORT

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same review procedures take place, but the EHCP will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Data is used to evaluate and compare the progress of SEND students at Hellesdon against national, this information will be used to improve future provision. This comparison allows us to identify areas for development within the school.

EFFECTIVENESS OF THE SUPPORT

Analysis of SEND student performance data will include:

- Progress and attainment – students are assessed 2 times per year at KS3 and more often at KS4
- Number of exclusions and behaviour marks
- Number of positive marks
- Student and parent contributions to reviews
- SEND student attendance
- Lesson observations/learning walks – completed half termly by SEND staff and leadership
- Feedback from teachers, support staff, parents and student
- Feedback from student focus group

PARENT/STUDENT VOICE

Feedback from parents and students is essential to ensure support in place is appropriate and effective.

- Each term parents/students will be involved the assess, plan, do, review cycle. They will be asked for their comments on whether the support is effective and if any changes are needed.

- Each term we complete parent and student surveys, by gathering regular feedback, we can monitor the effectiveness of the support strategies, identify areas for improvement, and respond promptly to any concerns raised by parents or students. Termly surveys also foster stronger communication and collaboration between families and the school, ensuring that the voices of those directly impacted by SEN provisions are heard. This ongoing evaluation helps the school maintain high-quality, inclusive education.



STUDENTS WITH MEDICAL NEEDS

- Students with medical needs will be provided with a detailed Medical Care Plan.
- Staff who administer and supervise medications, will complete formal training.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting students at school with medical conditions (DfE) 2014 and are identified in the School Medical Needs Policy.

ACCESSIBILITY

We ensure that...

- equipment used is accessible to all children regardless of their needs.
- There is designated access parking.
- There are toilets with disabled access.
- Staff are adequately trained.
- Learning Support Rooms are equipped with specialist resources.
- Policies are available in a print format from the Academy upon request.
- In addition to this we provide a 'safe-space' for vulnerable students to use at times during the day when appropriate.
- A medical room has been provided in order to enable a safe place for insulin testing/injections

EQUALITY

All staff at Hellesdon High School work within the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make ‘reasonable adjustments.’

The Equality Act definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

FUNDING FOR SEND

Hellesdon High School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. Schools can also access 'top up' funding for learners who require support that exceeds that available to the school. Access to this funding is via an application process to the virtual school for SEND This funding is used for:

Targeted differentiation

In class support

Targeted interventions

Small group support

Specialist equipment

Working with external agencies

SUPPORT WITH TRANSITION YEAR 6 INTO 7

We will ensure that students with SEND are admitted on an equal basis with others in accordance with the Admissions Policy.

In support for these arrangements the following additional information and documentation is provided by the feeder school:

- Individual Education Plans
- Review of Individual Education Plans
- Education Health and Care Plans
- Assessment details
- Reports
- Meetings with primary schools during the year
- Early visits to familiarise students and parents with the School
- Additional induction days for students with SEN

PREPARING FOR THE NEXT STEPS

We recognise that 'moving on' can be difficult for a child with SEN and or disabilities and steps are taken to ensure their transition is as smooth as possible.

For students moving into new schools, colleges or universities:

- We can be contacted by the new school for discussions about specific support
- We can make sure that all records about your child are passed on as quickly as possible
- We will provide evidence of additional classroom or exam based support
- We will provide guidance and signposting for students as they move into the next phase of their education or into employment
- Support may also be offered in relation to applying for P.I.P

Related Policies

SEND Policy

Behaviour Policy

Safeguarding Policy

Accessibility Plan

Complaints Procedure

Supporting pupils with Medical Needs Policy

Admission Policy

Equality Policy

These can be found on our school website:

<https://www.wensumtrust.org.uk/hellesdonhigh/information/policies-and-procedures>

USEFUL LINKS

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

<https://www.norfolksendiass.org.uk/>

<https://www.gov.uk/government/organisations/department-for-education>