

SEND

INFORMATION REPORT

**Document Control**

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| **This document has been approved for operation within:** | All Trust Establishments |
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**CONTENTS**

[1.0 What types of SEN does the school provide for? 4](#_Toc144821437)

[2.0 Which staff will support my child and what training have they had? 5](#_Toc144821438)

[3.0 What should I do if I think my child has SEN? 6](#_Toc144821439)

[4.0 How will the school know if my child needs SEN support? 6](#_Toc144821440)

[5.0 How will the school measure my child’s progress? 7](#_Toc144821441)

[6.0 How will I be involved in decisions made about my child’s education? 8](#_Toc144821442)

[7.0 How will my child be involved in decisions made about their education? 8](#_Toc144821443)

[8.0 How will the school adapt its teaching for my child? 9](#_Toc144821444)

[9.0 How will the school evaluate whether the support in place is helping my child? 10](#_Toc144821445)

[10.0 How will the school resources be secured for my child? 10](#_Toc144821446)

[11.0 How will the school make sure my child is included in activities alongside pupils who don’t have SEND? 11](#_Toc144821447)

[12.0 How does the school make sure the admissions process is fair for pupils with SEN or a disability? 11](#_Toc144821448)

[13.0 How does the school support pupils with disabilities? 11](#_Toc144821449)

[14.0 How will the school support my child’s mental health and emotional and social development? 11](#_Toc144821450)

[15.0 What support will be available for my child as they transition between classes or setting or in preparing for adulthood? 12](#_Toc144821451)

[16.0 What support is in place for looked-after and previously looked-after children with SEN? 13](#_Toc144821452)

[17.0 What should I do if I have a complaint about my child’s SEN Support? 13](#_Toc144821453)

[18.0 What support is available for me and my family? 13](#_Toc144821454)

[19.0 Glossary 14](#_Toc144821455)

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website www.theheightsblackburn.com

**Note:** If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

## **What types of SEN does the school provide for?**

Our school provides for pupils with the following needs:

|  |  |
| --- | --- |
| **Area of need** | |
| **Communication and interaction** | Autism spectrum condition |
| Speech and language difficulties |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia |
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| Moderate learning difficulties |
| Severe learning difficulties |
| **Social, emotional and mental health** | Attention Deficit Hyperactive Disorder (ADHD) |
| Attention deficit disorder (ADD) |
| **Sensory and/or physical** | Hearing impairments |
| Visual impairment |
| Multi-sensory impairment |
| Physical impairment |

## **2.0 Which staff will support my child and what training have they had?**

**Our special educational needs co-ordinator, or SENCO**

Our SENCO is Louise Lowe

They have 5 years’ experience in this role and is also the Deputy Headteacher at The Heights. Louise us a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2020.

Louise also completes the testing for Access Arrangements at The Heights and is working towards being able to access and diagnose Dyslexia.

**Deputy SENCO**

Our Deputy SENCO is Antonia

They have 2 years’ experience in this role and have also works as a Science Teacher and is our lead in a Trauma Informed Approach

**Class/subject teachers**

All of our teachers receive regular in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All staff also have access to trust wide training with regards to SEN.

**Teaching assistants (TAs)**

We have a team of 15 TAs, including 6 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

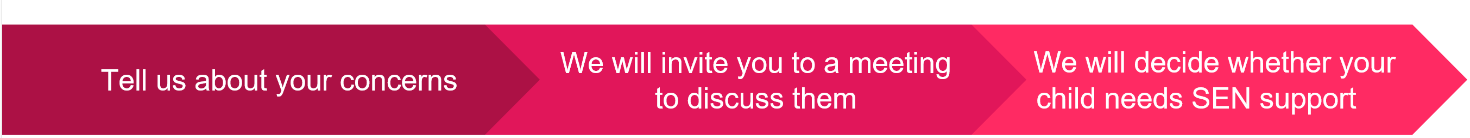
In the last academic year, TAs have been trained in de-escalation, team teach and sensory approaches.

**External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

* Speech and language therapists
* Educational psychologists
* Occupational therapists
* GPs or paediatricians
* School nurses
* Child and adolescent mental health services (CAMHS)
* Education welfare officers
* Social services and other LA-provided support services
* Voluntary sector organisations
* East Lancashire Child and Adolescent Service (ELCAS)
* Blackburn with Darwen Local Offer

## **3.0 What should I do if I think my child has SEN?**



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| If you think that your child might have SEND you may contact Louise Lowe on [llowe@heightsblackburn-ept.com](mailto:llowe@heightsblackburn-ept.com) with your concerns. Louise will then meet with you to discuss your concerns and try to gain a better understanding of what your child’s strengths, areas of difficulties and presented traits of a potential diagnosis are. | Together we will decide what outcomes to seek for your child, agreed next steps and actions to be taken to support you child as quickly and effectively as possible. | This will be logged on the in-school system and also communicated to all staff so that they are aware and regular communication between our SEND team and yourself will be completed on a regular basis. |

## **How will the school know if my child needs SEN support?**

All our class teachers are aware of SEN and are on the lookout for any pupils who aren’t making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don’t have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and socially to see what their strengths and difficulties are. They will have discussions with your child’s teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school’s SEN register, and the SENCO will work with you to create a SEN support plan for them.

## **5.0 How will the school measure my child’s progress?**

We will follow the ‘graduated approach’ to meeting your child’s SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

**Review**

**We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of   
your child’s needs to improve the support we offer.**

**Do**

**We will put our plan into practice.**

**The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.**

**Plan**

**In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.**

**Assess**

**If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has.** **We will ask for you and your child’s input, as well as getting help from external professionals where necessary.**

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6.0 How will I be involved in decisions made about my child’s education?**

We will provide termly reports on your child's progress and communicate regularly with you with regards to:

* Clear outcomes for your child’s progress
* Review progress towards those outcomes
* Discuss the support we will put in place to help your child make that progress
* Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you’re the expert when it comes to your child’s needs and aspirations. So we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact Louise Lowe on <llowe@heightsblackburn-ept.com>

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

The level of involvement will depend on your child’s age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

* We may seek your child’s views by asking them to:
* Attend meetings to discuss their progress and outcomes
* Prepare a presentation, written statement, video, drawing, etc.
* Discuss their views with a member of staff who can act as a representative during the meeting
* Complete a survey

**8.0 How will the school adapt its teaching for my child?**

Your child’s teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child’s needs. We will make sure that your child has access to an ambitious, broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best and to fill any gaps that are identified in your child’s learning. There is no '1 size fits all’ approach to adapting the delivery of the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

* The use of GL assessments to baseline pupils to ensure we are aware of their starting points
* Adapting the delivery of our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or activities set in the lesson, etc.
* Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Teaching assistants will support pupils on a 1-to-1 basis when required
* Teaching assistants will support pupils in small groups when required
* The school’s accessibility plan can be found [here](http://www.theheightsblackburn.com/policies)
* Personalised interventions can be offered outside of the classroom to offer further support for your child

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| **Area of need** | | **How we support these pupils** |
| **Communication and interaction** | Autism spectrum condition | Visual timetables  Social stories  Clear structure and routine  Informed in advance of any change  Sensory room |
| Speech and language difficulties | External speech and language therapy |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope  Overlays  Visual aids  Step-by-step instructions |
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| Moderate learning difficulties | Adaptive teaching  Personalised interventions  TA support |
| Severe learning difficulties | Adaptive teaching and scaffolding  Personalised interventions |
| **Social, emotional and mental health** | ADHD, ADD | Movement breaks  Fidget toys  Processing time  Prompts |
| Adverse childhood experiences and/or mental health issues | Nurture groups  Personalised interventions |
| **Sensory and/or physical** | Hearing impairment | Preferred seating |
| Visual impairment | Limited classroom displays  Preferred seating  Coloured paper  Large font print outs |
| Multi-sensory impairment | Personalised support  Access to Sensory room |
| Physical impairment | Personalised support  Pastoral support  Preferred seating |

## **9.0 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 on non-academic interventions every half term
* Reviewing their progress on academic interventions every half term
* Reviewing their academic progress within each subject area every term
* Using pupil questionnaires
* Monitoring by the SENCO
* Using provision maps to measure progress
* Holding an annual review (if they have an education, health and care (EHC) plan)
* Ensuring all members of staff support in their evaluations
* Review progress using GL assessments

## **10.0 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
* Personalised academic and Non-academic interventions
* 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.

If additional funding is needed, we will seek it from our local authority.

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

* At The Heights we ensure that there are no barriers for our pupils with SEND enjoying the same activities as other pupils in our school, including physical activities.
* All of our extra-curricular activities and school visits are available to all our pupils.
* All pupils are encouraged to go on our school trips, including our residential trip
* All pupils are encouraged to take part in sports day and Outdoor Education
* No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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

When a pupil is referred to The Heights they will be invited in for a tour and to meet our SEND team. If the tour is successful and the SEND team feel we can meet your needs at The Heights then consent paperwork will be completed by the parent/carer of the pupil and a start date will be set.

If the pupil has an EHCP then the SENCO will request a copy of the EHCP. This will then be discussed at our Senior Leadership Team meeting where a decision will be made on whether we feel The Heights can meet the needs of the pupil in which stated within the EHCP.

## **13.0 How does the school support pupils with disabilities?**

All pupils who attend The Heights are treated equally and reasonable adjustments will be implemented so that individual needs can be met effectively.

Our school’s accessibility plan can be found [here](http://www.theheightsblackburn.com/policies).

## **14.0 How will the school support my child’s mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

* We have a ‘zero tolerance’ approach to bullying
* We have a large pastoral team who offer individual support on a daily basis to all pupils who required this
* We have the SEND team who offer personalised interventions to support mental health and emotional and social development
* We have two intervention rooms which offer safe spaces for pupils to access throughout the day
* We have a Sensory room which supports pupils’ sensory needs and times of quiet which of required
* We have introduced the Trauma Informed Schools approach and are able to now offer trauma-based interventions
* We use Pass assessments to evaluate pupils’ attitudes and progress towards school and themselves

## **15.0 What support will be available for my child as they transition between classes or setting or in preparing for adulthood?**

**Between years**

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

Move our pupils up to the next school year once all the previous Year 11’s have left. This is so that the pupils are aware of the changes which they may have to adapt to during the next academic year. We provide pupils with their personalised timetables and all pupils are escorted to their classrooms by the class teacher and teaching assistant so that they are aware of the classes which they will be accessing to complete their next lessons.

**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. We will also complete transition meetings to show your child the new setting which they will be accessing during their next stages within their education and to meet new staff who they could be working with.

**Onto adulthood**

We provide all our pupils with appropriate advice on paths into work or further education with the support of ‘New Directions’

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 will also complete transition meetings to show your child the new setting which they will be accessing during their next stages within their education and to meet new staff who they could be working with.

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

Helen Morris will work with our SENCO Louise Lowe 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.

## **17.0 What should I do if I have a complaint about my child’s SEN Support?**

[Complaints Policy](www.theheightsblackburn.com/wp-content/uploads/Complaints-Policy-Mar-24-26.pdf)

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school’s complaints policy.

If you are not satisfied with the school’s response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

## **18.0 What support is available for me and my family?**

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority’s local offer page at <https://www.blackburn.gov.uk> which publishes information about the local offer on their website:

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are available at:

<https://www.blackburn.gov.uk/schools-and-education/free-early-education/free-early-education-and-special-educational-needs>

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

<https://adhdnorthwest.org.uk>

<https://elht.nhs.uk/services/paediatrics/east-lancashire-child-and-adolescent-services>

<https://www.autism.org.uk/directory/u/understanding-autism-north-west>

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

[IPSEA](https://www.ipsea.org.uk/)

[SEND family support](https://sendfs.co.uk/)

[NSPCC](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/supporting-children-special-educational-needs-disabilities/)

[Family Action](https://www.family-action.org.uk/what-we-do/children-families/send/)

[Special Needs Jungle](https://www.specialneedsjungle.com/)

NASEN

## **19.0 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

**Differentiation** – 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

**SENCO** – the special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**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