HIGHAM LANE
NORTH ACADEMY

Higham Lane North Academy

SEND Information Report

2026-2027



SENDCo: Miss Robyn Rounce

General Statement

At Higham Lane North Academy we are committed to doing all that we can to ensure that all pupils who attend Higham Lane North Academy achieve their goals. We aim for all pupils with SEND to achieve positive outcomes, to make positive academic progress and to develop the life skills to prepare for their role as active citizens. All SEND pupils will have the opportunity to access the full curriculum and participate in a wide range of activities across the school community and to do so with confidence. All pupils should enjoy a fully inclusive environment and experience throughout their learning journey and into adulthood.

The Higham Lane North Academy SEND information report aims to:

- Outline the vision for Inclusion and SEND at Higham Lane North Academy and the values which underpin this vision
- Explain the roles and responsibilities of everyone involved in providing for pupils with Special Educational Needs (SEN)
- Set out how our school will support and make provision for pupils with SEND

1. Vision and Values

Our ethos is that Higham Lane North Academy is a school where 'everyone is included, and everyone belongs.' We champion every child to ensure that nobody is left behind. Our mission that, 'we are proud because we do what is right,' is underpinned by teaching the values of being conscientious, compassionate and confident. We are relentless in ensuring that this applies to every child in our care and are committed to creating an inclusive environment that supports every pupil's unique needs, including those with Special Educational Needs and Disabilities (SEND). We recognize the importance of diversity and aim to provide personalized learning opportunities for all pupils, ensuring they can reach their full potential within a broad and balanced curriculum where all pupils are entitled to learn the best that each curriculum area has to offer, whether this be our academic curriculum, our character and culture provision, or our care and support curriculum. Our pupils who are place in our specialist resource provision (Orion) are inclusive of our school community, and every opportunity is taken to ensure that they participate fully in the North Star way. Our staff members use adaptive teaching and reasonable adjustments, where necessary to ensure that all pupils are able to access learning in the classroom. We foster a culture of empathy and understanding, encouraging all pupils to appreciate the value of inclusion. By promoting accessibility, collaboration, and positive relationships, our school ensures that every pupil, regardless of their challenges, feels valued, respected, and empowered to succeed.

2: LEGISLATION AND GUIDANCE

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

- Part 3 of the Children and Families Act 2014
- SEND Policy 2025-2026
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEN information report
- The Equality Act 2010

3: DEFINITIONS

A pupil has SEN 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 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

The four broad areas of need as defined by The SEN Code of Practice (2015) are:

- Cognition and Learning –

Communication and Interaction

- Social, Emotional and Mental Health

- Physical and Sensory

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.

The SEN Code of Practice (2015) states that all settings should adopt a graduated approach with four stages of action: assess, plan, do and review.

• **Assess**: Effective procedures will be followed to promote early identification of pupils who have challenges accessing the curriculum or barriers to their learning journey. The subject teachers and SENCo will carry out an analysis of the student's needs. Where there is little or no improvement, specialist assessments may be sought from external services. For some areas of need, a referral from a GP is necessary.

• **Plan**: When a child is deemed to require SEN support, and having formally notified the parents, subject teachers and the SENCo should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans and pupil passports should be created and discussed with the child and in light of the views of the child.

• **Do**: SEN support will be delivered through the Three Tiers of Support:

Universal: Teachers will implement an inclusive approach to learning and teaching, using quality first teaching strategies with reasonable adjustments for individual pupils as necessary. At Higham Lane North Academy, this is achieved through regular communication with teachers about the SEND needs of students, the completion and access to Pupil Passports and the use of QFT strategies.

Targeted: Teachers, HLTA's, Teaching assistants, house champions and the SENCo will use well evidenced subject or SEN interventions targeted at areas of difficulty

Specialist: Where a student continues to make less than expected progress, despite evidence- based support and interventions that are matched to the student's area of need, the school will seek specialist support for the student from external agencies including STS, MHST and Educational Psychology.

• **Review**: The effectiveness of the support and its impact on the student's progress should be reviewed termly. The impact and quality of the support should be evaluated by the subject teachers and the SENCo working with the student's parents and in light and discussion of the student's views.

Question	How Higham Lane North Academy support
Do pupils with SEND come to your school?	Higham Lane North Academy is a mainstream school. We are committed to adaptive and inclusive teaching and pastoral support that allows all pupils to fulfil their potential and have a positive learning experience. Pupils with SEND are welcomed and their educational progress, attainment and well - being is at the heart of all that we do.
What SEND needs do you make provision for at your school?	At Higham Lane North Academy we support young people with a wide range of needs: Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties • Cognition and learning, for example, dyslexia, dyspraxia, • 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 • Some physical disabilities, though our school does not have full wheelchair access to all areas of the school. A lift is accessible to main parts of the school. All of the above needs can be met provided we have the required resources for the level of need and provided the procurement of necessary resources does not impact on the effective and efficient education of the other students in the school.
How do you know if a pupil has a SEND need?	Many pupils come to Higham Lane North Academy with a SEND need already identified, but throughout their educational career their progress and attainment will be monitored by their classroom teachers and progress leaders. Where there are concerns about an unidentified need, the

	classroom teacher will refer them to the SENDCo. We will then discuss each student in depth and identify what reasonable adjustments may be required, and what external agencies can be engaged with to identify a learning need. Key Indicators that staff are trained to recognise where a pupil: Progress is significantly slower than that of their peers starting from the same baseline Struggles significantly to match or better the child's previous rate of progress Struggles to or 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. Slow progress and/or low performance will not automatically mean a pupil is recorded as having SEN, they may need additional support, mentoring, catch up or one to one support and not be recorded on the register.
How can I find information about the school SEND policy?	Our SEND policy is reviewed and updated annually. You can find an approved copy of the SEND policy on the Higham Lane North Academy website.
How do you make sure that the SEND support is helping students make good progress?	The SENDCo works closely with curriculum leaders to review progress with pupils in their termly assessments to ensure that progress is being made. Where it is not, a review will take place to ensure that new/different strategies are engaged to make an impact on the progress your child is making. Our specific strategies for evaluating the progress of SEND support are: • Reviewing pupils' individual progress towards their targets on a termly basis • Reviewing the impact of interventions after one term • Pupil Voice • Monitoring by the SENCo

How will I know that my child is making good progress?	• Using Provision Map Software to measure progress • Holding annual reviews for pupils with EHC plans • Fortnightly Inclusion meetings where the progress, behaviour, attendance and wellbeing are discussed and reviewed. • Quality Assurance through Learning walks, Pupil Pursuits and book trawls Your child's classroom teachers will report their progress throughout the year- this will be shared with you in reports following assessments in November and May. You can also meet with your child's teachers at annual parent's evenings. Pupils with significant needs will also have the support of a key worker. Key workers will communicate with parents/carers on a monthly basis.
How do teachers support pupils with SEND to learn in the classroom? How can I find out more about what my child is learning about at any time?	Pupils on the SEND register have an individual education plan called a ***Pupil Passport*****.** This document is shared with all teachers and learning support staff and is used to inform teachers planning for the need that is above QFT in their classroom. Learning journeys and curriculum maps for all subjects are available in the curriculum section of the school website. All pupils will be using knowledge booklets for all subjects to ensure consistency across the curriculum.
How do you check and review the progress made by pupils with an EHCP?	Each pupil with an EHCP will have a termly review following feedback from subject teachers in addition to their annual review meeting. The annual review meeting will be attended by the SENDCo, the key worker where appropriate, the parents/carers of the pupil. The pupil is also invited to attend, along with any other professionals whose role is key to reviewing provision.

How will I be involved in this review process and who else will be there?	In this meeting, the students' progress is reviewed along with the current plan, here we ask whether the plan is working and still fit for purpose, If the provision is being upheld and if any changes or adjustments are required to the plan. Pupils with an EHCP are also featured regularly in pupil pursuits, where leaders will (carefully and supportively) observe the pupils for a morning/afternoon, to identify how their needs are being met in the classroom. Pupils with an EHCP are also regularly featured in spotlight sessions where information, developments and supportive strategies are shared with teachers and support staff. You will be invited to the review and will have an opportunity to share your thoughts and feelings about the provision and plan that is place. You are free to invite additional professionals and if needed the EHC plan coordinator from the Local Authority.
How have you made the school buildings and site safe and welcoming for students with SEND?	School is a busy environment and there are many times throughout the school day that can be challenging for students with SEND. There is a designated entrance for SEND in addition to the SEND areas including the sensory garden which pupils are able to use as required. The school site is signposted with directions for keeping left, and door frames, ramps, corridors and corners are clearly marked. For some pupils, an early pass is given to allow them to move to and from their next class when corridors are quieter and less crowded. Pupils with physical disabilities will also be supported to and from their lessons by a teaching assistant. The school also have accessible lifts to support pupils with disabilities to access first floor classrooms and spaces.
Is there any extra support available to help pupils with SEND in their learning?	Pupils who received additional support may take part in one to one interventions, paired interventions or small groups interventions in the North Bridge area of the school. Most of the support given to pupils is in

How will I know if my child is getting extra support?	the classroom through Quality first and adaptive teaching, and teaching assistant guided support. Our targeted interventions are focussed on: Literacy Numeracy Life skills Social and Emotional Skills Reading Your child's key worker will share with you what interventions we plan to deliver to your child and these will be detailed on their pupil passport.
What social, before and after school and other activities are available for students with SEN? How can my child and I find out these activities?	Higham Lane North Academy is a fully inclusive school where all pupils are given the opportunity to take part in all cocurricular activities, school trips and residentials. Pupils will be informed about all clubs and activities by their house champions and at line up's/ during assemblies throughout the year.
How does your school support children's social and emotional development?	Pupils are supported to understand their emotional and social development through the school's care and support programme and astructured house time programme We are also supported through the mental health in schools team (MHST) and the school counsellor.
Who should I contact if I want to find out more about how the school supports students with SEN?	You can contact the school SENDCo- Miss R Rounce sendco@hlna..co.uk
How are the adults in school supported to work with pupils with SEND and what training do they have?	Teachers and support staff receive regular training in areas of SEND. Staff are also regularly offered opportunities to attend online, locally offered and voluntary training sessions delivered by the SEND team. Staff are given the opportunity to share good practice in spotlight sessions and the SEND team will regularly visit classrooms to support staff in understanding the needs of pupils in their classrooms.

What happens if my child needs specialist equipment or other facilities?	We will meet with you and discuss their need, we may consult an occupational therapist and/ or your child's physiotherapist if appropriate to support with accessing and sourcing the right equipment. We will do all we can to ensure that your child has access to the equipment and facilities that they require.
How will I be involved in planning to support my child's learning?	We will share your child's pupil passport with you and invite you to support with additions to this. We always welcome your insight into how we can support your child and you can share these via email, or by meeting with the Key worker/ SENDCo You can also attend our SEND coffee mornings to talk about your child's plan
How is my child involved in decisions made about their education and support they receive?	Your child's voice is key, when we review our pupil passports and their provision in school, we ensure that their voice, feelings and opinions are captured. Many students with SEND have access to a dedicated key worker- these staff members will regularly check in with your child, observe them in lessons and communicate with you about their progress and school experience
Who should I contact if I am not happy with my child's learning and/or progress?	If you have concerns about your child's progress in a particular subject, we would advise contacting the class teacher and subject leader. If your concerns is related specifically to their SEN or support in school please get in touch with the SENDCo.
Who else provides services in school for students with SEND?	We engage with the following agencies: Educational Psychology Service Specialist Teacher Service Mental Health in Schools Team
How will you help my child successfully transition into the next year group or to another educational or employment setting?	We regularly review the progress children are making as they move through the school. The DHT and SENDCo meets each half term to discuss students with SEND and how they are progressing towards their targets. Additional support, interventions are then offered if needed to help prepare them for next steps.

	This includes supporting them in preparing for assessments, exams and careers advice. Pupils with SEND will also be supported with their applications, visits and interviews for college or employment.
Where can I find out about other services that might be available?	At Higham Lane North Academy we will support and keep you informed with events, offers and services that are available to you via email and through the half termly SEND newsletter- you can also find additional information using the following link: SEND Local Offer – Warwickshire County Council