



Hartismere School

Hartismere SEND Information Report

September 2025

What should I do if I think my child may have Special Educational Needs or Disabilities (SEND)?	Hartismere is committed to the early identification of Special Educational Needs. We value parental support and if you have any concerns regarding your child we would like to hear from you. There are a number of people you can contact. You can arrange to speak to your child's tutor, Head of Year (HOY) or the SENCo (Liz Ashwood) at any time. The SENCo is available for consultation at all parents' evening meetings. Prior to joining the school, you are able to note any additional needs on the school admission form. We make every effort to ensure that pupils with disabilities are not treated differently to those without and promote equality across the school. Regular assemblies are held to support this and the school recognises various awareness days which promote understanding of disability. More information can be found on the Equality Information and Objectives policy https://www.hartismere.com/Information/School-Policies (policy 14).
How does the school know if children need additional support?	If your child is transitioning from primary school, the SENCo, her assistant, the KS3 Learning Mentor and Head of Year 7 gather data and other relevant support information from the primary school. We also discuss support requirements with individual students and talk through any concerns they might have. This information allows us to assess what type and level of support is required. Parents are requested to give details of any additional needs their child might have when filling in the school admissions form and opportunities are provided for parents to talk to members of the Learning Support Department. Student progress is regularly tracked. Rigorous school systems which are in place provide data that is continuously assessed. Any concerns picked up from tracking or testing are discussed and extra support is provided if required.
How does the school assess pupils, monitor the effectiveness of the interventions and monitor progress?	All pupils are screened via assessments for spelling, reading and comprehension on joining the school. Further, individual assessments are made which provide more in-depth analysis when pupils fall below the average range. If required, pupils join interventions to support their SEND and they continue to be assessed to monitor the effectiveness of the intervention. If progress is not seen, further specialist support is sought. Pupils' progress in KS4 is additionally monitored by the pastoral team and additional support is provided, as necessary.
How will the school support my child?	Children with SEND requiring special educational provision will be placed on the Learning Support Register. Children with additional needs who may also need to be monitored are placed on our Additional Needs Register, so all staff are aware of this additional need and pupils can be monitored by the school team. Having identified your child's needs, we then assess the type of provision that would best suit those needs. The school seeks to support pupils with a variety of needs where adaptations can be provided in a mainstream classroom. These needs may include autistic spectrum

	conditions, dyslexia, communication difficulties, physical disabilities, mental health conditions, sensory processing issues and ADHD. Support might be delivered through classroom teaching, shared in-class support from a Learning Support Assistant (LSA), or sometimes a specific 1:1 or group intervention. The effectiveness of these interventions is regularly monitored and evaluated by the SENCo and the Learning Support Department and interventions are adapted as necessary. These evaluations are shared annually with school governors.
How will the school support my LAC or PLAC if they have SEND?	The school has a designated LAC & PLAC Coordinator, Miss Farenden, who works closely with the SENCo to provide additional support, as required for these pupils. PEP meetings are held regularly for LAC pupils.
How will the curriculum be matched to my child's needs?	We expect all subject teachers to adapt their lessons to meet the needs of all our learners and ensure there is access to high quality teaching. Teachers are given information and strategies relating to specific pupils' SEND, strengths and weaknesses and plan accordingly. LSAs provide additional support to our focus pupils and in core subject areas. Resources and equipment will be adapted to meet the needs of learners. In certain subjects and year groups, pupils are placed in ability groups. All pupils access a broad and balanced curriculum and adaptations are made in each subject area, as necessary, to ensure that all pupils learn to the best of their ability and continue to be challenged. Extra support with homework is available for those students requiring assistance through our Homework Clubs.
How will I know how my child is doing and how will you help me to support my child's learning?	Parents and carers will be informed through regular progress data reports, annual profiles, annual parents' evenings, informal meetings (which can be arranged with staff), Individual Education Plans (IEPs), and/or intervention reports on their child's progress. Pupils are encouraged to take ownership of their IEP targets and discuss these with teachers, parents and LSAs. Parents can also liaise with staff via written comments in the pupil planner and have the option to send in comments on a feedback form attached to all letters from the Learning Support department. Parents of children on the SEND register will be provided with the opportunity for meeting formally three times each year with appropriate members of the Learning Support department to discuss their child's progress. These include parents' evenings, annual reviews and additional meetings as required. If your child has an Education Health and Care Plan (EHCP), an Annual Review is held according to the SEND Code of Practice requirements.
What support will there be for my child's overall wellbeing?	Form tutors will monitor your child on a daily basis, with Head of Year and Learning Mentor support as appropriate. More vulnerable pupils can be involved in student support groups and have individual Mentor support if required. All pupils are supported by their HOY as well as the KS3 and KS4 Learning Mentors and are encouraged to drop in at social times should they require any help. Students are able to attend 1:1 Wellbeing drop-in sessions with Sue Jones (Wellbeing Centre Assistant) for a variety of social and emotional reasons. Advice for parents in such situations is also offered by the school. We have close links to the school nurse who can refer for additional support from outside agencies if needed. If more specialist support is required, we are able to refer pupils to a number of agencies (see below).
What specialist services and expertise are available at or accessed by the school?	Internally, for identified students, we are able to provide the following interventions and support: Catch Up Reading, numeracy support intervention, Sound Discovery spelling programme, Lexia reading software groups, Wordshark spelling, 1:1 dyslexia support lessons, touch typing

	programmes, student support groups, hand gym, Homework Support Club, social skills coaching, vocabulary enrichment sessions, individual mentoring, Drawing and Talking therapy, Lego therapy, anger management sessions and counselling. Our Learning Support Assistants (LSAs) have a range of training, qualifications and experience in areas including dyslexia, autism, counselling, mental health support, anger management and bereavement counselling. Where necessary, we can seek support from external services including: Specialist Education Services (SES) for pupils on the autistic spectrum and those with behavioural and attendance difficulties as well as working closely with professionals with specialisms in learning (global and specific), hearing, physical and visual impairment. We can also liaise with/refer to the Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy, Physiotherapy, 4YP, Pupil Referral Unit Behaviour support, Emotional Wellbeing Hub, Social Services, The Early Help Team, paediatricians, GPs, Turning Point (drug and alcohol support), Ormiston Families, Nelson's Journey and Suffolk Young Carers. Early Help Assessment (EHA) referrals can be made if a family requires additional support outside of school and Multi Agency Referrals (MARFs) are made for Safeguarding issues. In KS4, some pupils may be offered the opportunity to study at West Suffolk College for one day a week. Other KS4 pupils are currently benefitting from extended work experience at a local Care Farm on a weekly basis. The county Local Offer (with details of support services and activities currently available in Suffolk) can be found at www.activities-unlimited.co.uk
What qualifications do staff supporting students with SEND have? What training is given?	With QTS, the SENCo has previously taught Maths at Hartismere and has qualifications in Dyslexia Awareness and Understanding Autism. The Assistant Learning Support Coordinator (Tor Calvert) has a PGCE and has gained expertise in speech, language and communication via Elklan courses. Our LSAs have variously trained in: Catch up Literacy, ADHD, Vocabulary Building, Speech and Phonological Awareness, Pastoral support, Counselling Skills, Drawing and Talking Therapy, Understanding Children and Young People's Mental Health, Trauma-informed Practice and 'Child Online Exploitation Protection' support. All school staff are trained in Safeguarding and Autism Awareness.
How will my child be included in activities outside the classroom including school trips?	We make every effort to include all pupils in school trips. If an individual risk assessment is required, we discuss this with staff in order to ensure safety. Specific staff are trained in order to accompany vulnerable pupils on trips and mentors will talk through the outline of the trip before the day if necessary. We can also help your child prepare for any additional activities and changes to school routine, often providing LSA support where appropriate. We take time to discuss any issues with focus pupils. We actively encourage students with SEND to participate in school productions both onstage and backstage. Pupils with SEND are also involved in school sports teams, school council and various after-school clubs.
How accessible is the school environment?	We make reasonable adjustments to ensure Hartismere is as accessible as possible. For full details please see the school Accessibility Action plan. https://www.hartismere.com/2061/School-Policies (policy no 8) Efforts are made to not only ensure the physical environment is accessible but to also improve accessibility to the curriculum and to school information sources. This is achieved in a variety of ways using specialised equipment including the use of sloping desks, stools with back support, enlarged ICT,

	coloured overlays and books, spell checkers, ICT and software support and laptops. If required, exams are made more accessible by putting additional exam access arrangements such as reader, scribe, extra time, prompt or practical assistance in place for specific pupils with evidence of need and if agreed by the examinations governing body.
How will Hartismere prepare and support my child to join the school?	Choosing the right secondary school for your child's needs is vital and we welcome visitors to view our school. The year 7 Head of Year, Mr Peck, as well as Ms Ashwood and Mrs Calvert from the Learning Support Department and the KS3 Learning Mentor, Mrs Frost, liaise with all feeder primary schools and also meet all pupils in small groups during the transition activities, where they have a chance to discuss their concerns and provision needs. There is a detailed programme of year 5 and 6 visit days culminating in a year 6 parents evening where parents meet tutors, the Head of Year, the KS3 Learning Mentor and the SENCo. The HOY and SENCo request data, including that on Special Educational Needs and Disabilities, from all the primary schools and visit all appropriate year 6 pupils during the summer term. Certain pupils with more specific additional needs attend extra small group visit days to further support transition. All data and primary school information enables the Learning Support Department to assess each pupil's needs and arrange suitable provision in advance of the start of the school year. If your child has an Education Health Care plan (EHC Plan), the SENCo requests an invitation to attend the final annual review at primary school to further support transition.
How will Hartismere prepare and support my child to transfer to a new school or college?	Transition to further education colleges is coordinated between the school SENCo and the support staff at local colleges. Our Learning Resources Coordinator and Careers Advisor (Trisha Adkins) organises taster trips to local colleges for vulnerable students and assists with applications along with our Lead Mentor (Lisa Warner). In addition, the SENCo passes on details of any support provision for exam access arrangements that are in place. If your child has an EHC plan, the Moving Into Adulthood paperwork is also completed and sent to the relevant college.
How are the school's resources allocated and matched to children's special educational needs?	Funding is sourced from the school budget and also from High Tariff funding, where agreed (for those children with greater needs). We allocate support according to need. Your child does not need an EHCP to access additional funding if a higher level of support is required. If your child has an EHC plan we will seek to ensure that the provision required is met. We seek to ensure a value for money service so all interventions are costed and evaluated. Our governors monitor the effectiveness of the provision based on an annual report provided by the SENCo.
How is the decision made about what type and how much support my child will receive?	Decisions are based on need, whether in terms of pastoral or academic support. Screening assessments including the New Group Reading Test and the Vernon's spelling test are carried out in year 7 to identify need and then additionally as pupils progress through Key Stage 3. More individualised assessments in both literacy and numeracy are carried out if further, more specific assessment is required. Information on levels, progress and support needs is gathered from the feeder primary schools. Parents are also asked to comment on additional needs via admission forms and at parents' evenings. Provision for students with EHC plans will seek to support the objectives listed whilst balancing the curriculum needs. When pupils join the school at a later point, data on progress and attainment from previous schools is evaluated. If children are not making expected progress, staff will discuss this and,

	where appropriate, provide relevant support or targeted interventions. The parents and pupil will be involved in this discussion. All interventions are monitored for impact and adapted as necessary.
How are parents involved in the school? How can I be involved?	We are keen to involve parents in discussion about their child's learning. We welcome feedback from all interested parties. Parents can access our website for school information. Our Governing Body includes parent governors and parents are invited to join the Friends of Hartismere School group. Parents are encouraged to attend celebration assemblies, awards evenings and parents' evenings. Most of the letters sent to parents by the Learning Support Department include parent feedback boxes where any feedback is always welcomed.
Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's form tutor. Parents are asked to contact the HOY or SENCo if they need further support. Other useful information can be found at https://www.hartismere.com/Information/School-Policies where the SEND policy is also located. For wider, objective support Suffolk Parent Partnership services (SENDIASS) can be contacted on 01473 265210. The SENCo's telephone number is 01379 870315 for enquiries relating to SEND provision. To make a complaint about SEND provision, in the first instance contact the SENCo. If the issue is unresolved, the Headteacher will be involved. The governor with specific responsibility for SEND inclusion may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general Governors' complaints procedure.
Frequently asked questions from the point of view of a young person	
How does Hartismere School know if I need extra help?	Your primary school will alert Mrs Ashwood (SENCo), who will meet you in year 6 to explain what you can expect at Hartismere and to ask you what support you feel you need to succeed. In year 7, you will take a number of tests to assess your abilities in various areas such as spelling and reading. The results will help us decide if you might benefit from some extra help either within your lessons, in a small group or on a 1:1 basis. Your progress is tracked in each of your subjects and this is also used to assess whether you may require extra help. If you arrive in school after year 7, we will check your reading and spelling to decide whether you need additional support in these areas. Your previous school will also discuss with us what type and level of support you might need.
What should I do if I think I need extra help or support?	You should discuss this with your parents/carers who can either come in to meet your tutor or Mrs Ashwood or phone them. Alternatively, you might wish to talk to your form tutor, a teacher you feel comfortable with, or a Learning Support Assistant in school. We are always happy to listen to any concerns or thoughts you might have. If you have other non-academic concerns, you can contact Mrs Jones at school using wellbeing@hartismere.uk <i>These contact points are only accessed by staff during school hours and children are directed to use Child Line outside of school hours if they require urgent support (0800 1111).</i>
How will my work be organised so that I can cope and get it all done?	You will have a planner to help you organise your work and allow your parents/carers and form tutors to help you with this. There are lunchtime and after-school Homework Clubs for you to attend if you would like more

	assistance with your work. Sometimes we may give you a mentor for a specific period of time, who can give you support in this area.
If I have additional needs, how can I be involved in planning my learning?	If you have an EHC plan, you will be involved in your annual review meeting where your learning will be discussed and planned. Many students are provided with an Individual Education Plan which provides educational and behavioural targets for you to meet in class. These targets are discussed with you and you might like to add some of your own. Your form tutor should support you in achieving these. The targets from your IEP are stuck into your planner so you can try to work on them during lesson time too.
Who will advise me on what I can do to help myself and be more independent?	All the staff at Hartismere can help you to become more independent but if you feel really worried then you can talk to your preferred adult. This could be your form tutor, a specific teacher or Learning Support Assistant or Mrs Ashwood.

Glossary of terms

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Education, Health and Care Plan (EHC Plan): an EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHCP needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Further education (FE) college: a college offering continuing education to young people over the compulsory school age of 16. The FE sector in England includes general further education colleges, sixth form colleges, specialist colleges and adult education institutes.

Individual Education Plan (IEP): an IEP is drawn up by the SENCo and associated LSAs to help the parent and the school identify the child's needs and to target areas of particular difficulty. It should show the steps that are to be taken to support the child's learning and set a date for reviewing progress.

Intervention: a time-limited programme of focused teaching which can be a small group or on a 1:1 basis.

Looked-After Child (LAC): a pupil who is under the care of the local authority.

Learning Support Assistant (LSA): a person employed by the school to provide support in the classroom or undertake specific intervention work with a child or group of children who have learning difficulties. They work under the direction of the SENCo.

Local Offer: local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND including those who do not have Education, Health and Care (EHC) Plans. Local authorities must consult locally on what provision the Local Offer should contain.

Parent Partnership Services: Parent Partnership Services provide advice and information to children and young people with SEND and their parents. They provide neutral and factual support on the special educational needs system to help the children and their parents to play an active and informed

role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Personal Education Plan (PEP): an evolving record of requirements for a looked-after child to enable them to make expected progress, as a minimum, and realise their potential.

Previously Looked-After Child (PLAC): a pupil who was previously under the care of the local authority but has since been adopted or been subject to a special arrangement or guardianship order.

Special Educational Needs and Disabilities (SEND): 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 him or her. A child or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her 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.

Special Educational provision: special educational provision is provision that is different from, or additional to, that normally available to pupils or students of the same age, which is designed to help children and young people with SEND to access the National Curriculum at school or to study at college.