Hartshill Academy
The best in everyone™
Part of United Learning

Special Educational Needs (SEN) Information Report 2026-2027

Key Information

Principal: Miss Lorraine Taylor
Senior Vice Principal Inclusion – Miss Georgina Omelasz
SENDCo (Maternity Cover): Dr Soraya Khan
Assistant SENDCo: Mrs Amy Walsh, Miss Vicky Barnes
SEND Governor: Mr Simon Reilly
Warwickshire Local Offer: SEND Local Offer – Warwickshire County Council

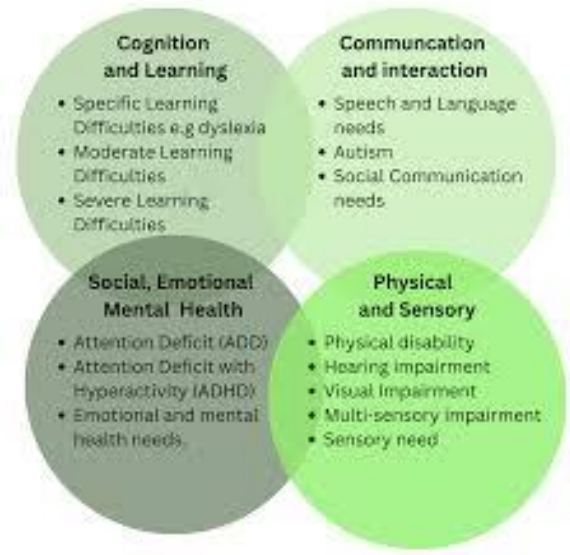
Vision

At Hartshill Academy, we are committed to creating an inclusive, aspirational, and supportive environment for pupils. We place pupils and their families at the heart of our community, fostering a collaborative atmosphere where every child is empowered to reach their full potential. By addressing barriers to learning, delivering a dynamic and engaging curriculum, and prioritising equity, accessibility, and excellence, we ensure that all pupils excel academically, socially, and personally. We prepare all pupils for successful transitions to post-16 pathways, including further education, employment, and training.

Context

Which types of need are supported at Hartshill Academy?

As of September 2026, Hartshill Academy has 958 pupils on roll, 20 have an Education, Health and Care Plan (EHCP) (with a further 2 pending) and 239 (25%) have SEND Support (K). A team of Senior Vice Principal, SENDCo, two Assistant SENDCo's and Progress Coaches form the team which supports our pupils with SEND.



Glossary

C&I: Communication and Interaction
C&L: Cognition and Learning
SEMH: Social Emotional Mental Health
S&P: Sensory and Physical

	No. Of SEND pupils
Year 7	50
Year 8	47
Year 9	47
Year 10	52
Year 11	64
TOTAL	**259**

SEN Need	No. of Pupils	% of SEN Pupils with this Need	% of Pupils with this Need
Physical Disability	6	2.3%	0.6%
Sensory processing disorder	3	1.1%	0.3%
Other Difficulty/Disability	7	2.6%	0.7%
Multi-Sensory Impairment	1	0.5%	0.1%
Moderate Learning Difficulty	111	41.7%	11.6%
Specific Learning Difficulty	7	2.6%	0.7%
Vision Impairment	3	1.1%	0.3%
Speech, Language and Communication Needs	44	16.5%	4.6%
Social, Emotional & Mental Health	62	23.3%	6.5%
SEN Support, No Specialist Assessment	2	0.8%	0.2%
Autistic Spectrum Disorder	93	35.0%	9.7%
Hearing Impairment	2	0.8%	0.2%
Attention Deficit (Hyperactivity) Disorder	16	6.0%	1.7%

At Hartshill Academy, the most common type of need for those with an EHC Plan is autistic spectrum disorder (ASD) and for those with SEN support is Cognition and Learning, specifically Moderate Learning Difficulties (MLD).

Local and National Picture

	Hartshill Academy September 2026	Warwickshire Local Authority	National Statistics June 2026 (Secondary)
Pupils with an EHCP	2.1%	4.7%	6%
SEND Support	27%	14.6%	14.8%

Admissions

How do pupils with SEND get a place at Hartshill Academy?
For all year groups we follow the Warwickshire admissions process. For Year 7 pupils starting in September, information is made available through primary schools. For all other admissions to the school, parents need to complete the Warwickshire application form available on our website.
Please also refer to:
Admissions | Hartshill Academy

Pupils with an EHCP

- If a child is in Year 5 or Year 6, a preferred secondary school will be discussed at their Annual Review. The SENCo at Hartshill Academy may be invited to attend the child's Annual Review at Year 6 to understand more about the child's needs and how they could be supported by the school.
- The SENCo at the child's primary school will specify their preferred secondary school as part of the Annual Review process in year 6, which will be sent to Warwickshire Local Authority SEND team who confirm the admissions request has been approved via the release of an amended EHCP.
- If a child has an EHCP and is already at secondary school, any requested change of placement must be discussed via the statutory Annual Review process.

Pupils with special educational needs without an EHCP

- Visit this link: Moving schools within the school year – Warwickshire County Council
- In year applications can be made at any time.
- The application process for secondary applications for September 2027, opens on 1 September 2026 and closes on 31 October 2026.

No pupil will be refused admission to Hartshill Academy based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Where Warwickshire Local Authority proposes to name Hartshill Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the pupil's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Hartshill Academy will admit any child in whose EHCP it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school will have regard to the relevant guidance issued by the Secretary of State to maintained schools: School admission arrangements - GOV.UK (www.gov.uk)

Hartshill Academy welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability), but this must be done through a pre-arranged visit or by attending our Open Evening.

Identification

How are special educational needs identified at Hartshill Academy?
The SEND Code of Practice (2014) states*: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely* ***provision different from or additional to that normally available to pupils of the same age.*** *Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'*

Upon entry to Hartshill Academy, we assess each pupil's skills, building on information from previous settings and Key Stages, where appropriate. At the same time, Hartshill Academy will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Only medical professionals will make formal diagnosis of any SEN in all areas of need – screening tools, assessments and observations may be used to support referrals where necessary, but staff at Hartshill Academy have been given explicit instruction not to indicate potential traits or offer any potential diagnoses.

What assessments are used at Hartshill Academy to identify SEN?
Assessments may include:

- Standardised test results
- MidYIS scores
- Reading and numeracy ages (NGRT)
- Reading and comprehension skills
- Dyslexia screening (Rapid dyslexia screening)
- Working memory (Lucid Recall)
- Boxall Profile / Strengths and Difficulties Questionnaire (SDQ)
- Input from external professionals (e.g. educational psychologists, speech and language, CAMHS)
- External support from the IDS Complex Team, IDS Vision Impairment and IDS Hearing Impairment Team
- Psychometric testing involving various attainment and ability tests to identify areas of difficulty
- Graded Word Spelling Tests, Access Mathematics Tests and Access Reading Tests to provide standardised test results and reading, Maths and spelling ages.
- Visual Screener to help identify colour preference
- Assessments by class teachers identifying pupils with:
    - Significantly slower progress compared to their peers
    - Failure to match or exceed previous progress
    - Failure to bridge the attainment gap with peers

What would not constitute SEN?
Drawing on guidance from the SEND Code of Practice (2014):

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as an Early Help Assessment, may be appropriate.
- Low attainment or slow progress do not necessarily mean that a pupil has SEN. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

- Difficulties related solely to limitations in English as an additional language are not SEN.
- Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to young people having SEN but it can have an impact on wellbeing and sometimes this can be severe. The school has a large pastoral team who are able to support and facilitate appropriate provision for a pupil's short-term needs in order to prevent problems escalating.
- The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools Mental health and behaviour in schools and this should be read in conjunction with our Behaviour and Safeguarding Policies.

What should parents do if they are concerned that their child has SEN?

- Parents know their children best and it is important that we listen and understand when parents express concerns about their child's development.
- In the first instance, parents should email the SEND department sendhha@hartshillacademy.org.uk requesting to book a call with the SEND team to discuss their concerns.
- The first response to such concerns will usually be high-quality teaching targeted at the child's areas of weakness. At Hartshill Academy, we adopt an approach that every staff is a teacher of SEND.
- Where progress continues to be less than expected, the child's teachers, working with the SENCo, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) Hartshill Academy will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

Warwickshire's Neurodevelopmental Referral Pathways

Neurodevelopment is a term that refers to the brain's development of systems or networks. It influences an individual's performance or functioning. Our performance or functioning may include our ability to learn something new, our reading skills, our social skills, our memory skills or our attention or focussing skills.

What does neurodivergent mean?
Neurodivergent describes differences in learning from what is considered typical patterns of development. It is often used when describing a child, young person or adult who may have a particular way or learning. Often people with a diagnosis such as Autism, Attention Deficit Hyperactive Disorder or Developmental Language Disorder may describes themselves as neurodivergent.

When might a young person need a neurodevelopmental assessment?
Neurodevelopmental needs are common. Figures can vary but it is estimated that around 10% of the population have a neurodevelopmental need. Not all children and young people will however need an assessment. Children and young people do not need a diagnosis to access support. Schools must do all they can to meet the special educational needs of the children and young people who attend.

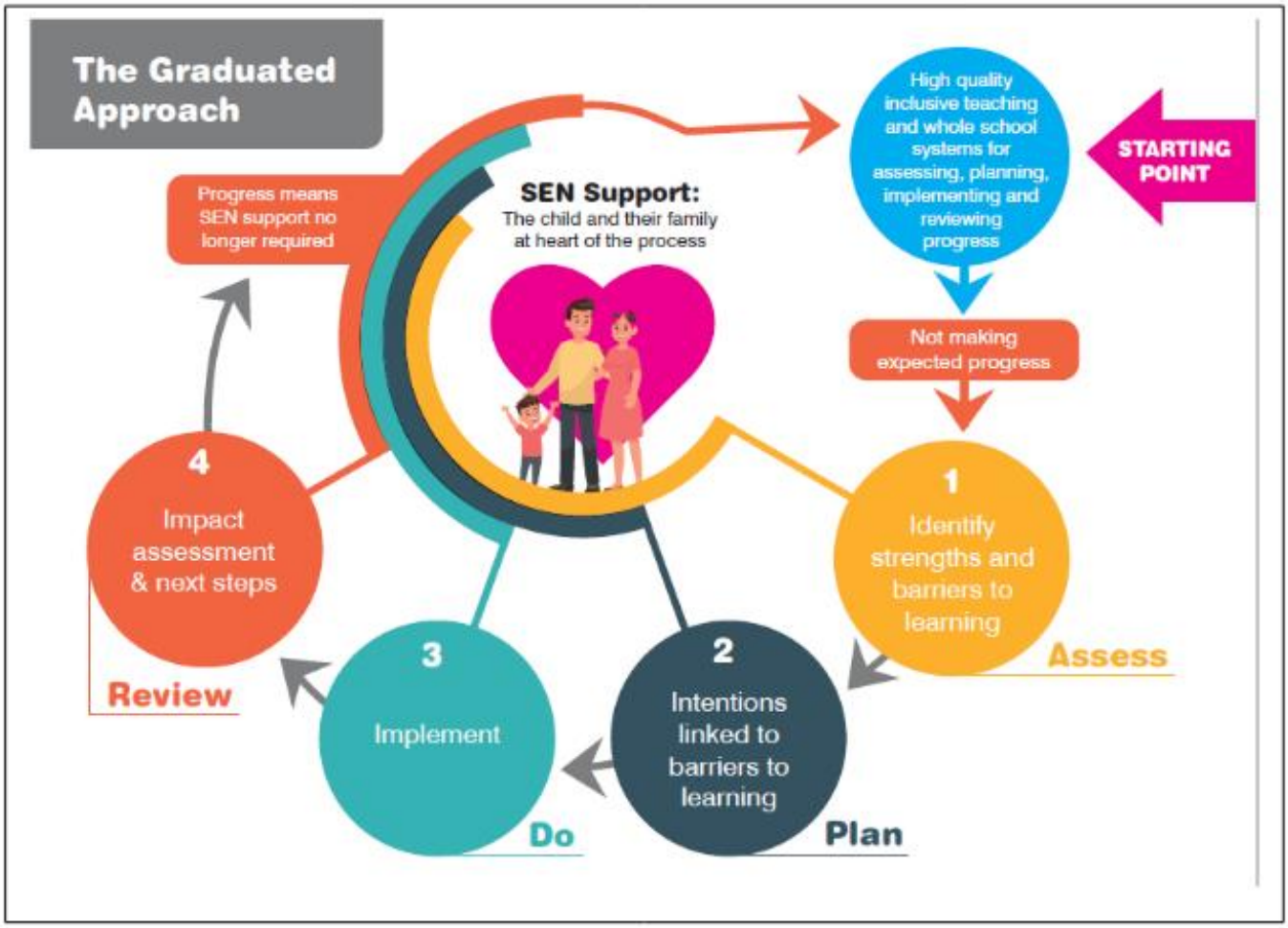
Referring to a specialist assessment pathway should not be the first step in supporting a young person. An initial period of observations, information gathering and support will be put in place in-line with a graduated response. Consideration will also be given to a young person's needs both at home and in school.

It is important to consider why a request for a neurodevelopmental assessment is required. Parents should be be able to clearly explain their reasons for the request, what support the child has accessed and what will be done (at home and school) to continue to support the child whilst waiting for an assessment or undergoing the assessment process.

Getting Help
Neurodevelopmental conditions – Warwickshire County Council

Who can make a referral?
Referral is usually made by the young person's school, with parental consent. However, it can also be made via your GP or another health professional.

The Graduated Approach



What are the Hartshill Academy's arrangements for assessing and reviewing pupils' progress towards outcomes?

Where a pupil is identified as having SEN, Hartshill Academy will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. **This is known as the graduated approach.**

Assess

- The SENCo will carry out a clear analysis of the pupil's needs, in partnership with other staff within the school.
- The views of parents, the pupil and, if relevant, advice from external support services will also be recorded.

Plan

- All teachers and support staff who work with the pupil will be made aware of the pupil's needs, the support provided and any teaching strategies that are required. This information will be recorded on a 'Pupil Passport' (Individual Education Plan), which will be readily available on Arbor.
- Parents will be fully aware of the planned support and will receive a copy of their child's pupil passport.
- Hartshill Academy ensures that all pupils have access to a broad and balanced curriculum. Directors of Learning ensure that their paced plans are adapted for pupils with SEN (with guidance from the SENCo, as required).
- Individual teachers (under the guidance of Directors of Learning, where necessary) will plan lessons to address potential areas of difficulty and to remove barriers to pupil achievement.

Do

- The pupil's teachers remain responsible for working with the child on a daily basis, though the pupil may receive additional support from a Progress Coach.
- Where the pupil has interventions that involve group or one-to-one teaching away from the main class, the SENCo will monitor the impact of this support and how the learning can be linked to classroom teaching.
- See also our 'Interventions Offer' (detailed below).

Review

- After 12 weeks (or on the date agreed), the impact of the support will be evaluated against pupil progress.
- A review will take place through a discussion (either on the phone, online via Teams or in-person) with parents, the pupil and the pupil's Key Worker (or SENCo).
- Progress will be evaluated alongside the views of the pupil and their parents.
- The Key Worker (or SENCO) will revise the support in light of the pupil's progress, deciding on any changes to the support in agreement with the parent and pupil.
- A record of the action and support agreed through the discussion will be shared with all appropriate school staff.
- The Pupil Passport will be updated and a copy will be given to parents.
- Where a pupil continues to make less than expected progress, despite support and interventions, the SENCo may involve specialists (e.g. educational psychologist, speech and language therapist, CAMHS, specialist teachers, occupational therapist). The pupil's parents will always be involved in any decision to involve specialists.
- Where a pupil has an EHC plan, the Local Authority must review that plan as a minimum every 12 months.

Whole-school evaluation of SEND provision

- Hartshill Academy makes data on the levels and types of need within the school available to the local authority collected through School Census.
- The SENCo has an important role to play with the Principal in working with the Governing Body to determine and evaluate the strategic development of SEN policy and provision in the school.
- Hartshill Academy works closely with the Trust's (United Learning) regional SEND Adviser to bi-annually audit provision and access further support and advice as required.

Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, the young person has not made expected progress, the school or parents can request an Education, Health and Care needs assessment. To inform its decision the local authority will work with us to review actions taken by school as part of the graduated approach.

Interventions Offer at Hartshill Academy

What additional support outside of the main classroom teaching can pupils and parents can access?

- Non-verbal communication aids (bespoke to pupil's needs)
- Targeted literacy intervention: Phonics
- Targeted numeracy intervention
- Sensory Circuits
- ASH Pass to access to the Sensory room
- Interventions linked to specific SEMH needs (e.g. Lego therapy)
- Access to the SEND Hub (providing bespoke support and respite for pupils)
- ASH Pass to access to the Attendance and Safeguarding Hub
- Boost – Self Esteem workshop
- Rests – Anger Management workshop
- Calm – Emotional Regulation workshop
- Drawing and Talking
- Anxiety Gremlins
- Zones of Regulation
- EBSNA
- Emotional Literacy Support Assistant - ELSA
- Parental support via drop-in sessions
- Any other interventions specified in EHC Plans as agreed by the SENCo and Local Authority

Exam Access Arrangements

Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications

We offer a range of **exam access arrangements** to support pupils who have specific needs during their exams. These arrangements are designed to help pupils with learning difficulties, physical disabilities, medical conditions, or other special educational needs, ensuring they can perform to the best of their abilities. Common access arrangements include:

- **Extra time**: Additional time may be granted to pupils who require more time to read, process, or write their answers.
- **Readers and scribes**: A reader can assist by reading the exam questions aloud, and a scribe can write down the answers as dictated by the pupil.
- **Word processors**: Pupils who struggle with handwriting or have certain physical disabilities may use a word processor for typing their responses.
- **Rest breaks**: Some pupils may be allowed to take breaks during the exam if they have a medical condition or concentration issues.
- **Modified exam papers**: These may include enlarged text, braille, or simplified language for pupils with visual or cognitive impairments.
- **Separate rooms**: Pupils who experience anxiety or have concentration issues may take their exams in a separate, quieter location.
- **Bilingual Dictionary**: Available to pupils who have English as an additional language.

All access arrangements must be applied for in advance and are based on individual assessments, medical evidence, or recommendations from teachers and the SEND team. At Hartshill Academy we ensure that pupils who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a pupil's normal way of working.

Social, Emotional and Mental Health Provision

Hartshill Academy's Senior Mental Health Lead is Chelsea Forsyth: chelsea.forsyth@hartshillacademy.org.uk

We are proud to offer a wide-ranging suite of support for pupils and this is reflected in our whole-school approach designed to improve children's mental health and wellbeing.

We are proud of our wellbeing initiatives which include:

- A.S.H. (Attendance and Safeguarding Hub)
- Frequent daily pupil drop-ins
- Pupil self-referral service
- Termly themed days coinciding with national awareness days
- HART Coaching system to support relationship focused approach

Hartshill Academy Social, Emotional and Mental Health (SEMH) Interventions

We offer a variety of **Social, Emotional, and Mental Health (SEMH) interventions** to support pupils who are experiencing challenges in these areas:

Counselling Services
One-on-one sessions with a trained in-school counsellor to help pupils manage emotional difficulties or mental health challenges.

Mentoring
Pupils are paired with a trusted adult who provides ongoing support, guidance, and encouragement.

Social Skills Groups
Small group sessions aimed at developing pupils' communication, teamwork, and relationship-building skills.

Mindfulness
Teaching mindfulness, breathing exercises, and relaxation techniques to help pupils manage stress, anxiety, and improve focus.

Nurture Groups
Small, supportive interventions that provide a safe space for pupils to build social skills, self-esteem, and emotional resilience.

Anger Management
Structured interventions to help pupils understand and control their anger through self-regulation techniques and emotional awareness.

Therapeutic Interventions
Art, music and Lego therapy that allows pupils to express their emotions through creative outlets.

Mental Health Awareness and Education
Workshops, assemblies and information that educate pupils about mental health, reducing stigma and providing information on seeking help.

Positive Behaviour Support Plans
Individualised plans that help manage challenging behaviour, including setting specific goals and providing positive reinforcement for improvements.

Restorative Approach
Conflict resolution strategies that encourage pupils to take responsibility for their actions and repair harm through dialogue and mutual understanding.

School-Based Family Support
Involving family members in interventions to improve home-school communication and offer holistic support.

Access to External Services
Referrals to outside agencies such as CAMHS or other mental health services (e.g. MHST) for specific support.

Belonging

How are pupils with SEND encouraged to take part in the wider school offer and learning opportunities?
At Hartshill Academy, we foster a culture of developing the 'wholechild', providing opportunities, which will prepare pupils for the future and inspire them to transform the world.

Extra-Curricular Offer
Hartshill Academy's HART Programme (Heart, Ambition, Respect, Tenacity) links closely with our commitment to Personal Development. We offer an array of clubs including sports, performing and creative arts, cooking, computing, and technology. The club timetable undergoes adjustments each term, ensuring pupils can access a variety of different experiences at lunchtimes and after school. Recognising the unique needs of pupils with SEND, staff provide tailored support to plan their involvement in these extra-curricular activities. The school is committed to proactively addressing any potential barriers to ensure every pupil can fully engage and benefit from the diverse opportunities offered to all.

Charter and Rewards
At Hartshill Academy we have high expectations of ourselves. We practice kindness and gratitude every day. Our HART values of Heart, Ambition, Respect and Tenacity underpin everything we do. We take time to reflect on our HART values and how we can develop each day. We want to ensure we are always challenging ourselves to be even better today than yesterday. We strive to practice perfect in everything we do. We know that our daily practices become our habits, our habits become our character and our character is who we are. We are proud of our commitment to deliver outstanding Personal and Character Development Opportunities. During 2026, Hartshill Academy was officially recognised as an ACE School of Character.

To support this vision, the school pledges to provide leadership, careers, social and cultural opportunities for all our pupils. Pupils are rewarded daily through verbal praise ('spotlighting') and the earning of merits and opportunities to be entered in prize draws to win rewards such as football tickets and pizza parties.

The SENCo and Senior Leadership Team endeavour to ensure that pupils with SEND are always represented and included in all aspects of leadership (e.g. Pupil Council), as well as being recognised for their fantastic contributions to our Hartshill Academy community.

Parent and Pupil Voice

How are pupils and families included in decision-making?

- Annual online United Learning Survey for parents and pupils
- Termly Pupil Passport reviews
- Dedicated SEND Pupil voice activities, at least termly
- Regular communication with home

Transition

What additional support can pupils with SEND benefit from at key transition points?

Primary School Transition

- Targeted visits and planning with primary school SENCOs and Y5/6 teachers to ensure a smooth handover of key information
- Open Evenings to meet key staff, gather relevant information and tour the school
- Transition days inviting pupils to attend the school in advance of starting
- A staggered introduction to school (without selected other year groups)

KS3 to KS4 Transition

- Personalised pupil support to guide through the Options process
- Options Evening parental meeting with the SENCo
- Guided pathways which offer vocational options to support pupils with cognition and learning needs

Post 16 Transition

- Personalised career advice for pupils (parents invited to join careers meetings, if required)
- School shares information before the pupil takes up their post-16 place
- For pupils with EHC plans, discussions about post-16 options will be part of the preparing for adulthood focus of ECH plan reviews, which will be included as part of the review from Year 9 (age 13-14)

Training

What training do staff undertake at Hartshill Academy to support pupils with SEND?

Available to all staff:

- ✓ September INSET: whole school SEND systems, pupil transition & access arrangements
- ✓ De-escalation and disruption free learning: supporting pupils with SEND
- ✓ Tailored SEND briefings (as needed in response to key themes or challenges)
- ✓ SEND monthly drop-ins led by the SENCo
- ✓ Solution-focussed sessions facilitated by the SENCo for identified pupils and/or areas of need.
- ✓ Access to National College

Pastoral & SEND Teams:

- ✓ Weekly Thrive meetings updating key staff on relevant pupils
- ✓ Weekly briefing meeting with leaders on key pupils and how to support
- ✓ SEND – weekly training, led by SENDCo, to improve provision
- ✓ Termly UL training sessions on SEND and Pastoral
- ✓ SEND – Quality Assurance of SEND provision in classrooms and interventions
- ✓ SEND – bespoke training on assessment and intervention tools as required

Subject Leaders:

- ✓ Subject specific curriculum adaptations for pupils with SEND (scheduled departmental sessions with SENCo for collaborative planning).
- ✓ SENCo and Subject Leaders joint learning walks, book looks and SEND pupil voice.
- ✓ Bespoke Middle Leader meeting to support leadership of SEND within subject areas.

Impartial Information and Advice

Warwickshire SEND Information Advice and Support Services (SENDIASS)
Warwickshire SEND Information Advice and Support (SENDIAS) service offers confidential, independent, impartial advice and support to parents and carers of children and young people with special educational needs and/or disabilities (SEND). This service is also offered directly to young people who are aged 16 or over.

SENDIASS can offer:

- Telephone and email advice
- Updates on social media
- Information packs
- Virtual and face-to-face 1-1 support
- Drop-in sessions
- Online and face-to-face workshops
- Training for professionals and support to young people who access the service independently.

Barnardo's Warwickshire (warwickshiresendiass.co.uk)

Communication and Complaints Process

Stage 1
Hartshill Academy aim to deal with all matters of concern raised by parents promptly, fairly, openly, and without prejudice. In the first instance, parents are encouraged to discuss their concerns with the SENCo. These concerns can be made in writing and emailed to complaintsHHA@hartshillacademy.org.uk. **We aim to resolve matters at Stage 1 within 15 working days.**

Stage 2
If parents are not satisfied with the response at Stage 1, the complaint can be escalated to formal Stage 2 procedures. Stage 2 complaints should be made to the School Business Manager complaintsHHA@hartshillacademy.org.uk who will investigate and provide a formal response. **At Stage 2, the School Business Manager will acknowledge the complaint in writing within 10 working days (excluding those that fall in the school holidays) of receiving it. The written acknowledgment will, as far as possible, explain how the complaint will be investigated, the timescale for completing any necessary investigation and delivering a response.**

If a parent remains dissatisfied with the outcome at Stage 2, please see our Complaints Policy Hartshill Academy - Policies for next steps.

Complaints about Warwickshire Local Authority

- If your complaint is about the Local Authority, for example admissions, EHC assessment requests or reviews, contact 01788 593159 or email warwickshiresendiass@barnardos.org.uk

Further Advice
Parents can also contact IPSEA, a charity in the field of SEND law in England. IPSEA provide free and independent legal advice and support to families of children and young people with SEND:
https://www.ipsea.org.uk/call-in-helpline

IPSEA also provide lots of useful free guides and resources, including template letters to fit your situation:
https://www.ipsea.org.uk/template-letters

Accessibility Plan

Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Link to Accessibility Plan:
Policies | School Information | About Us | Hartshill Academy

Useful Policies

Parents may find it helpful to read further information about how Hartshill Academy supports pupils with SEND in the following policies:

- SEND Policy
- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy

All policies are available on the school website:

Policies | School Information | About Us | Hartshill Academy

National Nurturing School Award 2026

QUALITY MARK

ACE School of CHARACTER