



**HARTLAND
HIGH SCHOOL**

Hartland High School

SEN Information Report

Hartland High School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales,
company number 7633694, registered at Greenshaw Learning Trust, Grennell Road, Sutton, Surrey, SM1 3DY.

Hartland High School

SEN Information Report

This report describes our school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Ms Emily Davey

This report was reviewed and updated on: January 2026

This report was approved by the School Governing Body on: Tuesday 20th January 2026

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the SENCO.*

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If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with Emily Collins in the first instance. Please contact them via e-mail: ecollins@hartlandhigh.co.uk.

More information on the support and services that Reading Local Authority have for children who have needs, can be found on the Reading Local Offer website.

<https://www.reading.gov.uk/sendlocaloffer/>.

Parents can also seek advice and support from the Reading Information, Advice and Support for SEND (IASS) <https://www.readingiass.org/>.

SEN Information Report

SEN Information Report	3
1. School Context	3
2. Whole-school approach to inclusive mainstream offer	3
3. Identifying pupils with SEN and assessing their needs	4
4. Our approach to teaching pupils with SEN within the classroom	5
5. Adaptations to the curriculum for pupils with SEN	5
6. Targeted interventions	6
7. Specialist interventions	6
8. Partnership working and pupils' access to external (incl. specialist) agencies	6
9. Adaptations to the learning environment	7
10. Adapted curriculum pathways	7
11. Assessing and reviewing pupils' progress	7
12. Consulting and involving pupils and parents	8
13a. Supporting pupils moving between phases / transition	9
13b. Preparation for adulthood	9
14. Training for staff	9
15. Evaluating the effectiveness of SEN provision	9
15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	10
17. Support for improving emotional and social development	10
18. Pupils with disabilities	10
19. Complaints about SEN provision	11
20. Contact details of support services for parents of pupils with SEN	11

1. School Context

Hartland High School is an inclusive mainstream secondary school serving pupils aged 11–18. As part of the **Greenshaw Learning Trust**, we are committed to providing high-quality, evidence-informed provision for pupils with a broad range of special educational needs and disabilities.

We currently meet needs across all **four broad areas of SEND**:

- **Communication and Interaction (C&I)**: including Autism Spectrum Condition (ASC), speech, language and communication needs.
- **Cognition and Learning (C&L)**: including moderate learning difficulties (MLD), dyslexia, dyscalculia, and processing difficulties.
- **Social, Emotional and Mental Health (SEMh)**: including ADHD, anxiety and emotional regulation needs.
- **Sensory and/or Physical Needs (S&PD)**: including hearing and visual impairments, epilepsy, hypermobility, physical disabilities and sensory processing needs.

Our inclusive ethos ensures that first and foremost, pupils access **high-quality inclusive teaching**. Where additional support is needed, pupils access **targeted** and **specialist** interventions as part of a clear graduated approach.

Hartland High School does not have a designated specialist resource base; however, we work closely with external partners to ensure provision is precisely matched to individual needs.

2. Whole-school approach to inclusive mainstream offer

We are committed to ensuring that all pupils learn alongside their peers and access a broad, ambitious, and balanced curriculum.

Our generally available provision includes:

- High Quality Teaching for all pupils, including explicit modelling and scaffolded practice.
- Lessons sequenced in small steps to reduce cognitive load.
- Consistent use of visuals, vocabulary pre-teaching and check-for-understanding routines.
- Teachers' use of accessible resources to reduce barriers caused by working memory or processing difficulties.
- "I do – we do – you do" explicit instruction model used across departments.
- Access to classroom accessibility tools such as overlays, laptops (where appropriate), reading rulers and visual schedules.

All pupils identified as having SEN have a **Pupil Passport** which summarises strengths, needs and classroom strategies. These are reviewed termly with pupils and parents and are available to all staff on the school's secure system.

3. Identifying pupils with SEN and assessing their needs

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. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

Identification at transition

- Prior to joining Hartland High School, the SENCO liaises with primary schools, parents and external agencies.
- Information from Year 6 reviews, assessment data and previous support plans forms the starting point for provision.

- For in-year admissions, an induction meeting with a member of the Inclusion Team ensures early identification of need.

Use of data and screening

- On entry, all pupils undertake baseline assessments including reading assessments; any pupil scoring significantly below expected levels may be screened further.
- Teachers complete ongoing assessments and use behaviour, attendance and engagement data to highlight concerns.
- Additional screening (e.g., language assessments, processing screeners) is used where appropriate.

Staff and parent referrals

- Staff share concerns directly with the SENCO through established reporting pathways.
- Parents are encouraged to discuss concerns with the form tutor or SENCO; these concerns always lead to observation and assessment.

Slow progress alone does not mean a pupil has SEN. We consider progress over time, learning behaviours and barriers before placing a pupil on the SEN register.

4. Our approach to teaching pupils with SEN within the classroom

Teachers are responsible and accountable for the progress of every pupil they teach. We ensure pupils with SEND experience inclusive practice through:

- Breaking learning into manageable steps.
- Use of visual supports, modelling and worked examples.
- Repeating and simplifying instructions where needed.
- Providing additional processing time.
- Pre-teaching of vocabulary and key concepts when beneficial.
- Access to assistive technology where appropriate.

Every teacher accesses the pupil's **Pupil Passport**, ensuring they understand required adaptations and prioritised strategies. Pupil voice and parental input contribute directly to updates.

Pupil Passports are reviewed termly by the SENCO in partnership with pupils and parents.

5. Adaptations to the curriculum for pupils with SEN

Curriculum adaptations include:

- Flexible grouping to ensure access and challenge.
- Adjusting content, pace, outcomes or scaffolds.
- Access to laptops or Chromebooks with appropriate accessibility tools (speech-to-text, reading support).
- Modified worksheets or visual supports.
- Opportunities for over-learning, support in small groups and the use of structural supports (writing frames, retrieval practice activities).

These adaptations are recorded within Pupil Passports and discussed with staff during termly updates.

6. Targeted interventions

Examples of targeted interventions at Hartland High School include:

- **Reading interventions** such as Direct Instruction and Read Write Inc.
- **Handwriting/ fine motor support.**
- **Small-group SALT-informed language development sessions.**
- **ELSA programmes** for emotional literacy and self-esteem.

Pupils are identified through assessment data, teacher referral, or screening outcomes. Intervention targets are specific and measurable and are reviewed every 6 weeks. Teachers are informed of targets so they can support generalisation in lessons.

7. Specialist interventions

Specialist interventions are delivered in partnership with external agencies and according to provisions outlined in EHCPs.

These may include:

- Speech and Language Therapy programmes.
- Specialist ASC or communication interventions.
- Mental health support from CAMHS or Primary Mental Health Workers.
- Occupational Therapy programmes (sensory or physical).
- Work with the Sensory Consortium for both visual and hearing impairments.
- Behaviour mentoring or therapeutic mentoring.

Specialist intervention plans are reviewed every half-term or in line with agency recommendations, and key strategies are shared with class teachers.

8. Partnership working and pupils' access to external (incl. specialist) agencies

We work closely with a wide range of agencies including:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- CLASS (Cognition and Learning Advisory Support)
- ASC Advisory Service (ARC)
- CAMHS
- Hearing and Visual Impairment Advisory Services
- Assistive Technology Service
- School Nursing and Paediatric Health Teams
- Early Help Hub
- Education Welfare Officers

- LACES (Looked After Children Education Service)
- SEMH outreach team
- Women's Aid
- Brighter Futures Young Carers

Referrals are made when high-quality teaching and targeted support are insufficient to meet need, and always with parental agreement. Recommendations inform Pupil Passports, interventions and classroom strategies.

9. Adaptations to the learning environment

We make adaptations to ensure school is accessible and supportive for pupils with SEND:

- Quiet spaces and supervised areas for emotional regulation.
- Access to a lift and disabled toilet facilities.
- Risk assessments and personalised movement plans for pupils with physical or sensory needs.
- Sensory tools (e.g., attention aids, ear defenders) provided where appropriate.

Access to specific areas is agreed as part of a pupil's passport or plan.

10. Adapted curriculum pathways

All pupils access a full, broad curriculum that is differentiated to meet need. For a small number of pupils with an EHCP whose assessments indicate this is necessary, adapted pathways may include:

- Reduced GCSE load
- Additional literacy or numeracy development time
- Personal development or life-skills sessions

These decisions are always made in partnership with families and reviewed regularly.

11. Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

Assessment and review happens at multiple levels:

- **Whole-school assessment points:** progress of pupils with SEN is monitored alongside all pupils.
- **Raising Standards Leaders** and subject leaders analyse SEN progress within their cohorts.
- **Behaviour and attendance data** are monitored by pastoral leaders with SENCO involvement.
- **Intervention reviews** take place every 6 weeks.
- **Pupil Passport reviews** occur termly.

- **Annual Reviews** are completed for pupils with EHCPs.

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed.

For a small number of pupils who require a more bespoke pathway, the SENCO will work in partnership with teachers to assess and review progress against individualised targets. In addition, for these students more bespoke assessment tools (e.g., Speech and Language Link and LASS testing) may be used.

12. Consulting and involving pupils and parents

At Hartland High School, we believe that pupils and parents are central to the decision-making process surrounding SEND, and we work in genuine partnership with families to ensure that support is well-matched, meaningful and effective.

Involving Parents and Carers

Our whole-school parental engagement strategy ensures that all parents, including parents of pupils with SEND, can access:

- Whole-school parent events, such as parent evenings, curriculum information evenings, and careers guidance sessions.
- Regular communication with teaching staff, form tutors and inclusion staff.
- Termly opportunities to review Pupil Passports and discuss strategies and progress.
- Annual Reviews for pupils with an EHCP, with the opportunity to request interim reviews if needed.

In addition, parents of pupils with SEND are offered **enhanced opportunities**, including:

- **SEND Coffee Mornings**, run by the SENCO and Inclusion Team, providing a supportive space to ask questions, develop understanding, and connect with other families.
- Sessions in which visiting external professionals may attend to share advice or information about services and support in the local area.
- Additional meetings during key transition points, such as Year 6–7 transition or post-16 pathway planning.

We welcome parental input at every stage of the graduated approach and ensure that parents' views inform decisions about identification, provision and review of support.

Involving Pupils

Pupil voice is integral to our SEND processes. Pupils are encouraged to:

- Contribute to their **Pupil Passports**, identifying what helps them learn and where they may need extra support.
- Share their views during Annual Reviews and SEN support meetings.
- Take part in pupil leadership opportunities.
- Provide feedback on the impact of interventions or strategies through pupil questionnaires or informal discussions.

Pupils are supported to take increasing ownership of their learning and to understand both their strengths and the strategies that help them succeed.

13a. Supporting pupils moving between phases / transition

We provide enhanced transition for pupils with SEND, including:

- Early liaison with primary schools and external agencies.
- Additional visits for vulnerable pupils.
- Pupil-specific transition plans, including visual supports where needed.
- Meetings with parents to understand needs before starting.
- Close communication with destination colleges, sixth forms or specialist provisions.

For in-year admissions, inclusion staff meet families on entry and coordinate swift support if needed.

13b. Preparation for adulthood

We enrich careers support for pupils with SEND by:

- Additional careers guidance interviews.
- Supported visits to post-16 and post-18 providers.
- Access to careers events with adult support where required.
- Guidance on vocational pathways.
- Collaboration with external agencies to ensure safe, aspirational next steps.

14. Training for staff

Staff professional development is aligned with whole-school priorities and SEND needs.

Training includes:

- Autism awareness
- ADHD training
- Speech and Language strategies
- ELSA training
- Team Teach (de-escalation)
- Positive behaviour management
- Safeguarding and mental health first aid
- SEND-specific CPD linked to identification patterns and need across the school

Teaching Assistants receive specialist training (e.g., Hearing and Visual Impairment, SALT strategies, emotional literacy).

The SENCO is a qualified teacher with extensive experience and is supported by the Greenshaw Learning Trust network.

15. Evaluating the effectiveness of SEN provision

We evaluate effectiveness through:

- Termly progress reviews
- Intervention review cycles
- Pupil and parent feedback
- SENCO monitoring (learning walks, book looks, planning reviews)
- Use of provision maps
- Annual reviews of EHCPs
- SEN reporting to governors
- Alignment with the School Improvement Plan, ensuring actions result in measurable impact

16. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We ensure that all pupils with SEN can access school activities, including:

- School trips and visits
- After-school enrichment activities
- Sports day, competitions and performances
- Reward weeks
- Residential where reasonable adjustments can be made

Participation is tracked to identify and remove barriers.

17. Support for improving emotional and social development

Pupils can access a range of emotional and social support including:

- PSHE curriculum
- ELSA sessions
- Pastoral support from Teaching Assistants and the Inclusion Team
- Quiet and calm lunchtime clubs
- Peer and pupil voice activities such as student leadership

The school has a zero-tolerance approach to bullying and regularly teaches anti-bullying strategies.

18. Pupils with disabilities

We welcome pupils with disabilities and ensure equal access through:

- Admissions in line with statutory guidance
- Individual risk assessments and reasonable adjustments
- Accessible facilities including a lift and disabled toilets
- Adapted resources such as enlarged print or specialist equipment
- Close partnership with sensory, physical and health professionals

Our Accessibility Plan is available on our website.

19. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

20. Contact details of support services for parents of pupils with SEN

Local support services include:

- **Reading Information, Advice and Support Service (IASS):** <https://www.readingiass.org>
- **Reading Local Offer:** information on SEND services and support in Reading
- **Early Help Hub**
- **Brighter Futures for Young Carers**
- **CAMHS Reading**
- **Parenting Special Children**
- **Berkshire Autistic Society**
- **Women's Aid**
- **Daisy's Dream (bereavement support)**

Additional contacts are available through the school website and Local Offer

