



SEND
INFORMATION REPORT



Stronger together . . . every child in a great school

School: Hele's Secondary School

Reviewed: Sept 2025

This information report answers some of the most frequently asked questions about the school's provision of children with special educational needs or disabilities.

It is reviewed annually or when necessary, throughout the year.

If you prefer to ask questions about the report or any area of our SEND offer, please call 01752 337193

What does having special educational need or disability mean?

A child or young person has SEND (Special Educational Needs and Disabilities) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them 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.

[\(SEND Code of Practice 2015\)](#)

The four broad areas of need are:

- 1) Communication and Interaction
 - Speech, language and communication needs
 - Young people with Autistic Spectrum Disorder (ASD)/Autistic Spectrum Condition (ASC)
- 2) Cognition and Learning
 - Specific Learning Difficulties e.g. dyslexia, dyscalculia and dyspraxia
 - Moderate learning difficulties
 - Severe difficulties
 - Profound and multiple difficulties where children will have complex learning difficulties
- 3) Social, Emotional and Mental Health difficulties
 - Anxiety Disorder
 - Mental Health issues
 - Attachment Disorder

- ADHD/ADD (Attention Deficit Hyperactive)

4) Sensory and / or physical needs

- Visual Impairment
- Hearing Impairment
- Physical Disability
- Also, sensory relating to clothing, touch, sound and smells



How does Hele's School identify if a child has a special education need?



- A student's achievements and progress are continually assessed throughout the year and subject staff raise concerns should they arise
- Student progress is tracked and children who are not making the expected progress are identified
- After formal interim assessments, Student Progress meetings are held with subject and pastoral middle leaders
- If concerns are raised in one subject area, the SENDCo (special educational needs coordinator) will gather feedback from all the student's subject teachers to identify if there is a common area of difficulty coming through.
- Once identified, a Learning Plan is created and shared with all teachers and LSAs working with your child.
- This Learning Plan and Targets are reviewed a minimum of three times a school year to ensure needs are being met and adaptations are made where needed. This is called The Graduated Approach: Assess / Plan / Do / Review.

What could you do if you think your child has a special education need?

If you have any concerns, we welcome you to share them with us as soon as you can.

We run a weekly SEND surgery via TEAMS for parents / carers to touch base with a member of the SEND team. To book an appointment, email our SEND Administrator, Mrs Hewson on: Hewson@heles.plymouth.sch.uk.

At Hele's School, who could you discuss your concerns with?

SEND Administrator	Mrs K. Hewson	hewson@heles.plymouth.sch.uk
Deputy SENDCo	Mrs Gowing	gowing@heles.plymouth.sch.uk
SENDCo	Mrs Byrne	byrne@heles.plymouth.sch.uk
Call: 01752 337193		

Concerns about academic or pastoral matters should be referred to the Pastoral Support Managers or Heads of Year:

	PSM	Head of Year
Year 7	Miss Keen	Mrs Crosley
Year 8	Miss Best	Mr Carwardine
Year 9	Mrs Reilly	Mrs Aldersley
Year 10	Mrs Cowling	Miss Prifti
Year 11	Mrs Dyer	Mrs Stewart

How are children with special educational needs or disabilities (SEND) supported?

Within Hele's school we have SEND area that makes up the Supportive Education Department.

We are aware that the range of needs vary from each child, therefore an individual tailored package would be created to meet the needs of a child with SEND.

Students with an Education Health and Care Plan (EHCP) will be supported to achieve the desired outcomes stated in their EHCP. More information on an EHCPs can be found via Plymouth City Council.

<https://www.plymouth.gov.uk/ehcp>

If appropriate, a Learning Support Assistant (LSA) may be used to assist a student in lessons. Our aim is to encourage independence as students' progress through the school to enable them to effectively access adulthood.

Other students with SEND are catered for within their lessons by Quality First Teaching and when appropriate interventions may be implemented to support a student with SEND further.

Below is a non-exhaustive list showing a range of support that we put in place within school for students with SEND:

- Homework Club after school
- Literacy Intervention: (Lexia / Fresh Start Phonics / Reciprocal reading)
- Spelling Catch-up
- Lego Therapy / Anxiety Gremlin / Eco-Therapy sessions
- Handwriting / Touch Typing interventions
- Student support in pastoral base
- Staffed rooms at break time
- Enhanced home/school communication
- Enhanced transition from primary school
- Help with transitions from year to year
- Enhanced transition to Post 16 education
- Adapted equipment for students where needed
- First aiders
- The classrooms and school environment are continually assessed to meet student's needs
- The SLT Inclusion Lead at Hele's School meets with the SENDCo throughout the year to discuss the school's SEND provision

Support in lessons and around school:

- Quality First Teaching
- Now and Next steps
- Chunked Learning
- Interleaving of tasks
- Knowledge Organiser
- Visual Time-Tables
- Time out cards
- Leave First
- Toilet Passes
- Noise cancelling ear plugs
- Zones of Regulation cards
- Use of laptops for extended writing tasks
- Reader Pen
- Coloured Overlays
- Reading rulers
- Trusted adult check ins from Pastoral Staff / SEND team
- Access to LSA in classrooms
- Sensory breaks
- Quiet workspaces
- 'fidget' tools for self-regulation
- PACE strategies
- Reasonable Adjustments alongside the Behaviour Policy

EVERY CHILD CAN LEARN



JUST NOT IN THE SAME WAY

Environment Adaptations:

- Small rooms
- Sensory room
- Use of lift / ramps
- LED lighting in classrooms / corridors
- Carefully constructed seating plan

How do we monitor the progress of SEND learners?

- Each term subject teachers will complete a progress review on your child. This review is similar to a report and shows if your child is making progress in all areas of the curriculum.
- Each term the SEND team will review your child's progress review and contact you to review your child's progress with regard to their SEND.
- Following this consultation, the department will make changes to the Learning Plan, if necessary, to ensure the support they receive is tailored to their need.
- The SEND team meets on a weekly basis to discuss the progress SEND students are making, to review any difficulties arising on a day-to-day basis and implement additional strategies if required.
- Teachers and LSAs are asked to provide feedback and commentary to facilitate the review of targets prior to the Annual Review for those pupils with EHCPs. Psychometric test data, intervention data and reports from relevant professionals (e.g. Speech and Language Therapist, Educational Psychologist, Communication and Interaction Team etc.) may be considered. Data is collated by the inclusion team and informs the review process and subsequent target setting.

Attendance Monitoring

Attendance is monitored closely in conjunction with the pastoral team and the Education Welfare Office since low attendance impacts on progress. Persistent absence or ongoing patterns of non-attendance will trigger a review of SEND and may also lead to a referral via the Early Help system to access further support for pupils and their families.

Exam Access Arrangements

Exam Access Arrangements (i.e. extra time, word processing etc.) may be necessary if achievement is to be demonstrated through public examinations. Information is gathered from teachers throughout the pupil's school career so we can establish a pupil's 'normal way of working'. 'In-house' psychometric testing in year 9 and reference to reports from professionals (including teachers) and the EHCP (when available) completes the picture that allows an application for exam access arrangements to be made according to the JCQ regulations.

How does Hele's School involve others in meeting the needs of pupils with SEND and support their families?

For students:

- Careers South West
- Child Adolescent and Mental health Service (CAMHS)
- Young Devon
- Educational Psychologist
- Communication Interaction Team
- Educational Welfare Officer
- Early Help
- Child and Adolescent Mental Health Service
- Occupational Therapist
- Barnardo's
- Jeremiah's Journey



- Speech and Language Therapist
- Outreach
- Visual Impairment services
- Hearing Impairment services
- ACE – Health and Welfare
- Multi-agency Support Plans
- A personal education plan (PEP) for Looked After Children
- Child in Need meetings

For families:

Plymouth Information Advice service (PIAS) <https://www.plymouthias.org.uk/> is an independent and impartial organisation who can support parents with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents to reach agreement when issues are faced at school.

For Devon children, the Devon Information and Advice service (DIAS) <https://devonias.org.uk/> offers easily accessible information and advice in a similar way to PIAS.

The Plymouth Online Directory (POD) <https://www.plymouthonlinedirectory.com/> has an Early Help Assessment Tool (EHAT). Early Help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood and applies to any problem or need that the family cannot deal with or meet on their own. The Early Help Assessment Tool (EHAT) is an assessment for multi-agency support.

For more information see Plymouth's Local offer and Plymouth GATI (Graded Approach to Inclusion)

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer>

<https://plymouthgati.co.uk/>

How do we support pupils to develop and improve emotional and social health issues?

- All pupils are encouraged to participate in extra-curricular activities. Inclusion is important to us and students with SEND participate alongside others in a range of activities during non-curriculum time such as:
Duke of Edinburgh / Fitness suite / Dodgeball / The School Production
- All pupils are given links to Kooth.com - an online support tool for young people / parents / carers
- Early Help for Mental Health offer which includes direct work from Place2be, Young Devon Counsellors and Child and Adolescent Mental Health Service (CAMHS)
- Guidance and support through assemblies and the pastoral programme
- Weekly onsite Mental Health Support Workers through Livewell
- A staffed 'safe space' for vulnerable students at break / lunch times
- 'Tell us Now' button to ensure students can access support full time when in school
- Arrangements and measures are in place for listening to views of pupils with SEND to prevent bullying. Bullying is not tolerated at Heles and is always treated seriously.
- Designated safeguarding Leads in school wear a visible PINK lanyard

How are pupils and parents / carers at Hele's School supported to share their views?

- For pupils, the SEND base is open break and lunchtimes for informal chats
- LSAs support in SEND Break rooms and are available for informal chats
- All pupils and parents are encouraged to communicate regularly with the school via phone or email
- The SENDCo and Deputy SENDCo will ensure that communication is regular via email or phone

- Where appropriate the SENDCo and Deputy SENDCo will join Heads of Year for meetings involving pupils with SEND
- For students with EHC plans, reviews are held and are carried out as person centred planning meetings
- Students on the SEND register will have a Learning Plan that they can review and amend. This is on a programme called Provision Map. The Learning Plan is shared with all staff to ensure purposeful strategies are used to support students in the classroom.
- Parents / carers are invited to share their views after each Provision Map review cycle.
- Termly Team Around Me (TAM) or Multi Agency Support Panel (MASP) meetings are held to look at the current provision, barriers, review targets and plan for next steps. This is called The Graduated Approach.
- Parents / carers will be contacted in advance of these meetings and can choose to attend face to face, over the phone or via TEAMS.

How are pupils with SEND and their families supported when they join or leave Hele's School.

We recognise that transitions can be difficult for a young person with SEND and take steps to ensure that any transition is as smooth as possible. The supportive education team are actively involved in all areas of transition across phases of education, ensuring the support is available for students who require it at key points in their education.

As children approach transition points, we will help their children and their families with more detailed planning.

For yr 6 into year 7:

- We visit the primary schools
- We meet the teachers
- We meet the SENDCos
- We meet the students
- Students are invited for Enhanced Transition sessions
- Students/ parents / carers can make individual visits to school to meet the SEND team and see key areas

For yr 9 into year 10 – Preparing for Adulthood:

- At Key Stage 4 (yr 10 and 11), Careers South West work alongside our Careers Advisor, to support pupils making realistic and informed decisions about their next steps
- Pupils are supported through the Pastoral Programme to write a CV and apply for Work Experience.
- There is an annual Careers Fair to support pupils being better informed of options Post 16.
- We have close links with City College, who organise bespoke visits for SEND pupils and their families.

For year 11 into Post 16

- All students with SEND will be offered an early Careers South West appointment, with parents /carers, to help support them in making decisions for their next steps. Careers South West are also invited to attend any EHCP Annual Reviews as part of the transition process.
- We support students in making enhanced transition visits to college for open and taster days.

Where can I find further information about Hele's School's approach to supporting children with SEND.

[Link to SEND policy \(website\)](#)

[Link to accessibility policy \(website\)](#)

What training or specialist expertise have any of the staff at Hele's School had?

Hele's School places great value in the professional development of all staff. All staff receive a comprehensive induction to working at the school and SEND training is part of whole staff development. For example, using the Educational Endowment Foundation (EEF) recommendations for the best use of a Learning Support Assistant (LSA) in the lessons.

The SENDCo works closely with the Senior Leadership Team to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure that it addresses the needs of current students. For example, specific training is given whole school to support a pupil with Visual Impairment.

All LSAs are involved in WeST training events, ensuring they are kept up to date with latest research and best practice. We have LSA Champions for each area of need, who attend termly coaching sessions through WeST and feedback to the LSA team.

Where can I go for further support or advice?

Parent Information Advice service (PIAS) <https://www.plymouthias.org.uk/> is an independent and impartial organisation who can support parents with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents to reach agreement when issues are faced at school.

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As a school we have regular planning meetings to discuss whether a multi-agency approach is appropriate.

How can I find out more information about Plymouth's local offer for children with SEND and their families?

At Hele's our SEND provision is continually evolving; adapting to meet the changing needs of our school community. To do this, we draw on our own resources and the Plymouth Local Authority Local Offer.

For more information see Plymouth's Local offer:

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer>

The Plymouth Graduated Approach to Inclusion (GATI) explains the Local Authority's Universal Inclusive Approach:

<https://plymouthgati.co.uk/>

What can I do if I am not happy with the school's provision? How can I share my concerns?

- Subject teacher or form tutor is the first point of contact; email them directly. Addresses can be found at the bottom of this page – [Staff list](#)

- Head of Years can be contacted if you have several concerns

Yr 7

Mrs Crosley

Crosley@heles.plymouth.sch.uk

Yr 8

Mr Carwardine

Carwardine@heles.plymouth.sch.uk

Yr 9

Mrs Aldersley

aldersley@heles.plymouth.sch.uk

Yr 10

Miss Prifti

Prifti@heles.plymouth.sch.uk

Yr 11

Mrs Stewart

Stewart@heles.plymouth.sch.uk

- The SENDCo and Deputy SENDco can be contacted via phone (337193) or email:

Mrs Byrne (SENDCo)

byrne@heles.plymouth.sch

Mrs Gowing (Deputy SENDco)

gowing@heles.plymouth.sch.uk

- Any formal complaints should be made through the [Complaints Procedure \(LINK\)](#)

Many thanks to Mrs Chilvers (parent) for her input (July 2025)