Helena Romanes School

SEND Information Report

Assistant Headteacher SENCo: Ms. Samantha Patching

SEND Governor: Mr. T Styles

Reviewed and agreed by Governors: 6th October 2026

Our Special Educational Needs (SEN) Information Report is to provide clear, comprehensive, and accessible information to parents, carers, and

young people about how the school supports pupils with Special Educational Needs and Disabilities (SEND).

Introduction: Our Commitment to Inclusion

Question	School's Answer
What is the school's vision for students with SEND?	At Helena Romanes School, our aim is to be a truly inclusive school where every student, regardless of their starting point or challenge, is empowered to become a confident, independent, and ambitious young adult who achieves their personal best and is fully prepared for a happy, successful and fulfilling life.
Who is the person responsible for SEND?	**Name:** Ms. S Patching **Role:** Assistant Headteacher/SENCo (Special Educational Needs Coordinator) **Primary SENCO**: Mrs. Z Webb.
How can I contact the SENCO?	**Email:** spatching@hrs.education Or by telephoning the school (01371 872560).
Where can I find other related policies?	This report should be read alongside our SEN Policy and Accessibility Plan which are available on the school website under 'Policies'.

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1. Identification and Assessment (The Graduated Approach)

Question	School's Answer
How does the school identify students who may need extra help?	We use a Graduated Approach ('Assess, Plan, Do, Review'). Identification starts at the point of transition from Nursery/ Pre School or Primary School, using Year 6 data, SEN registers, and Nursery/ Primary SENCO liaison. We continue to identify needs through: Academic Monitoring: Analysis of student progress data (e.g., test scores, assessment grades). Screening: Reading age tests for all Year 7 students. Staff Referral: Concerns raised by subject teachers, tutors, and pastoral leads due to behaviour, slow progress, or lack of engagement. Parental concerns: If parents raise a concern about their child, we will investigate this with them. For mid year admissions, an onboarding meeting with the deputy headteacher is used to discuss any additional support that a child may need.

What are the four main areas of need you support?	We provide support for students with needs across the four statutory areas: 1. Communication and Interaction (e.g., Autism, Speech, Language, and Communication Needs) 2. Cognition and Learning (e.g., Dyslexia, Dyspraxia, Moderate Learning Difficulties) 3. Social, Emotional, and Mental Health (e.g., Anxiety, ADHD, Attachment Disorder) 4. Sensory and/or Physical Needs (e.g., Visual Impairment, Hearing Impairment, Mobility Issues)
How is my child involved in planning their support?	We are working towards every student on the SEN Register having a Pupil Passport (or Provision Map/Plan). This is written with the student, incorporating their 'voice'—their strengths, challenges, and preferred support strategies. This plan is reviewed at least three times a year.

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2. Curriculum and Teaching Adaptations

Question	School's Answer
What is the school's approach to teaching students with SEN?	Our core belief is Quality First Teaching. This means that high-quality, inclusive teaching is the first response to all student needs. Subject teachers are responsible for ensuring work is adapted in the classroom.
How is the curriculum adapted for my child?	In-Class Adjustments: Subject teachers use strategies outlined in the student's Pupil Passport, such as providing word banks, scaffolding tasks, checking understanding, and reducing the amount of written work required. Targeted Interventions: Small group or 1:1 sessions or replacing a non-core subject (e.g., a specific literacy or numeracy intervention). Personalised Support (EHCP): High-level, bespoke support, often including in-class Teaching Assistant (TA) support, a modified timetable, or access to our dedicated Learning Support Base (Secondary).
How do you ensure my child can access exams (e.g., GCSEs)?	Students in Key Stage 4 are formally assessed for Access Arrangements (e.g., extra time, a reader, a scribe) by a specialist assessor according to the Joint Council for Qualifications (JCQ) rules. These arrangements are put in place if the student has a proven need and history of use of the support.

3. Wellbeing and Support Beyond the Classroom

Question	School's Answer
What support is available for emotional and social development?	In the Primary Phase we introduce all pupils to Zones of Regulation and use this within classrooms. We have LSAs to support with emotional regulation and provide targeted interventions. In the Secondary Phase we have a Pastoral Team as well as Heads of Year and Tutors. We have external school Counsellors who run structured programmes for managing anxiety, improving self-esteem, and developing social skills. We provide a safe space for students who need a quiet area at lunch or break times.
How are students with SEN included in activities and school trips?	We ensure that all students can participate. Before any trip, a risk assessment is carried out in consultation with the parents/carers of students with SEND. Reasonable adjustments, such as providing an extra adult or specific transport arrangements, are put in place to ensure full inclusion.

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4. Expertise, Training, and External Agencies

Question	School's Answer
What training do staff have?	All staff receive annual whole-school training on SEND issues (e.g., effective use of TAs, supporting students with Autism). Specialist staff within the SEND team are trained in specific interventions such as catch up literacy and numeracy, thinking reading and zones of regulation.
Which external services does the school work with?	We work closely with the Local Authority (LA) services, including: Educational Psychology Service (EPS) Speech and Language Therapy (SALT) Child and Adolescent Mental Health Services (CAMHS) Specialist Teachers (e.g., for Visually Impaired or Hearing Impaired students)
How are resources allocated?	Resources (including Teaching Assistant time) are allocated based on the level of need and the required impact as outlined in student's support plans and Education, Health and Care (EHC) Plans.

5. Transition and Preparing for Adulthood

Question	School's Answer
How do you support transition into Key Stage 3 (Year 7)?	We offer enhanced transition visits for vulnerable students, meeting primary school staff, liaising with parents and creating pupil passports for students on the SEN register.
How are students prepared for adulthood?	Careers Education: From Year 9 onwards, we focus on high aspirations, linking students with LA careers advisers who specialise in post-16 support. Post-16 Transition: We work with local colleges and sixth forms to ensure all EHC Plan information and access arrangements are passed on well in advance of a student starting. Outcomes in EHC plans are focused on employment, independent living, community participation, and health.

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6. Feedback and Complaints

Question	School's Answer
What should I do if I have a concern about the SEND provision?	1. Contact your child's teacher. 2.Contact the SENCO. 3. If still unresolved, follow the schools complaints policy, which can be found on the school website.
Where can I find the Local Offer?	The Essex Local Offer is an online portal and information service that provides comprehensive details of all the support, services, and activities available locally for children and young people (aged 0 to 25 years) who have Special Educational Needs and Disabilities (SEND), and their families.The local offer website is: https://send.essex.gov.uk/