



SEND INFORMATION REPORT: Houlton School Offer

SEND Information Report

2026 – 27

Next Review Date	July 2027
Owner	Dean Merrick
Status	Approved



Special Educational Needs & Disabilities

Introduction

This SEND Information Report details provision for students with Special Educational Needs and/or Disabilities (SEND). It should be read in conjunction with the school's SEND Policy.

Houlton School is committed to providing an appropriate and high-quality education to all our students. We believe that all students, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic curriculum, which is accessible to them and enables them to be fully included in all aspects of school life. In accordance with our ethos, every student will be welcomed, respected, supported and valued, to develop into a well-balanced person, confident in their own abilities and able to take full advantage of the opportunities which arise in the future.

Houlton School as a learning community is committed to ensuring success for all. This means that in all work with students we will aim to ensure that they:

- Achieve their potential and enjoy their learning
- Achieve recognition for their hard work, participation, and experiences
- Achieve the highest levels of success in all courses
- Have high aspirations for their chosen careers and for progress beyond the school on to training, education or employment
- Can make a positive contribution to the school, the community, and the wider world.

Houlton School will value all students equally. Staff will strive to eliminate prejudice and discrimination and to develop an environment where all students can flourish and feel safe.

The school will engender a sense of community and belonging and offer new opportunities to students who may have experienced previous difficulties. Ashlawn will work collaboratively with Warwickshire SEND services (SENDAR) and other outside agencies to offer the highest levels of support, challenge and educational provision for every student.

Houlton School believes that educational inclusion is about equal opportunities for all students, whatever their age, gender, ethnicity, difficulty, disability, attainment levels and background. The school will pay particular attention to the provision for and the achievement of different groups of students including:

- Students with SEND
- Students who are identified as having a disability
- Students in receipt of Free School Meals
- Those who are in care of the Local Authority
- Any student who is at risk of disaffection and exclusion
- Any student who is underachieving

Students in these areas fall under the main SEND umbrella of:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory

This report describes the way that Houlton School will meet the needs of students who experience barriers to their learning and the steps it will take to remove those.

The school recognises that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age, and maturity. It is likely that all students will require help, support and challenge at times throughout their time at school.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Form tutor/ Subject Teacher/
Head of Year / Inclusion
Department

TLET Trust SEND Lead: Mr.
Dean Merrick

Email:

merrickd@ashlawn.tlet.org.uk

Associate SENDCo: Mrs
Hannah McHale

Email:

mchaleh@houlton.tlet.org.uk

Special Educational Needs
Administrator: Miss Lillian
Norford

Email:

norfordl@houlton.tlet.org.uk

Head of School: Mrs Lorna
Poutney

They are responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all students. Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEN policy.

If you have concerns about your child you should speak to your child's Form Tutor/Subject Teacher/ Head of Year, first. You may then be directed to the Associate SENDCo.

She is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy

Ensuring that parents are:

- Involved in supporting their child's learning and access
- Kept informed about the range and level of support offered to their child
- Including in reviewing how their child is doing
- Consulted about planning and movement (transition) to a new group or school
- Liaising with a range of agencies outside of school who can offer advice and support to help students overcome difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

She is responsible for:

- The day – to – day management of all aspects of the school, including the provision that is made for SEND students
- Supporting our school to evaluate and develop the quality and impact of provision for students with SEND across the school.

Assessment, Planning and Review

How can I find out about how well my child is doing?

On-going monitoring takes place by students' teachers to identify students who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration at this stage.

This additional support is documented in a pupil passport. In consultation with the SENDCo and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed consider each student's strengths as well as their difficulties.

In some cases, teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held as required. Parents, relevant external agencies and when appropriate, students are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Further details about this process will be explained in the LA Local Offer. For further guidance please access: <https://www.warwickshire.gov.uk/send>

Tests and Examinations: Access Arrangements

For some students' additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks, a reader or the use of a scribe or word processor. The SENDCo will inform you about eligibility and applications for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are trained in 'Quality First Teaching' and are skilled at adapting teaching to meet the diverse range of needs in each class, at Ashlawn and they have had a range of training from the Trust lead in this area. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Additional adults are used flexibly to help groups and individual students with a long-term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

Interventions

Access to learning and the curriculum:

Access to learning support staff:

- In core subjects
- In practical subjects
- For group work

Strategies/programmes to support students with ASD.

- Social time support
- Support in class

Strategies to support/develop literacy including reading:

- Students are in small groups, based on areas of specific needs

Students then follow one of the following programmes, to help their literacy needs:

- Small group mentoring or 1:1 sessions

Strategies to support/develop numeracy:

- In class support

Provision to facilitate/support access to the curriculum:

- Included in the majority of mainstream classes
- Some small group/individual withdrawals depending on need
- Qualified staff.

Strategies/support to develop Autism and SEMH needs:

- Mentoring by support staff or teaching staff
- Small group programmes such as 'The Zone's of Regulation'
- Visual timetables for class/and or individual students
- Time out passes
- Support from Learning Mentors.

Pastoral Support

Strategies to support the development of students' social skills and enhance self-esteem:

- Behaviour support from our Heads of Year's and Form Tutors
- Attendance monitoring.
- Achievement celebrations

Strategies to support/modify behaviour:

- School sanctions and reward system as set out in the Ashlawn School Behaviour Policy <https://www.ashlawn.org.uk/about-us/school-policies/>

In class support:

- We have trained Teaching Assistants, who can support your child's learning in the classroom and beyond.
- Our TAs have specialised skills/qualifications to place them in subjects that they have studied in, giving your child an extra expert to support learning.

Planning, assessment, evaluation, and next steps:

- Pupil Passports
- Classroom assessments
- Reading assessments (Accelerated Reader)
- Access Arrangement Testing
- Meeting with Associate SENDCo and Inclusion Team
- Support from outside agencies

Increasing accessibility – getting about

Access to strategies/programmes to support occupational /physiotherapy needs:

- Advice of professionals disseminated and followed
- Use of any recommended equipment
- School lift
- Wellbeing room
- Personal Emergency Evacuation Plan



Partnerships with External Agencies What support from outside does the school use to support my child?

The school engages with several external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Access to Medical Interventions:

- Use of individualised Care Plans
- PEEP
- Referral to CAMHS

Support from other external agencies for example:

- Educational Psychology Service
- Access to whole staff training if required
- Neurodiversity referral

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports:

- Regular meetings as required
- A member of the SEND and Inclusion Team are available at all Parent Consultation evenings
- Referrals to outside agencies as required
- Referrals to Specialist Teacher Service (STS)
- Referral to Educational Psychology Service (EPS). This is through Golden Thread, an independent EPS company that the school buys in.

Agency	Description of Support
Warwickshire SEND	SEND advice and training, connected to individual students
CAMHS (RISE)	Recommendations and support for both in school and beyond in terms of family support
Educational Professional responsible for Children in Care	Miss Zoe Cleaver Email: cleaverz@houlton.tlet.org.uk
Educational Psychology – Golden Thread	Mrs Hannah McHale Email: mchaleh@houlton.tlet.otg.uk
Specialist Teacher Service	Mrs Hannah McHale Email: mchaleh@houlton.tlet.otg.uk



Transition

How will the school help my child move to a new group/year group or to a different school?

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school/University: We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals

We will ensure that all records are passed on as soon as possible:

When moving groups/forms in school: Information shared with new teacher

In Year 7 transition: The SENDCo will attend any annual reviews, meeting to discuss specific needs of your child and the nature and level of support which has had the most impact. In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the old school and/or additional visits from the new school.



Starting Secondary School

Consultation with parents and students
Will my child and I be able to contribute to decisions about their education?
Parent consult: • Parents will be consulted with regards every decision that is made regarding their child's education • Parents will be invited in for meetings to have open discussions about what is best for their child. Pupil Views: • Students will be invited to be in the meeting with their parents. • Students' opinions will be sought • Students will be involved in reviews of their education.