

SEND Information Report 2025–26

Key contacts

Role	Name	Contact
Principal	Mr Daniel Roycroft	daniel.roycroft@lct.education
SENCO	Mrs Samantha Evans	sam.evans2@lct.education
Assistant SENDCo	Mrs Hayley Stoner	hayley.stoner@lct.education
Academy office	HLC Secondary	admin@lct.education

Version Control

Reviewed: June 2026

Approved by LGB: 24 June 2026

To be reviewed: June 2027

Introduction

At Hadley Learning Community Secondary, we believe that a broad, relevant and ambitious curriculum is an entitlement for all students. Access to learning should not be limited by special educational need, disability, vulnerability, background or personal circumstance.

Our ambition is that every student can achieve, belong and thrive. We are committed to inclusion, high expectations, thoughtful assessment, early identification, family involvement and teaching approaches that respond to the needs of individual students.

Students with SEND are equally valued members of the HLC community. We work to remove barriers, make reasonable adjustments, provide appropriate support without stigma, and help young people develop independence, self-advocacy and confidence for adulthood.

This report explains what SEND provision looks like at HLC Secondary. It should be read alongside the academy SEND Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy and Complaints Policy.

Our SEND team and joined-up approach

SEND provision is led by the SENCO and Assistant SENCO, working closely with senior leaders, the Student Support Managers, pastoral leaders, teaching assistants, safeguarding colleagues, attendance colleagues and external professionals.

The SEND team works across the school so that support is not separate from everyday learning. Pupil Passports, provision maps, annotated seating plans, Focus 4 prioritisation and professional dialogue help staff understand students' strengths, needs and agreed adaptive strategies.

The SEND, pastoral, attendance, safeguarding and disadvantaged-pupil strategies are planned together because many students experience overlapping barriers. This helps staff respond to the whole child rather than treating needs in isolation.

What types of SEND do we provide for?

HLC Secondary is a mainstream secondary academy for students aged 11–16. We support students across the four broad areas of need identified in the SEND Code of Practice.

- Communication and interaction: including speech, language and communication needs, social communication needs and autism spectrum needs.
- Cognition and learning: including moderate learning difficulties and specific learning difficulties such as dyslexia, dyscalculia, dyspraxia and visual stress.
- Social, emotional and mental health: including anxiety, emotional regulation needs, attention and concentration needs, attachment-related needs and barriers that affect learning, relationships, behaviour or attendance.
- Sensory and/or physical needs: including hearing impairment, visual impairment, multi-sensory impairment, physical disability, medical needs and students who require specialist equipment or environmental adjustments.

Behaviour is understood as a possible indicator of an underlying need. Where behaviour presents as a barrier, staff work to understand the reasons and put appropriate support in place.

Our current SEND profile

The school's internal SEND comparison analysis records 1,229 pupils, including 262 pupils with SEND: 215 at SEN Support and 47 with an Education, Health and Care Plan (EHCP). This represents 21.3% of the cohort.

SEN Support represents 17.5% of the cohort. The EHCP rate is 3.8%. The school's SEND profile is therefore weighted towards SEN Support rather than statutory plans.

SEND is distributed evenly across Years 7–11, with each year group close to 21%. Provision planning is therefore sustained across the whole school rather than concentrated in one year group.

The largest primary area of need is Social, Emotional and Mental Health (SEMH), with 112 pupils, representing 42.7% of the SEND cohort. This informs pastoral, behaviour, attendance, safeguarding and mental health planning.

How do we identify and assess SEND?

Students may be identified through transition information, parental/carers concerns, student voice, teacher observations, progress data, attendance data, pastoral information, internal assessments, online referral systems, pastoral panels or reports from external professionals.

Where a student may require provision that is additional to, or different from, that normally available through high-quality teaching, the SEND team works with staff, the student and parents/carers to agree next steps.

We use the graduated response: Assess, Plan, Do, Review. This means needs are explored, support is planned, provision is delivered and impact is reviewed using evidence such as attainment, progress, attendance, behaviour, engagement, specialist assessment and feedback from students, families and staff.

Leaders use data dashboards and professional dialogue to consider SEND alongside disadvantage, attendance, safeguarding and wider vulnerability. This supports early identification of overlapping barriers and more precise support.

What support is available?

- Wave 1 / Universal support: high-quality inclusive teaching from subject specialists, clear routines, reasonable adjustments, adaptive teaching, accessible resources, modelling, scaffolding, feedback, checking for understanding, annotated seating plans, Focus 4 prioritisation and supportive classroom environments.
- Wave 2 / Targeted support: time-limited or ongoing small-group and individual interventions. Examples include Lexonik Leap and Lexonik Advance, literacy and writing interventions, arithmetic programmes, ELSA, nurture support, OWL, Compass intervention, mental health and wellbeing support, Arthog and mentoring support.
- Wave 3 / Specialist support: individualised and longer-term support involving external professionals such as Educational Psychology, Occupational Therapy, Speech and Language Therapy, Behaviour Support, Sensory Inclusion Services, local authority SEND teams and alternative provision where appropriate.

Students may move between waves as their needs change. The majority of needs are met through Wave 1 and Wave 2, with Wave 3 used where specialist or highly individualised provision is required.

How do we adapt teaching, curriculum and the learning environment?

Students with SEND follow a broad, balanced and ambitious curriculum. Teachers remain responsible and accountable for the progress and development of students in their classes, including where students access support from teaching assistants or specialist staff.

The LCT Learning Framework supports consistent lesson structure through Remember, Learn, Practise and Review. Teachers use clear explanations, modelling, retrieval, structured practice and checking for understanding to identify misconceptions and adapt teaching in the moment.

Adaptations may include scaffolded tasks, explicit vocabulary teaching, pre-teaching, chunking, structured talk, assistive technology, accessible seating or resources, visual supports, modified worksheets, literacy support, movement or sensory breaks, managed transitions, lift/ramp access and adaptations to practical subjects, trips or visits.

Pupil Passports and provision maps are used for students at SEN Support and with EHCPs. They identify Strengths and Motivators, Barriers to Learning and specific adaptive teaching strategies so that staff have consistent, practical information.

Reading, literacy and numeracy

The school uses a diagnostic approach to reading. Baseline assessment, including NGRT testing in Key Stage 3, helps identify students who require additional support.

Students at earlier stages of reading may access Lexonik Leap and Lexonik Advance to support decoding, fluency and vocabulary. The tutor reading programme supports fluency, comprehension and a positive reading culture.

Explicit vocabulary instruction is embedded across subjects to support comprehension and access to curriculum content.

Mathematics support focuses on securing foundational knowledge before progression. Support may include SPARX Maths, targeted KS3 and KS4 tuition, masterclasses, Action Tutoring, small-group Session 6 intervention and carefully sequenced practice.

How do we review progress and evaluate impact?

Student progress is monitored through regular classroom assessment and termly data captures. The SEND team reviews provision using academic outcomes, intervention entry/exit data, attendance, behaviour and safeguarding information, student and parent/carer feedback, teacher feedback and specialist reports.

Pupil Passports, personalised support plans and intervention plans are reviewed regularly, at least three times each year or more frequently where needed.

EHCP provision is reviewed through the statutory annual review process. Additional review meetings are arranged where needed.

Interventions are recorded on provision maps and reviewed through meetings, data analysis and professional dialogue. Leaders continue to refine evidence-informed interventions to ensure measurable impact.

How are students and parents/carers involved?

Parents/carers know their child best and are key partners in successful SEND support. The school communicates through meetings, parent evenings, reports, phone calls, emails, SEND surgeries/drop-ins, newsletters and published information.

Students are involved through student voice, review meetings, discussions with keyworkers or pastoral staff, provision planning and target-setting. We aim to help students understand their needs, advocate for themselves and develop independence.

Parent and student feedback informs ongoing review. Leaders continue to strengthen the quality assurance of Pupil Passports and parental partnerships so that planned support remains current and effective.

How do we support transition and preparation for adulthood?

From primary school, members of the Student Support/SEND team liaise with primary schools, gather transition information, meet students and staff, and arrange enhanced transition where appropriate. Students attend induction activities and meet key staff.

For students joining mid-year, parents/carers may meet the Student Support Manager, SENCO or Assistant SENCO as appropriate. Tours, taster visits and information-sharing with previous schools can be arranged.

When students move on from HLC, the school shares relevant information with new providers, supports accompanied visits where needed and works with careers services to help students plan next steps.

Students with EHCPs receive transition planning through annual reviews and preparing for adulthood discussions. The wider personal development, careers and enrichment offer supports aspiration, independence, confidence and readiness for post-16 pathways.

Staff expertise, training and external support

Staff receive ongoing SEND information, briefings and professional development linked to student needs and whole-school priorities. Professional development includes the Learning Framework, adaptive teaching, checking for understanding, inclusive classroom practice and instructional coaching supported through StepLab and WalkThrus.

External support may include Telford & Wrekin SEND services, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, school nursing and health services, CAMHS/mental health services, MHST, LSAT, Behaviour Support, Sensory Inclusion Services, alternative providers, the Inclusive Schools Forum, Fair Access Panel, SENDIASS and voluntary/community organisations.

Accessibility, equipment and facilities

HLC Secondary has a spacious site with wide corridors and classrooms, lift access to upper floors, ramps, disabled toilet facilities, low-level workspaces in DT and Science, visible stair edging, contrasting handrails, hearing induction loop facilities in reception, support for radio/hearing aid use, laptops/assistive technology and managed transitions where required.

Specialist equipment and facilities are considered on an individual basis and secured through school resources, local authority support, health services or other specialist advice where appropriate. The Accessibility Plan is available through the school website.

Emotional, mental and social development

SEMH is the largest identified primary area of need within the SEND cohort, so emotional wellbeing, regulation, attendance, behaviour and safeguarding are closely aligned.

Students may access pastoral support, nurture provision, mentoring, social skills work, emotional regulation support, Early Help signposting, ELSA, mental health and wellbeing support, and counselling or external mental health services where appropriate.

Safeguarding and wellbeing concerns are responded to through the school's safeguarding systems and, where needed, in partnership with families and external agencies.

Alternative provision and modified timetables

Alternative provision is used sparingly, appropriately and in the student's best interests. Placements are considered through pastoral/inclusion systems, quality assured and monitored regularly. Clear objectives, safeguarding checks and reintegration plans are put in place.

Modified timetables are monitored and reviewed to ensure they remain appropriate, time-limited and focused on engagement, safety, curriculum access and reintegration where possible.

Complaints and concerns

Most concerns are best resolved through early discussion with the class teacher, form tutor, Head of Subject, pastoral team, SENCO or senior leader.

If a concern remains unresolved, parents/carers should use the academy's published Complaints Policy.

For impartial SEND advice, families may also contact Telford SENDIASS.

Useful links

- Telford & Wrekin Local Offer: <https://www.telfordsend.org.uk/site/index.php>
- Telford SENDIASS: <https://www.telfordsendiass.org.uk/>
- Learning Community Trust: <https://lct.education/>
- DfE SEND guide for parents and carers: <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>