

**Vision**

**Priorities**

- A skilled workforce and a high performing culture
- Co-produced support for learners and families towards collective outcomes
- A regulated and purposeful environment
- Provision which meets the needs of the school/ local community
- Developing Leaders in all areas
- An exceptional learning environment

**Our Curriculum Aims**

**Overview**

Heritage House school is a **Specialist School for learners who have severe learning needs. We that** cater for learners aged 2-19. The school has two buildings broadly divided into stages from early years to post 19yrs. We currently have 118 on roll and in September 2024 the place number will be 134. The school is made up of 13 classes on over the two sites.

45% of learners are White British. 36% are eligible for FSMs, 25% in receipt of pupil premium. 40% of pupils have a diagnosis of Autism. Other needs include multi-sensory needs, ADHD, Down Syndrome, Hearing or Visual Impairment.

The school's values of personal responsibility and respect have been instrumental in developing an ethos where views, beliefs and differences are appreciated and given a voice.



**Heritage House School**

**S.E.F.**



**Systemic Strengths**

**Leaders and Governors have a clear vision for the school. ‘**

**Leaders and Governors promote a culture of Safeguarding** and have in place robust structures to identify and access support for pupils who may be at risk of harm.

**School development planning continues to be a real strength,** it is built on a very detailed knowledge the school has of itself and covers an ambitious range of developments.

**Heritage House School is a learning centred community.** Exceptional teaching and learning occurs throughout our school as learners and staff thrive in a supportive and aspirational environment

**The conditions of autonomy, mastery and purpose are prioritised by leaders.** Staff work hard but only on practices that make a difference.

The culture of emotional well-being extends right across the school for both learners and staff and encourages a healthy life-work balance

**The development of learners’ self-esteem and ability to manage their emotional regulation** are central to the school’s purpose

**Staff wellbeing is prioritized.**

**Systemic Challenges Sufficiency- Places and Spaces fit for purpose**

Need to work collaboratively with the Local Authority to respond in a timely fashion to the need for more specialist provision to support learners with severe and additional learning needs.

To effectively manage further expansion so that it does not compromise the quality of education.

**Learner Progress 2022-2023**

Staff continually check how much learners have learned to ensure that they are being given the right learning opportunities at the right time. As a result, learners are supported to know what they are learning and why. They are well prepared for the next stage of their education. Older students complete AQA qualifications in life and self-help skills.

Pupil Premium, Catch up provision and Tutoring provision have been used to further tailor Universal, Targeted and Specialist interventions. This has ensured that the vast majority of learners have continued to make progress in their English, Mathematics, Communication and Interaction and Personal Social and Emotional Development. There is currently no variation in progress between disadvantaged pupils and their non-disadvantaged peers.

What is noticeable about the small minority of pupils who were not making sufficient progress in the June data drop is that all these pupils have several things in common

- They all have significant difficulties in their ability to self-regulate and therefore engage fully with educational opportunities
- They all have complex sensory issues.

### Quality of Education- Highly Effective

**The curriculum is far-reaching, diverse and exciting.** Across all phases, the curriculum is expertly sequenced. It supports learners to remain engaged in learning. The school develops a comprehensive understanding of each learner's special educational needs and/or disabilities (SEND). Staff use this information to craft a highly personalized curriculum that is both aspirational and matched carefully to learner's education, health and care plan (EHC) outcomes. The school thoroughly monitors the effectiveness of the curriculum. This means that the curriculum is routinely adapted to the varied and growing needs of the learners who attend the school. As a result, irrespective of their starting points, learners excel in all areas of their learning.

**Enhancing communication and interaction provision is a strength.** Key appointments, including therapy expertise, has led to a commitment to continual improvement. A particular strength is the reciprocal nature of learning amongst staff. This is genuinely collaborative, with teachers, learning support assistants (LSAs) and therapy staff reflecting on learners learning in classrooms and provision and agreeing actions to better support individual learners. There is a strong focus on supporting all learners to become interdependent and autonomous.

**Learners are enthusiastic readers. A designed reading and phonics programmer** ensures that, learners learn to read and enjoy a variety of text. The key skills of literacy are actively promoted at every opportunity.

**Careers and Aspirations advice is well planned. Staff guide learners towards their future aspirations.** A variety of well-considered work and enterprise opportunities are threaded through the curriculum at every opportunity. This inspirational curriculum extends into sixth form, where students are enabled to become increasingly independent as they start to prepare for adult life. The onsite café (The Potting Shed café) inspires learner to consider future options.

**Learners & families are prepared for transition points** in their education. All learners are supported to successfully access further education in Buckinghamshire or surrounding authorities. A transitions Fair held in school informs families of Post 19 opportunities.

*Evidence: Learning Walks, SLT Monitoring Reports, Learning Journals, AR parental feedback Reports, Destinations Information*

### Leadership and Management—Highly Effective

**Governors and Leaders are committed to making sure that all learners go on to lead as independent lives as possible with confidence.**

**Leaders of the school are focused on school improvement to ensure high quality education for all.** A self review of Governance will support governors to identify strategic next steps and priorities.

Leaders promote a culture of shared and creative problem solving; interrogating classroom practice and learning from our collective experience to improve learner outcomes.

**Safeguarding is effective. Leaders instil a culture that is open and transparent.** We continually invest in the quality of safeguarding procedures which are rigorous. Issues are identified early and support is sourced quickly. Evidence: FGB Minutes, DSL Meeting Minutes, FGB Minutes.

**Staff receive first class training. Professional learning opportunities enable staff to gain expertise in developing skills to support a variety of situations**

Leaders work collaboratively with all staff to ensure everyone is ambitious for all learners, striving for maximum progress. The school continually considers the latest research in learning and behaviour in relation to pupils' EHC plan outcomes and starting points. Evidence: Progress meetings, Deep Dive, Assessment Data, CPD Menu and training Records

**Impact of Pupil Premium, catch up provision and Tutoring provision** have been carefully monitored (See strategy). Funding is used to further tailor Universal, Targeted and Specialist intervention. This has ensured that the vast majority of learners have continued to make progress in their Literacy, Mathematical, Communication and Language, Physical Development and Personal Social and Emotional Development and Understanding the World. There is currently no variation in progress between disadvantaged pupils and their non-disadvantaged peers.

Evidence: Progress Data meetings, Deep Dive

**Staff wellbeing is prioritised.**

*Evidence: See Ofsted 2019 CPD –sharing good practice Transition Fair evaluation*

### Behavior and Attitudes- Highly Effective

**Heritage House school is an extremely nurturing environment**

Highly trusting and respectful relationships between learners and staff are the hallmark of daily routines.

**Skilled staff enable learners to feel safe and settle quickly into the school's secure routines.**

**Learners are actively taught through our curriculum to interpret internal signals from their body** to support their understanding of how they experience different emotions.

**We support learners to co-regulate and self-regulate, and promote therapeutic relationships,** with a focus on playfulness, acceptance, curiosity and empathy

*Evidence: SRS*

**Pupil attendance is systematically analysed** in order to identify any patterns. When issues are identified the school works in partnership with parents and multi-professionals to put in place bespoke plans to support learners.

. Staff maintain regular and supportive communication with families in communication books.

Family Information forms are shared to highlight personal challenges of learners in a supportive manner.

*Evidence: DSL reports , SIMS*

### Personal Development- Highly Effective

**Substantial support for Social and Emotional development** supports learners to be confident self-assured learners. **The school promotes**

**Learners positive mental health.** Links with CAMHS and the community pediatricians have been maintained. The approach is distinctive because, within a climate of rapidly declining external services, the school has recruited colleagues with the requisite skills to address needs within the school and understand the needs of our most vulnerable learners. Teachers and LSAs provide strong pastoral support for all learners.

**The school's personal development programme instils lifelong values in pupils. RSE, PSCE and SMSC are carefully woven into our curriculum.** The curriculum actively promotes equality of opportunity and diversity effectively. Pupils understand and respect different cultures and communities. Pupils are extremely well prepared for life in modern Britain. *Evidence: Learning Walks, SLT Monitoring Reports. RRSA –GOLD standard*