



Information for Families

Young People - Preparation for Adulthood



Welcome to our school community



Welcome from Head Teacher

On behalf of the whole school community, welcome!

It is my pleasure to welcome you and your family to our school.

I have worked at Heritage House School for just over 10years, firstly as deputy head and since 2019 as Headteacher. Every year as exciting, challenging AND rewarding as the last.

The school is focused on learning and we thrive on creating opportunities to develop the individual learner in all aspects of their education.

We have amazing provision over the two sites for learners from 3years to 19years old.

The team consists of learning support assistants, therapists, a family advocate, learning coaches and teachers. Together with our admin & site team we aim to ensure the school continues to meet all the needs of our community at Heritage House School.

This information pack details the many aspects of how the school functions, including the organisation of each phase and the curriculum offer.

I am sure you will find the pack informative and useful as your child transitions into school.

We look forward to meeting you.

Jacqueline

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Chesham HP5 3BP

Telephone: 01494 771445

Email address:
office@heritagehouse.bucks.sch.uk

Website: [Home | Heritage House School](#)
(heritage-house-school.co.uk)

Social media:

Twitter: [@heritagesend](#)

Facebook: [@heritagehouseschool](#)

Instagram: [@heritagehouseschool](#)

Headteacher: Jacqueline Clearkin

Assistant Head teacher: Kathryn Bowers

School Business Manager: Tracey Walker

Caretaker: Mark Wager

Office staff: Carol Kilcoyne (LEAF building) Charlotte Mapham (main building)

“Heritage House is a school *full of joy*”

Ofsted 2019

Progression through school.

Heritage House has four phases: Adventurers, Investigators Discoverers and Young People in that order.

Adventurers - Learning to learn

Grasshopper

Dragonfly
(Multisensory)

Bumblebee

Ladybird

Investigators - Learning for independence

Clover

Foxglove

Buttercup

Bramble
(Multisensory)

Discoverers - Developing Autonomy

Maple

Chestnut

Young People - Preparation for Adulthood

YP1

YP2

YP3
(Multisensory)

YP4

Young People Phase

Learners in the LEAF phase are aged between 14–19. The focus is developing independence and life skills in preparation for adulthood. LEAF stands for: **Learner, Empowered: Ambitious Futures**. Provision in the LEAF phase provides learners with a variety of independence and vocational opportunities, to broaden their skills, for life after school.

The personalised provision offered for all learners is based on each individual's strengths, needs and interests. Learners have a variety of learning environments to explore and progress their individual focus and interests. These environments include; the art room, the music room, the food technology room, the sensory room, the outdoor gym and outdoor learning areas including a bespoke climbing frame. Discoverers use other areas of the school, in the main building, such as using the Rebound Therapy trampoline, Hydrotherapy swimming pool and PE hall.

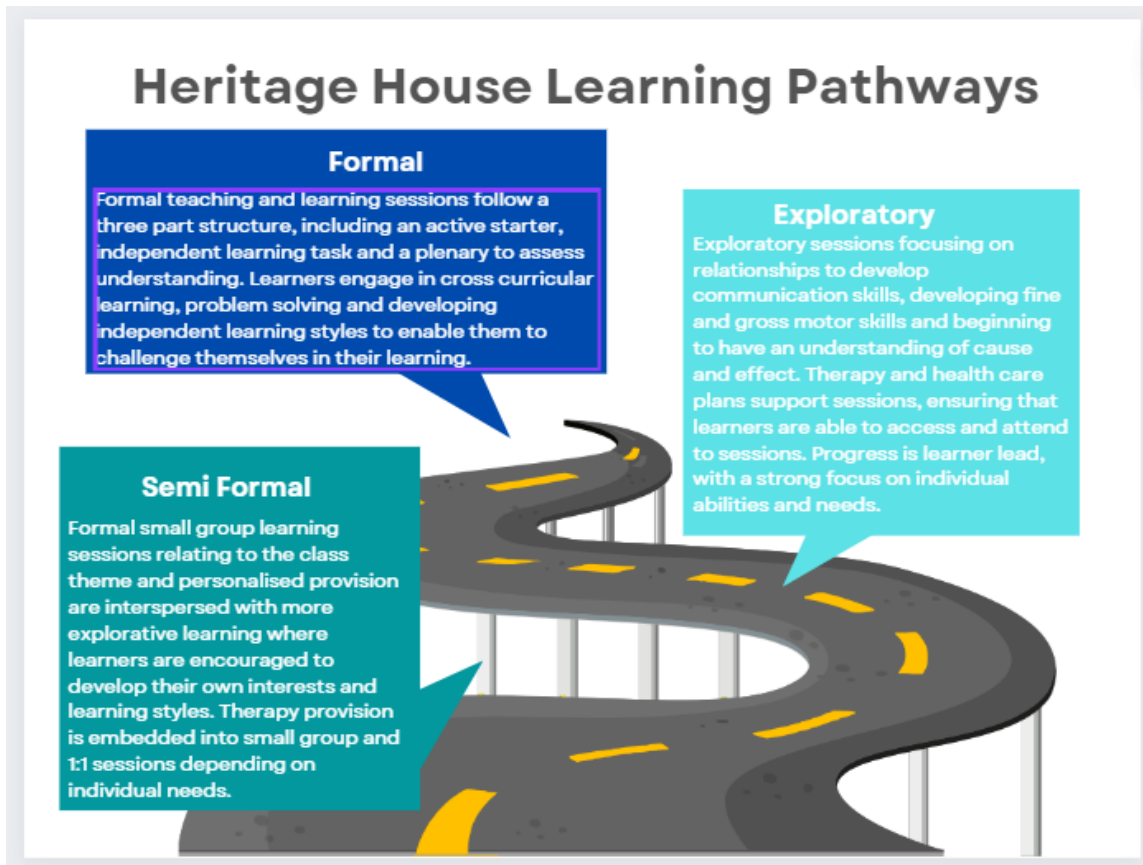
Learners in the Young People phase take part in weekly travel training sessions, where they are encouraged to develop their independence when accessing the community. Learners pay for, or use their bus passes, to ride the local bus into town. They are then encouraged to independently access community places such as cafes, library and shops. Learners then choose their lunch from a chosen supermarket, which on their return to school, they prepare in the flat and eat alongside their peers.

In order to develop independence and support the transition to adulthood beyond Heritage House School, learners are encouraged to access a range of provision designed to support their preparation for adulthood. Learners work in the Potting Shed Cafe, which is accessed by both staff and the general public. This is a fantastic opportunity for skills to be learnt that could lead onto paid work in their future. Learners also learn and practice life skills within the flat such as hoovering, washing clothes, making beds, and learn basic wood working skills within construction. The purpose built salon allows learners to access self care and also learn skills such as sweeping and hair washing which could also lead to paid work in the future.



Personalised Provision

All learners have a six-week assessment and observation period when they begin their learning journey at HHS. This identifies their strengths and areas for development to get the best from their EHCP. Each learner has a personalised learning plan to support progress. Learners in Young People phase work within one of three pathways below, depending on their own learning style. When learners are 16, they will begin to follow a curriculum of AQA modules, focusing on life skills and preparation for adulthood. Learners will receive certificates at the end of the year to showcase their achievements.



Exploratory Pathway

| |
|------------------------------------|
| Communication and Interaction |
| Communication Reactive Environment |
| Cognition |
| Physical Development Gross Motor |
| Physical Development Fine Motor |

Semi Formal Pathway

| |
|----------------------------|
| Communication and Language |
| Literacy |
| Mathematics |
| PSED |
| Physical Development |
| Understanding the World |
| Expressive Arts and Design |

Formal Pathway

| |
|----------------------------|
| Humanities |
| Literacy |
| Mathematics |
| PSED |
| Physical Development |
| Science |
| Expressive Arts and Design |

Curriculum

A personalised curriculum that considers learners' specific interests and diverse learning needs has been developed. Learners work within our school's 14 stage curriculum, communication, maths and personal social emotional development are a focus.

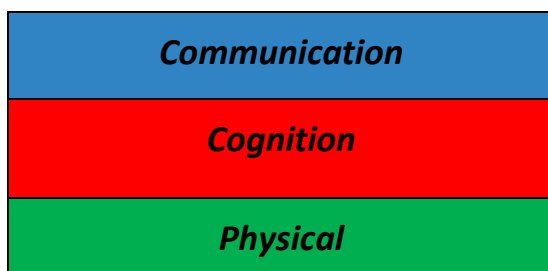
The Intent of the Heritage House School curriculum:

- provides holistic learning experiences which are personalised to meet the unique needs of learners
- provide a broad, balanced and relevant curriculum focussing on functionality
- uses learner interests and talents to provide exciting, motivating and engaging learning experiences
- is flexible in order to meet the needs of the diverse population within the school and matched to the individual needs of each learner
- develops confidence, high self-esteem and independence
- develops a respect for other people and the environment
- prepares learners for the opportunities, responsibilities and experiences in life beyond Heritage House School

Staff are encouraged to take a practical and creative approach to teaching, whilst following one of the three pathway approaches. We use a range of specific teaching methods including Intensive Interaction; Lego therapy and Rebound therapy. Learners communicate in a variety of ways such as Makaton signing, using Grid on iPads, core boards, symbol exchanges and vocalisations.

Phonics is taught using Bug Club Phonics, as appropriate to their individual learning needs. Daily reading is encouraged for all learners.

AQA – Exploratory pathway



AQA – Semi formal and Formal pathway



Heritage House School Provision

At Heritage House School, classrooms and teaching styles are adapted to best support each individual. There are key aspects that have been well thought out and draw on research and experience to provide the best school life for the learners.

- routine, consistent approaches and a multisensory environment
- A dedicated sensory integrated room with specialist swings & equipment
- A sensory room with a magic carpet and magic wall is another fantastic space for learners.
- The classroom environments are considered areas. The furniture, carpets, equipment are as far as possible, made from natural fibres to create a low arousal space
- The classroom layout to create supportive learning spaces with resources curated to maximize opportunities for developing autonomous skills
- Natural baskets are used to house a selection of equipment often associated with the termly theme.
- Communication tools provided at every opportunity
- Vocational centre – LEAF
- Hydrotherapy pool and access to community sports centres



Physical Development

Our learners have weekly physical development sessions with the specialist teacher. We also make a good use of our outdoors playgrounds for active breaks.

ONSITE COACHING

Buckinghamshire Cricket Club introduced us to table cricket

LUNCHTIME CLUBS

Cricket club and fun on a trampoline club

AFTERSCHOOL GAMES CLUB

Weekly group of learners from across the school to play and exercise together at the end of the school day.

Weekly ***TENNIS SESSIONS*** at Halton Tennis Club, run by qualified coaches.

SAILING SESSIONS on Katakanoes and Sailing Boats with Colne Valley Special Sailors at Rickmansworth Aquadrome.

Taking part in sports ***FESTIVALS*** in our community is a good way to practice the skills learnt in school. Special Olympics, Panathlon Games, Bowling and Tennis Festival, Cross Country and Accessible Cycling with Wheels for All is just a flavor of what we get up to.



Swimming

Regular swimming sessions are led by our trained swimming instructor in our hydrotherapy pool.

More confident swimmers can access weekly swimming lessons (one termly block per academic year) at Chesham Leisure Centre. Swimming lessons are taught by qualified coaches employed by the leisure Centre.



Rebound Therapy

Rebound Therapy is the use of trampoline so learners can move and experience many benefits of this movement. Key skills include motor skills, independence, awareness of danger, relationships, communications and perception are enjoyed during these very popular sessions.



Emotional Regulation

Stress Reduction Support (SRS)

Every learner has their own personalised Stress Reduction Support. This is co-produced by families, class team, therapists, members of the school's multi-disciplinary team and respite teams. The Stress Reduction Support merges Studio 3, LASER and SCERTS strategies and ethos. Therefore, focusing on an overall low arousal approach for our learners. Stress reduction support includes, likes, dislikes, motivators, sensory needs, social communication, emotional regulation and transactional supports. The stress reduction support uses the Zones of Regulation to explore emotions, how to reduce stress and what each learner needs in their 'backpack'. Each learner's 'backpack' includes specific strategies to support them during periods of dysregulation.

Zones of Regulation

SCERTS Zones of Regulation is part of the provision at Heritage House to support learners in recognising and communicating how they are feeling. Learners are supported to use strategies to help them regulate.

parent/carer signature:
teacher signature:
phase leader signature:
respite/community signature:

Stress Reduction Support (SRS)

Home, Heritage House School, Respite

date:
updated:

likes / motivators / dislikes

likes: chatting, toys she can easily manipulate

motivators: people talking to me

dislikes: being uncomfortable

sensory needs

- Axxxx needs to have various changes of position throughout the day, and daily stretches.
- Axxxx requires regular individual VI work.
- Axxxx benefits from having regular breaks from activities throughout the day.

Social Communication

- Axxxx is a non-verbal and communicates using her vocalisations, body language and facial expressions.
- Axxxx is a very sociable young lady who enjoys interacting with adults around her.

Emotional Regulation

- Axxxx benefits from a calm and quiet environment.

Transactional Supports

- Axxxx benefits from a total communication approach.
- Give Axxxx time to process information.

when I am sad I...

- Cry

please support me by...

- using a calm and clear voice.
- reassuring me.
- giving me extra processing time.
- offering motivating choices.
- being understanding and empathetic.

when I am happy I...

- Chat
- Smile
- Like to interact with adults

please support me by...

- encouraging me in my learning
- offer me exciting things to explore
- encouraging me to communicate.

when I am stressed I...

- Look worried

please support me by...

- using a calm and clear voice.
- changing my position.
- reassuring me.
- giving me extra processing time.
- Offering me favourite toys.
- being understanding and empathetic.

when I am cross I...

- Cry

please support me by...

- using a calm and clear voice.
- reassuring me.
- giving me extra processing time.
- being positive.
- giving me space to calm
- being understanding and empathetic.

reduce stress for me by

- giving me time.
- giving me choices
- having a calm and quiet environment

what I need in my 'backpack'...

- dummy
- drink

Zones of Regulation

| I feel | | I feel | | I feel | | I feel | |
|--------|-------|---------|---------|------------|---------|--------|------------|
| | | | | | | | |
| sad | tired | happy | calm | frustrated | anxious | cross | scared |
| | | | | | | | |
| poorly | bored | focused | relaxed | excited | silly | unkind | aggressive |

10

Therapy



Occupational Therapy

The Sensory Smart Child provides occupational therapy input at school, including assessment reviews, activity programmes, sensory diets, advice, support and blocks of weekly or fortnightly sessions, in a small group or individually, with an occupational therapist or MDT assistant. Input may also include assessment, provision and monitoring of specialist seating and manual handling equipment when required.

Physiotherapy

For learners in Buckinghamshire physiotherapy input, is delivered, as outlined on individual EHCP plans.

Speech and Language Therapy

Our speech and language therapists work in collaboration with teaching staff to jointly develop and deliver the speech and language therapy service within Heritage House School.

Speech & language therapists facilitate professional development for school staff in creating and developing communication opportunities across all the school provision.

The speech and language therapy dysphagia service in school includes feeding assessments, feeding plans, feeding plan reviews, and staff training, to support our learners with eating, drinking, swallowing and feeding needs, as provided by a specialist speech and language therapist trained in paediatric dysphagia.



Co-production

At Heritage House, we work together in partnership with parents/ carers.

All learners and families have a Heritage House school communication book to share information and celebrate learner progress. The communication book has dedicated areas on each page, for families, respite providers and school staff to share information on a daily basis.

To ensure all progress in school, at home and within the community is celebrated and shared, an observation & recording document is provided to families to complete.

A Family Information form will be sent home. This may detail an incident requiring first aid, information about medication and information detailing periods of dysregulation.

A journal detailing learner's achievements will be shared with families at the end of autumn and spring term. At the end of summer term, a school report will be sent home, detailing achievements, progress and attainment and information about statutory assessments.

Throughout the school year, families join school teams to plan for the development of the learner. This aims to help learners to achieve their best possible educational and other outcomes whilst also preparing them for adulthood.



Community Events

Heritage House participates in a variety of celebrations and events throughout the year including days such as Autism Awareness, Children in Need and World Book Day.

We celebrate a variety of special religious days in school including Diwali, Ramadan, Eid, Easter and Christmas. Christmas is celebrated with lots of different activities including concerts for parents and carers, a Christmas 'Pop up Shop' for learners to buy gifts for family members.

We have built strong links with our community with visits to local schools and our neighbouring care home to entertain and be entertained. The Chesham School's Festival is a highlight of the year and Heritage House is well represented in the procession and also run a stall in the park.

An extensive number of external groups are welcomed into school, including a theatre group, orchestra and a choir as well as a variety of groups to offer a diverse range of inclusive physical development.



Family Advocate

What is the role of the Family Advocate?

Our Family Advocate supports and encourages parents and carers to enable them to achieve the best outcomes for their child or young person by ensuring that parents' and carers' wishes and aspirations for their child are clearly communicated and heard.

This fosters a truly collaborative approach between families, school and other agencies and organisations, which puts the child or young person at the centre.

How is this achieved?

The support provided by the Family Advocate might include:

- being an impartial link between home and school
- interpreting and explaining rules and procedures and supporting parents and carers to navigate a path through them to achieve the desired outcomes for their child e.g. by assisting with completion of DLA forms or accessing more suitable housing
- attending meetings to support families, including meetings with other agencies, e.g. Social Care Services
- attending in school Paediatric clinics and ensuring that families' concerns are properly addressed and resolved
- information sharing and signposting parents and carers towards sources of support, advice and information
- making referrals to outside agencies e.g. the Community Learning Disability Nurses
- encouraging parents and carers who wish to do so to access support for their child by drafting formal requests to access the specialist support provided by the local Social Services Children with Disabilities 0-25 Team
- hosting drop-in sessions (sometimes with guest speakers chosen by parents) in The Potting Shed Cafe at school, giving parents and carers the chance to benefit from peer-to-peer support in a non-judgemental environment
- assisting with form filling and letter writing
- organising an annual Transitions Fair for older learners who are preparing to transfer to adulthood



School Snacks and Lunches

Snack time is curriculum led; we encourage all learners to try healthy snacks provided by school, such as crackers, breadsticks and in season fruit. Learners are supported to communicate their choices using communication tools and developing independence in food preparation. We encourage all to try the snack. If you would like your child to have a hot school lunch, please email the office to request this. You will need to confirm any dietary requirements and allergies. The office will then send a reply including a link for you to pay online via Parent Pay.



School Uniform

All learners are expected to wear a school sweatshirt or cardigan. A badges white polo top is also available if you choose too. These can be purchased from:

<https://www.differentclassschoolwear.co.uk/collection/heritage-house-school-uniform>

We recommend wearing comfortable closed toe shoes



School Transport

Families requiring transport should contact our EHCCo. (natasha.ashworth@buckinghamshire.gov.uk) who will send you a form to complete. Checks for eligibility are undertaken by the transport team at Bucks. Transport can take 6 to 8 weeks to be put in place once agreed. Transport contracts are between the Local Authority and the parents.

School Contact information

Heritage House School, Cameron Road,
Chesham, Bucks. HP5 3BP



01494 771445



office@heritagehouse.bucks.sch.uk



www.heritage-house-school.co.uk

Please send into school:

- Swimming kit (2 towels, swimming clothes, specialist incontinence swimwear if needed)
- Appropriate clothing for the seasonal weather (such as waterproof clothing, warm clothing, wellies, sun hat).
- Spare changes of clothes (labelled with name). Learners are encouraged to wear aprons during messy or sensory exploration, but a change of clothes may still be required.
- Plastic bags to send home washing in
- Personal care items as needed (such as pads, wipes, creams). We are unable to store over and above a weekly usage of personal care items).
- Daily and Emergency medication must be specified in their Health Care Plan and on a 'parental agreement for school to administer medicine' form). All daily or emergency medication must have a pharmacy label attached to each individual item.
- Non- prescription medication, including pain relief, will only be given in exceptional circumstances and only with the expressed permission of the head teacher. For example, a learner returning to school after sustaining a fracture, dental treatment or painful periods.



Name: _____



learning



at



home

| | |
|--|--------|
| Literacy | Date: |
| Observed by: | Where? |
| Observation: | |
| HUH G VIS V M.G M.VS M.V T Phot o? Y/N | |

| | |
|--|--------|
| Communication and Language | Date: |
| Observed by: | Where? |
| Observation: | |
| HUH G VIS V M.G M.VS M.V T Phot o? Y/N | |

| | |
|--|--------|
| Maths | Date: |
| Observed by: | Where? |
| Observation: | |
| HUH G VIS V M.G M.VS M.V T Phot o? Y/N | |

| | |
|--|--------|
| Understanding the World | Date: |
| Observed by: | Where? |
| Observation: | |
| HUH G VIS V M.G M.VS M.V T Phot o? Y/N | |

| | |
|--|--------|
| PSED | Date: |
| Observed by: | Where? |
| Observation: | |
| HUH G VIS V M.G M.VS M.V T Phot o? Y/N | |

| | |
|--|--------|
| Expressive Arts and Design | Date: |
| Observed by: | Where? |
| Observation: | |
| HUH G VIS V M.G M.VS M.V T Phot o? Y/N | |

| | |
|--|--------|
| Physical Development | Date: |
| Observed by: | Where? |
| Observation: | |
| HUH G VIS V M.G M.VS M.V T Phot o? Y/N | |



Family Information

| | | | | | |
|---------------------|--|----------|--|---------------|--|
| Name of Learner | | Class: | | Phase: | |
| Date: | | Time: | | | |
| Description | | | | | |
| Support for Learner | | | | | |
| Outcomes | | | | | |
| Updates | | | | | |
| Parents Feedback | | | | | |
| Response | | | | | |
| Signed | | DSL/ SLT | | Class Teacher | |
| | | Parent | | | |

Jargon Buster

Provision

LEAF – Learner Empowered: Ambitious Futures

Our vocational centre and emphasises the aspirations of all our learners. Housed in the centre The Potting Shed Café, wellbeing salon, the flat and construction room.

Hydrotherapy – the warmth of the water offers numerous benefits to the body allowing muscles to relax, eases any discomfort and aids exercise.

Rebound therapy – use of a trampoline to enjoy the benefits of movement

Sensory integration room – developed by our occupational therapists to foster movement and regulation.

Sensory Room – developed to offer a sensory environment to assist gesture controlled software and inclusive technology using a magic carpet and a magic wall.

Therapeutic Approaches

SCERTS – social communication, emotional regulation and transactional support.

A model for working with children with autism and communication needs.

Studio 111 & LASER – a support approach to manage behaviours that challenge.

MDT –multi disciplinary team.

Speech & language, occupational and physiotherapists supported by a team of 4 assistants who support our therapeutic approach.