HERITAGE HOUSE SCHOOL

SEN INFORMATION REPORT

2026-2027

Approved by:	[FGB]	**Date:** [14.09.26]
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School Profile

Heritage House school is a specialist school for learners who have a severe learning disability. Learners can join the school from 2 years and remain at the school until 19years.

The staff team is multi-disciplinary with teachers, speech and language therapists, learning support assistants, occupational therapists and physiotherapists working in collaboration to realise the best possible outcomes for all learners.

Provision is also offered in hydrotherapy, where the specialist swimming team provide a therapeutic experience. Rebound therapy using one of the three trampolines on site, is offered to learners as well as horticulture in *The Potting Shed* and a newly created area where learners can experience learning in nature. Music therapy is offered throughout the school by a music specialist. The schools Family Advocate team supports parental engagement.

To support learner's aspirations as they reach the teenage years, we have a thriving café *The Potting Shed Café* where learners experience the world of work. Younger learners assess the café to understand how to be 'customers.'

Building Zone offers learners the opportunity to create goods using natural materials which are then sold in the café or community events in the local community.

As part of our commitment to the local community, we have links to The Leys Care home, Chesham Museum, a local primary school, drama and music charity, Rotary and our local library which provide excellent learning experiences for our learners.

Identifying & Assessing Learners Special Educational Needs

Every learner attending Heritage House School has an Education, Health and Care Plan (EHCP). These are written based on statutory assessment. This is a detailed assessment to find out exactly what a learner's special educational needs are and what support is required to meet their needs. These are reviewed and updated annually with aims and outcomes set accordingly. Occasionally, in agreement with the Local Authority, a learner will come to school on an assessment place while the assessment process is completed.

Assessment of, and for learning, is essentially ongoing, and is seen as an integral part of an interactive learning process. The main purpose of assessing a learner is to enable him/her to make the best possible progress in the development of skills, knowledge and understanding and overcome barriers to learning. We use assessment tools in order to track and celebrate learning. Reviewing aims and outcomes on a regular basis ensures that teaching is targeted to enable the learners to make the best possible progress

Learners follow one of three pathways depending on their personalised needs: formal, semi-formal and exploratory pathways. These pathways enable provision to be personalised and appropriate for each learner at Heritage House School.

Every learner has an initial baseline assessment within the first half term of starting at school. Learners are regularly assessed so that we can monitor the rate of progress each learner is making. Learner progress is discussed within class teams weekly, and Deep Dive Multidisciplinary team meetings are held three times each academic year. These provide a further opportunity to identify any necessary changes in provision in order to continue to meet the needs of each learner. Formal assessments take place three times a year in December, March and June, where progress and attainment are assessed by class teachers using Evidence for Learning. Assessment information informs personalised planning.

Families receive a learning journal at the end of the autumn and spring terms and an end of year report celebrating achievements at the end of the summer term. Families will also receive an annual

report from the class teacher and MDT summarising learner progress and celebrating the learner voice, shared during the annual review process.

Learners following the exploratory pathway follow Heritage House School exploratory curriculum. This pre-formal curriculum has learning focuses on relationships to develop communication skills, developing fine and gross motor skills, and beginning to have an understanding of cause and effect. Therapy and Health Care Plans support sessions, ensuring learners are able to access and attend all activities. Progress is learner led, with a strong focus on individual abilities and needs.

Key Stage 4 and Post 16 students are working on the Heritage House curriculum as well as accredited AQA Awards

Evaluating the effectiveness of provision for learners with Special Educational Needs

We use the Ofsted framework as a basis for a robust system of self-evaluation to regularly review our provision. This includes looking at:

1. Safeguarding
2. Inclusion
3. Curriculum and teaching
4. Achievement
5. Attendance and behaviour
6. Personal development and well being
7. Early Years
8. Post-16 provision
9. Leadership and governance

We also review our provision against the aims of the school and through staff and parent surveys. Our school Self Evaluation Summary Report is available on our school website.

Governors are involved in this process and receive regular reports through monthly Governing Body meetings.

Each year we review and update our School Development Plan. We write this under the following headings:

- Safeguarding
- Inclusion
- Curriculum and teaching
- Achievement
- Attendance and behaviour
- Personal development and well being

- Early Years
- Post-16 provision
- Leadership and governance

Each of these sections is closely monitored by the Governing Body and in this way the Governors are able to hold the school to account.

Any interventions such as rebound therapy, Music Therapy, and those provided by additional funding such as pupil premium/sports premium are identified and tracked to ensure the impact is effective. We also welcome external evaluations such as those conducted by the Local Authority, Peer Review with SEN schools, External learning walks etc. We currently are accredited with Rights Respecting Schools Award (Bronze, Silver and Gold) and Optimus Well-being award.

How the curriculum is matched to each learners' needs?

Heritage House School is a fully inclusive school - all classes cover a diverse range of needs. There are currently 15 classes across the school 5 within Adventurers (the youngest phase of school) 4 classes within Investigators phase, 3 within Discoverers phase (14-19) and 3 within Young People's phase. Within most phases there is a class specifically for learners with physical/ multi-sensory needs. The average class size is 10 learners. Learners follow one of the three pathways (formal, semi-formal and exploratory) and are placed in classes based on age and personalised pathway needs.

Learners may be taught, in small groups (ability based or mixed) 1:1, or whole class depending upon the activity. Sessions are highly adapted and staff use a range of teaching strategies as appropriate in order to meet the needs of each individual learner.

The Heritage House School Framework for Assessment has been developed and is very much based on a 'person centred' approach, functional learning and preparation for adulthood. The learner is at the centre of all we provide with a focus on personalised needs.

Our aim is to provide a 'personalised' curriculum that is relevant, broad and balanced, and helps each individual learner to become as functionally literate, numerate, communicative and as independent as possible.

Our LEAF centre for the 14-19-year-old learners have dedicated learning zones which include classrooms, food tech and construction room, "The Potting Shed Café, salon, flat and an international charity hub – Work Aid as well as sensory and sensory integration rooms. The curriculum for 14–19-year-olds is designed to prepare learners for transition from the school environment to adulthood. The curriculum provides opportunities for all learners to reach their full potential.

Supporting Learners overall well-being

We have extremely robust safeguarding and child protection policies and procedures in place. Our Designated Safeguarding Lead (DSL) is Jacqueline Clearkin and Deputy DSLs are Kathryn Dean, Deputy Head, Lisa Whyte, Deputy Head, Sarah O'Donnell, Family Advocate. Our Safeguarding Governor is. Jo Pearce.

Learners' health and well-being is paramount. Personal Care is conducted discreetly and with dignity, fostering independence whenever possible. If a learner shows distress, withdrawal, or any level of emotion that is not the usual, staff will notice this and will act on it. Learners will be given time to talk or encouraged though the use of pictures, symbols, toys or books to indicate what is troubling them. We will always liaise with parents if we have any concerns over the mental well-being of our learners.

We work closely with medical practitioners. If a child has a health need, we will discuss and implement with parents a Health Care Plan. We will administer prescribed medication as per the Health Care Plan. We also work closely with a range of professionals including social care, children with disabilities team, CAMHS, learning disability nursing team, child and adolescent mental health services, if a learner requires specialist support.

Since September 2018 we have registered with UNICEF to work towards the Rights Respecting School Award (RRSA) UNICEF work with UK schools to create safe and inspiring places to learn, where learners are respected, their talents are nurtured and they are able to thrive. Positive relationships across the school are supported by attitudes and actions that respect the rights of others and teaching approaches that emphasise individual dignity, participation, the best interests of the child and non-discrimination. In August 2020 we received our bronze RRSA award, in July 2022 we received our Silver Award and in June 2024 we received our Gold Award.

In April 2022 we also received the Optimus Well-being Award.

Trained staff to support learners with SEN

Teaching learners with SEN is our core purpose and all our staff training have this as a focus. We have a range of expert individuals and teams who are there to provide in house training advice and support.

We provide in-house CPD on a weekly basis. CPD training in house for all staff has included

- Safeguarding
- Prevent duty
- Health and Safety
- First Aid
- Medical training
- Quality first teaching
- Curriculum e.g. Phonics training, maths, RSE, reading for all, literacy
- Class planning
- Data and assessments
- Lesson observations
- Assessment
- Recording observations
- Therapeutic curriculum
- Specific SALT and OT strategies and interventions such as Intensive interaction, AAC
- SCERTS
- Rights Respecting Schools
- Learner voice
- Well-being and resilience
- Healthy schools
- Journals – Learning to Learn- Learning for Independence - Preparation for Adulthood
- Studio III – Laser Training

personalised Support Me This Way documents
Training may also follow specific pathways for staff depending on their role and the cohort of learners they work with within the school. This allows for more specialist staff development.

Equipment and Facilities to support pupils with SEN

Our school is fully accessible for learners with SEN

Some of the facilities we have include:

- A climbing frame in our LEAF building which is accessible to all learners
- 3 sunken trampolines for rebound therapy (LEAF and main building)
- Playground/ outdoor space for each phase
- Sensory Room in our Main school building installed by Sensory Guru
- Sensory Room in LEAF building
- A school minibus
- Swimming / hydrotherapy pool
- PE Hall
- Sensory integration room in each building
- IPads to make learning accessible
- Portable interactive whiteboards
- Library
- Food tech room in LEAF and smaller Food tech 'hub' in Investigators phase
- Wide range of switches to enable pupils to access their learning
- Disabled toilet facilities with appropriate changing facilities
- Overhead hoists and mobile hoists throughout the school.
- Lift to pool
- Ramps for access
- Horticulture areas

Consulting and involving Parents in learners' education

We aim to work in partnership with our families, working together to achieve the best for our learners. We have an 'open door' policy and parents are welcome to contact the school at any time to make an appointment to see any member of staff. Teachers communicate regularly through writing in the home school Communication Books, Family Information forms or ring home if needed. Parents are encouraged to make this a two-way communication.

Each learner has their own personalised Support Me This Way document which is co-produced by families, respite providers, CAMHS if involved, class team, therapists and members of the school's multi-disciplinary team. Learners 'Support Me This Way' combines Studio 3, LASER and SCERTS strategies and ethos. Therefore, focusing on an overall Low Arousal approach for our learners.

Our Family Advocate seeks to bridge the gap between home and school and supports outcomes for learners through joint work with families (Our School Plan Section 3). The Family Advocate strengthens home-school links and provides parents/carers with access to high quality information, advice and guidance. Monthly coffee mornings for parents provides an excellent forum for parents to attend school to discuss any concerns and provide relevant information.
Coffee mornings may include a focus such as personal care, communication, sleep with guest speakers.

Our main event for discussing learner progress with parents is at Annual Reviews meetings when we review the past year and discuss our expectations for your child.

A monthly newsletter provides information on achievements and events throughout school and our website is regularly updated with upcoming events and provides comprehensive information about the school.

Every term we invite parents into school to enjoy an activity with their child within the class group which is followed by an information session run by our Family Advocate or a member of the SLT.

Complaints Procedure

We have adopted Buckinghamshire County Council Complaints Policy and procedures.

In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the Headteacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors.

If necessary, a formal panel of governors will be established to deal with your complaints.

Ultimately parents/carers have recourse to the Secretary of State at the time if the situation still cannot be resolved.

Please refer to our Complaints procedure for further information: Heritage House School - Policies (heritage-house-school.co.uk)

Specialist Services and expertise at Heritage House School

The school takes a holistic approach to the education of learners and recognises that their personal development goes far beyond simply academic achievement. To this end we work closely with a variety of professionals. We take a multi-disciplinary approach in evaluating, learners' communication, knowledge and skills. Our multi-disciplinary team consists of

- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Communication Assistant
- Multi-disciplinary therapy assistant
- Rebound Therapy
- Pet Therapy

Our MDT team are involved in the planning of personalised foci for each learner on a termly basis. In providing a strong MDT approach this enables us to improve the quality of education through a) a personalised curriculum planning including joint target setting as an MDT and b) continuing to improve consistency in the evaluation, tracking and recording learners progress (Our School Plan, Section 1)

We also have access to Specialist services including Specialist Teaching Service (Hearing impairment, Visual impairment and Multi-sensory impairment, Down Syndrome), and the Educational Psychology services, CAMHS – Child and Adolescent Mental Health Services, Social Services – children with disabilities team.

Transitions – Transferring between phases of education or in preparing for adulthood and independent living

Information about each phase of the school can be found within our Information for families booklets on our website: Heritage House School - Family Information Pack (heritage-house-school.co.uk)

Transition to Heritage House School
Parents are welcome to visit Heritage House School by appointment. Once a placement is agreed with the local authority, we hold a pre-admission morning for parents to meet with school staff to share information in order to benefit the learner and ensure individual needs are met. This is also an opportunity to meet other learners and families. Parents will receive an admissions pack which includes a comprehensive range of documents to be completed to aid the transition process, as well as a transition booklet which includes photographs and information to prepare the learner for their transition to school.

Moving Through the School
Learners remain in each phase of the school for approximately 4 years. When they are ready to move, we prepare them for the move though a planned transition. Teachers meet to ensure vital information is passed on. Staff visit learners in their current classes to get to know them. Learners may also spend time in their new class in the last half term before their move. Learners are supported through transition booklets. Parents meet the class staff during their visit to class in the Autumn term

Preparation for Adulthood
We have an excellent transition programme for young people moving on from Heritage House School. As part of their Careers work learners will visit the local provisions in Bucks and wider community. Former learners from Heritage House School revisit our 6th Formers to discuss their experience of college.

Transition planning begins in earnest several years before learners are due to leave school with parents being encouraged and supported to visit the local colleges and other provision.

A Transition Fair is held in school annually. Parents and carers of learners in year 9 and above are encouraged to attend. The Fair is supported by a range of professionals who can support young people and their families as they plan for transition- it is a great opportunity to gather a wide range of advice and information in a one stop shop setting.

We also hold an information workshop for families to explore the timescales and responsibilities involved in the transition process, which was supported by the school's Family Advocate, the Transitions Team and the EHCCo.

When the time comes for young people to leave school, we liaise with the receiving school/college and discuss the transition process with them. We will enhance this with, for example, social stories and extra visits if necessary, depending on individual needs. We liaise closely with colleges and other post-school providers such as day centres and each student has a well-structured period of transition, suited to their needs. We believe that all our students and their families are well prepared for their life after school.

Local Authority's LOCAL OFFER

The information is this report forms part of Buckinghamshire's local offer which can accessed via:

https://www.buckscc.gov.uk/services/care-for-children-and-families/local-offer-for-send/