



HERITAGE HOUSE SCHOOL

SEN INFORMATION REPORT 2023-2024

Approved by: [FGB] **Date:** [January 2024]

Last reviewed on: [January 2023]

Next review due by: [September 2024]

School Profile

Heritage House is a special school for 115 learners. In fact, our roll has increased by 20% in the last year. Learners can join our Early Years class from 3 years old, and as we are an all-through school with three distinct phases (Adventurers, Investigators and Discoverers), we can continue to meet learners' changing needs as they progress in preparation for adulthood. Our eldest learners are 19.

Our learners are a neuro-diverse group, with severe, profound and complex disabilities. To provide the best education for them our staff team is multidisciplinary. Our teachers and learning support staff work with professionals who provide speech & language therapy and physiotherapy, and the school makes provision for occupational therapy, hydrotherapy, Rebound, Riding for the disabled, pet therapy, Natural thinkers/horticultural therapy, and music therapy. Projects have been set up with vocational providers such as Building Zone and Work aid. The school's family advocate is a direct link between home and school, sign-posting information & support services.

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 twice each academic year. Phased Leaders - 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 is assessed by class teachers using Classroom Monitor. 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 at the end of the summer term. Families will also receive reports from the class teacher and MDT informing the annual review process. Learner assessments are included as part of the Annual Review Report to parents.

PMLD Standards are currently being implemented for learners with more complex needs which will guide the setting of targets for our learners with complex needs. These materials cover the key learning priorities for learners with complex needs - focusing on early communication, social interaction and early cognitive development. PMLD Standards are specifically written to take into account the complex needs of learners with PMLD and the interaction between the sensory

~~impairments, motor disabilities and medical problems that many of them experience. This assessment takes a more holistic view of learners and focuses on how they learn.~~

Learners following the exploratory pathway follow the Quest 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 accredited AQA Awards. **ASDAN qualifications**

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. **Quality of Education: intent, implementation and impact**
2. **Behaviour and attitudes**
3. **Personal development**
4. **Leadership and management**

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:

Quality of Education
Behaviour and Attitudes
Personal development
Leadership & Management

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 learner 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 ~~are currently on hold due to COVID19 School.~~ We currently are accredited with Rights Respecting Schools Award (Bronze **and Silver**) **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 13 classes across the school – 5 within Adventurers (the youngest phase of school) 6 classes within Investigators phase and 2 within Discoverers phase (14-19). Within each phase

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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 are generally in classes based on chronological age, regardless of their cognitive abilities or medical diagnosis. However this does not preclude learners at all points of the cognitive spectrum being withdrawn from the class for targeted lessons with a specialist.

Learners may be taught, in small groups (ability based or mixed) 1:1, or whole class depending upon the activity. Lessons Sessions are highly differentiated 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 Senior and Vocational Department LEAF centre for the 14-19-year-old learners have dedicated learning zones which include classrooms, a hub, music and construction room, "The Potting Shed Café, flat and an international charity hub – Work Aid. 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 Bowers, Assistant Head, Tracey Walker, Administrator and Sarah O'Donnell, Family Advocate. Our Safeguarding Governor is Paul Randall, Chair of the Governing Body

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 through 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 you 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 your child 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 and in July 2022 we received our Silver Award.

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

Trained staff to support learners with SEN

Teaching pupils 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
- Medical training
- Quality first teaching
- Curriculum e.g. Phonics training, maths, RSE, reading for all, literacy
- Class planning
- Data and assessments
- Lesson observations
- 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 (First) Learning for Independence – Preparation for Adulthood
- Studio III – Laser Training
- Stress reduction supports

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 mind.

Some of facilities we have:

- A playground in our Senior School LEAF building which is accessible to all learners
- A sunken trampoline for rebound therapy
- Early years playground
- Sensory Room in our Main school building installed by Sensory Guru
- Sensory Room in our senior school building
- 2 school minibuses, one of which is wheelchair accessible
- Eye gaze computer with Sensory Guru software.
- Swimming / hydrotherapy pool
- ~~Soft play room for the younger pupils~~ Sensory integration room
- iPads to make learning accessible

- Portable interactive whiteboards
- 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.

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 you 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. ~~Due to COVID19 any visits to school are at present being held after school~~

Each learner has their own personalised Stress Reduction Support which is co-produced by families, class team, therapists and members of the school's multi-disciplinary team. The Stress Reduction Support combines Studio 3, LASER and SCERTS strategies and ethos. Therefore, focusing on an overall Low Arousal approach for our learners.

Our ~~recently appointed~~ 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. ~~A recent coffee morning included a Makaton Workshop led by our Speech and Language Therapist. Due to COVID19 Coffee Mornings are currently on hold~~
Coffee mornings may include a focus such as personal care, communication, sleep with guest speakers.

Our main event for discussing pupil progress with parents is at Annual Reviews meetings when we review the past year and discuss our expectations for your child. ~~We also have Parent Consultation evenings twice a year where learner progress and next steps are discussed.~~

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

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

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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
- Music 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 Hearing impairment, Visual impairment and Multi-sensory impairment, 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:

Adventurers
Investigators
Discoverers

Parents are invited in to meet with the Headteacher to discuss transition for the child into the school and a joint decision is made as to the most appropriate transition for the child. We have a very flexible approach to pupils starting at the school. Once a placement is agreed we hold a pre-admission meeting for parents and the learner to meet with a member of the senior leadership team the Phase Leader and our MDT to discuss in order to find out as much information as possible in order to benefit the pupil learner and ensure individual needs are met. We have a comprehensive range of documents to be completed by parents/carers to aid the transition process. ~~Due to COVID19 any visits to school are at present being held after school~~

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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 through a planned transition. Children spend time in their new class in the last half term before their move. Teacher meet to ensure vital information is passed on. Parents are invited to meet the new class staff at virtual meet the teams meetings. the relevant Parents' Evening. Learners are supported through transition booklets.

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 students are due to leave school with parents being encouraged and supported to visit the local colleges and other provision. An annual Transition Fair provides parents/carers with information about services available including, respite, social care and further education post 19. In 2019 over 20 providers held stalls at the Transition Fair which was open to parents from Year 9 onwards The Connexions PA and the Transition team are involved. Due to COVID face to face events has not been possible. However, we plan to hold a transition fair in the spring of 2023. The plan to augment this offer by running a series of transition specific workshop aimed at families and carers of young people who are approaching transition.

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 the move to college.

Local Authority's LOCAL OFFER

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

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