

Information Report for Pupils with Special Education Needs

Heathland's Mission Statement:

Central to our mission statement it is our firm belief that students learn best within a secure, well-disciplined learning environment that provides a broad and balanced curriculum. We challenge our students to become ambitious learners who strive for excellence and the highest levels of achievement across all school life.

The Information Report for Pupils with Special Educational Needs and Disabilities (SEND) aims to explain the schools provisions for all pupils identified as requiring support for a Special Education Need or having English as an Additional Language. Our objective is to facilitate pupils to increase their life chances. We are aware of our limitations with some special educational needs and therefore have attempted to address a range of questions that should indicate the extent to which we can meet the needs of these pupils.

Learning Support Department:

This policy is based on the recommendations contained in the Code of Practice 2014 and provides the information required by the Education Act, 1996. It provides a staged approach to pupils with special educational needs, based on a 'continuum of needs and a continuum of provision'. Above all, it is designed to ensure that the commitment to excellence which is at the heart of the school's Mission Statement applies in full measure to pupils with special needs and those whose difficulties arise from an insufficiently developed command of English. We aim to empower pupils by building self-efficacy which should inevitably result in higher aspirations and academic achievement.

Glossary of Terms:

SEND: Special Educational Needs and Disabilities

Wave I -High Quality Core Teaching in the classroom that meets the needs of pupils.

Wave II -Additional support within school such as intervention groups, withdrawal sessions and external agency involvement.

EHCP –Education Health and Care Plan - A more tailored approach through transition group or intervention, withdrawals and external agencies.

Differentiation: The process whereby teachers meet the need for progress through the curriculum. Selecting appropriate teaching methods to match an individual child's learning strategies within a group situation.

Pupil Passports (PP) Outline of the pupils needs along with strategies to use in the classroom for teachers to refer to.

TA Teaching Assistants

EAL: English as an Additional Language. Pupils identified as EAL are categorized by the following categories.

A – New to English. May have little understanding of English but will have minimal or no literacy in English.

B – Early acquisition. Beginning to use spoken English and has developed some skills in reading and writing.

C – Developing competence. May participate in learning activities with increasing independence.

D – Competent. Oral English is developing well, enabling successful engagement in activities across the curriculum.

E – Fluent. Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

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SEND Categories

Communication and Interaction:

Cognition and Learning

Social Emotional and Mental Health Difficulties

Sensory and or Physical Needs

	Question	School response	Staff Responsible
1	<p>a) How does the school know if children need extra help?</p> <p>b) What should a parent do if they think their child may have special needs?</p>	<p>For all new pupils data is collected from the previous school (qualitative and quantitative). Where there is an identified special need, assessment of previous support is completed and intervention planned and put in place to continue to facilitate pupils' needs. EAL Pupils are identified through data collection. Pupils are categorised according to the background information gathered on them. Whilst at The Heathland School we formally assess the pupils on three occasions, the data is analysed and extra support and intervention is provided where necessary.</p> <p>Parents need to contact the school (Head of Year or SENCO) to inform concerns. Where the needs might be medical, they would need to access local services (GP/NHS). Assessments will be carried out by the school depending on concerns raised and where necessary external referrals to access more specialised assessment (Educational Psychologist, Advisory Teacher for Behaviour/Learning/Physical Disabilities, Speech and Language Therapist, SENSS, Occupational Therapist). Pupils' special needs can be in any of four categories with some overlapping: Cognitive and Learning Difficulties, Speech and Language Needs, Behaviour, Social Emotional Difficulties and or Physical and Sensory Difficulties.</p>	<p>SENCO: Miss H Jones Deputy SENCO: SEN advisory teacher & i/c EAL: Miss G.Glogowska SEN advisory teacher: Miss E Chahal-Ferguson Heads Of Years: Year 7: Miss S Redman Year 8: Miss L Tavallai Year 9: Mrs R Lounds Year 10: Miss M Acharya Year 11: Mr P Nash Year 12: Mrs N Cromie-Ryan Year 13: Miss E Legg</p> <p>LA-SEN Services/Specialists, NHS, GP, Head of Inclusion, School SENCO, HOYs and Welfare Officer. School Contacts: Assistant Head Teacher and Head of Inclusion: Mrs E Turner SENCO: Miss H Jones EAL Coordinator: Miss G Glogowska Welfare Officer: Miss A Waring Lead Learning Mentor: Mr L Nwagbara</p>

2	a) How will school staff support a child?	<p>SEND Pupils: There are three levels of support offered</p> <ul style="list-style-type: none"> • In class core teaching where there is differentiation through the employment of a range of learning styles and writing frames, resource sheets. • Additional support with Teaching Assistants (TAs) offering one to one to the less able or facilitating and monitoring the work of the more able, while teachers provide more expert one to one to those pupils with SEND. • A more tailored provision which could include intervention classes, withdrawals - Catch Up Literacy – TAs, Literacy and Reading Comprehension, Intervention - SEN/EAL Teachers and or transition group, Supported Study Group, intervention programme and Key Working with TA's. <p>All staff play a role in identifying pupil needs and making appropriate referrals.</p> <p>The Heathland School does not have a Specialist Unit. Pupils entering Year 7 with special educational needs who are performing below expected levels or who have other difficulties that impact on a smooth transition are placed in the Transition Group. This group can only accommodate eight to ten pupils who are taught English, History and Geography by Learning Support Staff and are facilitated to build social and communication skills. While the teachers follow the regular curriculum and differentiate the work to meet the needs of the pupils referred to this group, there is a great demand on staff to ensure that pupils make expected progress. The Heathland School has very high expectations of pupils and by choosing The Heathland School you have agreed to support with the rules and regulations and most important, to help your child to perform well academically and where possible raise the bar. There is strong emphasis on academic success and pupils at The Heathland School are required to meet homework and coursework deadlines irrespective of their special educational needs. There are a range of clubs (lunch time, homework clubs and other</p>	<p>All Class Teachers, Assistant Head Teacher and Head of Inclusion: Mrs E Turner Assistant Head Teacher and Head of Intervention: Ms F Constandi Head of Learning Support Department/SENCO: Miss H Jones Advisory Teachers in Charge of Year Groups: Year 7, 11 & 13 – Miss H Jones Year 8 & 10 – Miss G Glogowska Year 9 & 12 – Miss E Chahal-Ferguson EAL Coordinator: Miss G Glogowska</p> <p>Teaching Assistants: Mrs. N. Venkatesan Mrs. H. Rajput Mrs. P. Sidher Mrs. N. Mehta (Mat leave) Miss M Verma (Mat leave) Miss N Mulbocus Miss L Cook Miss L Stevenson Miss H Kader Mr D Callan</p>
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	<p>d) Who will explain to parents what is happening for the child?</p>	<p>improve performance. Each term pupils are assessed and their performance analysed. This analysis also involves reporting on pupils attitude to learning. Academic and behaviour targets are set and evaluated to ensure pupils continue to aspire for success.</p> <p>The school monitors support and provides feedback to parents through Tutor Evenings Yr 7 & 12, Subject Evenings, Intervention Evening Yr 8, 9, 10, 11 & 13 as well as consultation with external assessors to ensure they are aware of progress and programmes. Parents have a responsibility to work collaboratively with the school by monitoring homework, their child/children's reports and sharing concerns the with school. The parents role in ensuring their children take more responsibility for their learning (revise, complete homework, attend additional clubs and seek the help of staff where necessary) is emphasised.</p> <p>Where a difficulty has been identified, school will inform parents and will discuss assessment and intervention implemented. Communication with parents is ongoing. Pupil reports are provided termly and there are Tutor Evenings Yr 7 & 12, Subject Evenings and Intervention Evenings Yr 8 – 11 & 13 where information is shared and discussed. Parents are also contacted and informed about any assessments or interventions offered through the Learning Support Department. Where necessary there are reports/meetings with parents through external agency specialist teams.</p>	<p>Parents</p> <p>Heads Of Year, Head Of Department, SENCO, EAL Coordinator</p>
3	<p>a) How will the curriculum be matched to a child's needs?</p>	<p>Currently depending on the assessment of a pupil, intervention is tailored accordingly. Pupils on the SEND register are offered support in accordance with their SEND status, for example Wave I rely on the core teaching by class teachers and whole school strategies (like English and Maths Interventions and other departmental programmes). However, pupils of all abilities benefit from the differentiated planning of lessons by teaching staff. Other needs like Wave II pupils benefit from additional support in class (TAs), withdrawals with Learning Support Staff, English and Mathematics Intervention or external agencies. Pupils with an Educational Health Care Plan (EHCP-Wave III) receive more specialised support depending on their need in addition to in class</p>	<p>All Departments All member of staff</p>

	<p>b) What is the schools approach to differentiation?</p>	<p>support. The school acknowledges that pupils' attainment levels, attitude to learning, life experiences, and self-efficacy differ. Differentiation is essential at all levels of the curriculum as the needs of every child matters. The school and the staff team have a duty of care and that is reflected in the emphasis made on raising educational standards through the way all members of the team carry out their roles. Hence, the school has a holistic approach to pupil development. Differentiation is across the board for all of our pupils, the more able, average and the less able. Staff differentiate by objectives, content, tasks, outcomes, support and interactions. There are very high expectations of all pupils and the needs of all pupils are facilitated through the employment of a range of strategies. Literacy is a focus at all levels and in every subject. The use of different learning and assessment tools is practised and a strong emphasis on accountability is a thread that runs through the school. All members of staff view the performance and achievement of pupils as their responsibility even though independent learning and a sense of responsibility is also encouraged among pupils.</p>	<p>All departments All members of staff</p>
<p>4</p>	<p>a) How will both the school and parent know how a child is doing?</p> <p>b) How will the school support parents to help their child's learning?</p>	<p>Currently, pupils are monitored through formal and informal formative and summative evaluations. Reports of other assessments by external agencies (LA and their specialist team, NHS/CAMHS and social services) are sent to the school and information is shared with relevant staff and parents.</p> <p>The school provides ongoing information on pupil progress (academic, social and emotional). There are also discussions on how to help facilitate (workshops-providing parents with resources and information about useful contacts) as well as the opportunity for parents to contact the school and seek information.</p> <p>Parents are informed of progress and encouraged to facilitate their children through the monitoring and assistance with homework (pupil diaries provide useful websites and additional texts/revision to help facilitate learning).</p> <p>There are year group Intervention Evenings for Year 8, 9, 10, 11 & 13</p>	<p>Heads Of Years, Heads Of Departments, SENCO, EAL Coordinator, External Agencies</p> <p>Heads Of Years, Heads Of Departments, SENCO</p>

	c) When will parents be able to discuss a child's progress?	<p>where the parents of pupils who are underachieving are invited in and provided with a range of strategies to support their children.</p> <p>There are scheduled tutor, subject and intervention evenings as well as other meetings where parents are invited to discuss their child's progress. Parents are also encouraged to contact the school if they have concerns and the school welcomes this partnership. Statemented/EHCP pupils have an Annual Review Meeting where parents and external agency representatives are invited.</p>	Heads Of Years, Heads Of Departments, SENCO, EAL Coordinator
5	<p>a) What support will there be for a child's overall well-being?</p> <p>b) Pastoral, medical, social emotional in and out of school?</p>	<p>There are teaching staff, some of whom have additional responsibility and work as part of the inclusion/pastoral team; Support Staff - Careers Advisor; Learning Mentors, Teaching Assistants. Teaching and Administrative staff are trained in First Aid and all play a role in ensuring all aspects of pupils' well-being is addressed.</p> <p>In addition, to what has been mentioned above, Head of Years oversee the overall well-being of pupils but will liaise with other teams to ensure pupil needs are facilitated. External agencies also inform and advise as to how to facilitate and there is an ongoing relationship involving information sharing and intervention as recommended in accordance with pupil needs.</p>	<p>All members of staff</p> <p>All members of staff Specific Roles: Heads Of Years, Head Of Departments, SENCO, EAL Coordinator, Welfare Officer, Lead Learning Mentor</p>
6	What specialist services and expertise are available or accessed by the school?	<p>The school uses a range of services including the LA services (Advisory teachers for Learning, Behaviour, Physical Disability, Educational Psychologist, SENSS Team - Visually Impaired and Hearing Impaired, NHS Speech and Language, Connexions Careers Advisor, CAMHS and TYS & HYCS).</p> <p>Pupils are referred to these services when concerns are raised.</p>	<p>Assistant Head Teacher/Inclusion: Mrs E Turner SENCO: Miss H Jones Deputy SENCO: SEN advisory teacher & i/c EAL: Miss G.Glogowska SEN advisory teacher: Miss E Chahal-Ferguson</p>
7	What training will the staff supporting children and young people with SEND/EAL have had or receive?	<p>All SEN teachers have relevant qualifications in special needs – Our SENCO has recently gained The National Award for SEN Coordination (NASCO) and Accessing and Interpreting Tests for Access Arrangements (Level 7). Our EAL Coordinator worked for the Hounslow Language Service, She has an MA in English Language Teaching and an MA in Bilingual Learner at the Institute of Education.</p>	Assistant Head Teacher/Inclusion and SENCO/EAL Coordinator

		Most TAs have had training or gained qualifications at the BA or BSc level, others have HLTA qualification and/ or NVQ. A number of TAs have achieved L2 and L3 accreditation in teaching Catch Up Literacy. Teaching Assistants all have TA packs with resources to facilitate learning. These resources include Reading Comprehension Prompts; Editing your Work through punctuation, vocabulary, openers, connectives; improving your writing skills; questioning techniques- blooms taxonomy; study skills and maths revision cards. These are used during in class support, supported study and one to one sessions with pupils.	
8	How will children be included in activities outside the classroom, including school trips?	Currently pupils are encouraged to attend morning clubs, lunch time clubs and after school clubs. These clubs give them an opportunity to develop a range of skills. There are also trips throughout the year that allow them to explore different cultures and learn more about different societies. Other trips enable them to develop more skills in specific subject areas.	All Departments
9	How accessible is the school environment?	There are specific areas for wheel chair access and lifts in some parts of the building. However, there is still a need to use stairs as the lifts are not accessible in all areas. Pupils who are confined to wheelchairs would not be able to access the full curriculum as the school does not have the infrastructure to allow for access throughout the whole compound. Lessons are held in various sections of the building and not all can be accessed using a wheelchair. Music and Reception are not wheelchair Accessible. The school has been specially adapted to facilitate the needs of pupils with some types of Visual Impairment (eg. myopia, Pendular Nystagmus and Horizontal Nystagmus).	Assistant Head Teacher/Inclusion: Mrs E Turner SENCO: Miss H Jones Site Manager: Mr Blake-Brennan Welfare Officer: Miss A Waring
10	a) How will the school prepare and support a child to join the school.	The school offers pupils a range of academic courses and meets guidance under the equalities act. The objective is to enable pupils to increase their life chances and excel at whatever career path they choose. However, the school is aware of its limitations in meeting the needs of all pupils. While there is a Learning Support Department that aims to facilitate the needs of pupils with mild and moderate learning difficulties, there isn't the facility to meet the needs of those with severe difficulties. The school is very inclusive but is a mainstream	Assistant Head Teacher/Inclusion: Mrs E Turner SENCO: Miss H Jones Deputy SENCO: SEN advisory teacher & i/c EAL: Miss G.Glogowska SEN advisory teacher: Miss E Chahal-Ferguson

	<p>b) Transfer to a new school or the next stage of education or life?</p>	<p>school that is better equipped to meet the needs of pupils who can cope with the pressure of doing a number of academic courses that are not only demanding in terms of quantity and quality of work done in the classroom but also in relation to the before, during and after school requirements (homework, coursework, self-discipline and independent work outside of school hours).</p> <p>The Heathland School has two prospective parents' evenings where parents and their children have an opportunity to come in and get a flavour of what the school has on offer. Each department showcases the curriculum offered and the quality of work required and produced through the facilitation of staff. These evenings also include formal presentations from the Headmaster. Moreover, there are informal talks where parents and pupils can ask questions and have information shared to help them make informed decisions about the school.</p> <p>The school has forged strong links with Primary SENCOs and there is much liaison between the two in preparation for pupils with SEND joining the school in Year 7.</p> <p>The Learning Support Department also showcases the provisions offered by the department which is also very inclusive even though there are limitations as was mentioned before. The department has a Year 7 Transition Group where pupils with identified difficulties (cognitive, speech and language, social and emotional) have an opportunity to integrate into the school through small group teaching of some curriculum subjects. This tailored provision is intended to raise the achievement levels of pupils who gain access to the group. The expectation is that throughout the year pupils will gain the necessary skills to ensure they perform on par with their peers in mainstream. Pupils are expected to attain nationally expected levels so that they can cope with the curriculum. In the Transition Group a more tailored approach is used (according to the pupil's needs). However, they are still assessed at the end of the year with the same tests given in mainstream.</p> <p>As discussed above, The Heathland School aims to raise the educational attainment of pupils to ensure they can cope in a competitive world.</p>	<p>Head Of Year 7: Miss S Redman</p>
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		<p>Pupils receive a holistic and inclusive education that prepares them for university and the world of work. There is a strong ethos of driving all pupils towards higher and further education because education is seen as having an imperative role in pupils' life chances. Staff at all levels emphasise the importance of valuing education. There are specialist staff who provide career advice to pupils. There are also planned visits to colleges and universities to provide pupils with a flavour of the opportunities available to them. Pupils get support in completing application forms to advance to the next level successfully.</p> <p>Year 9 Careers Day is an annual event that provides an opportunity for pupils to explore their career options. In each department there are departmental displays showing different career pathways with subject selection. Sixth Form Open Evening serves as a means of preparing Year 11 pupils for their post 16 choices. Higher Education Day further facilitates choices as this is a Career Expo where universities across the country display their programmes of study on offer and career pathways. It facilitates our 6th Form pupils with their decision making and aids the transition into further education. Our Connexions and Careers Advisor provide additional information and support for pupils. The Learning Support Department liaise with colleges and universities to facilitate a smooth transition for some SEND pupils. In cases where parents are unable to support pupils with their interviews with further education, Teaching Assistants will attend. Monitoring of applications continues through telephone and email.</p>	<p>Academic Tutor: Mr E Spragg Career Advisor: Miss S Sharma Connexions Advisor: Ms D Meerins</p>
11	How are the school's resources allocated and matched to children's special educational needs?	<p>Data analysis plays a key role to the allocation of resources. Pupil Premium funding is used for a number of intervention programmes at all Key Stages. In Year 7-9 pupils who are below expected levels (particularly level 3) in Maths and English are placed in Maths and English Intervention Groups taught by specialist Maths and English Teachers. In Key Stage 4 this support continues in the form of Extra English or Maths which are also time tabled sessions. To complement this support pupils also have the additional morning, lunch time and after school homework and revision clubs that they can access to improve their educational attainment. There is a Supported Study Group (time tabled sessions) that offer pupils additional support to</p>	<p>Assistant Head Teacher/Inclusion: Mrs E Turner Assistant Head Teacher/Intervention: Ms F Constandi Head of English: Mr. S. Purchase Head of Maths: Ms A Matthews SENCO: Miss H Jones Educational Psychologists, Advisory Teacher for Behaviour, Advisory Teacher for Learning, SENSS and Advisory Teacher for Physical Disability.</p>

		secure their grades in core subjects. Pupils with more specific learning difficulties might receive additional support from external agencies. Some are offered Speech and Language Therapy, Educational Psychology Assessment, Occupational Therapy, Learning Assessment, Behaviour Intervention, Visual Impairment, Hearing Impairment; group and one to one social Use of Language Programme. Information from the external agency sessions is shared and fed into the practice of all teachers. Special equipment and other useful resources are purchased and used to increase pupil progress.	
12	How is the decision made about the type and how much support a child will receive?	Decisions about the type and level of support offered are made in accordance with need. Pupils who are identified as having special educational needs (Wave II and III) have a Pupil Passport informing of strengths, difficulties, targets and strategies. A provisions map is completed to indicate the types and levels of support given to pupils.	SENCO: Miss H Jones
13	How are parents involved in the school, and how can they become involved?	Parents are invited to all productions and events showcasing pupils talents, as well as the tutor, parents' and intervention evenings. Parents are also encouraged to contact the school where they identify any difficulties with their children.	All Departments
14	Who can parents contact for further information, or raise concerns?	Assistant Head responsible for Inclusion, SENCO, Head of Years and Learning Support Advisory Teachers for each year group.	Inclusion/Pastoral Team
15	How does the school decide what support and how much support a child receives?	The schools decides on the type and how much support is required based on the data on pupils (assessment formally, informally from internal staff or specialist external agencies).	External Agencies, Inclusion/Pastoral Team
16	How does the school listen to pupils views?	There is a student council that allows pupils to share their views and refer concerns to the Senior Leadership Team. Pupils also have daily tutorial time which allows them to speak to their tutors about any issues. Each year group has a year base where pupils go and interact with others in their year group. In addition, their Head of Year and Deputy Head of Year are there during lunch and after school to answer questions and facilitate with homework.	Deputy Head for Pupils: Mrs J Fahey Charity Week and School Council Coordinator: Mrs M Fideli-Taylor
17	How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?	There is a Governors meeting each term where the Deputy Head Pupils discusses with our Governors different themes. Our Raise Online data is used to identify gaps in pupil achievement; concerns are highlighted and discussed with the intent to agree strategies to raise aspirations and attainment. These meetings allow for discussion about SEN pupils	Deputy Head for Pupils: Mrs J Fahey Chair of governors: Mr. M. Nicholls Pupils governor: Mrs N. Bakshi

		which feed back into the practice of the Learning Support Department.	
18	How do pupils gain admission to specialist units/provision on the school site?	The Heathland School does not have a specialist unit. There is a Transition Group that offers a differentiated curriculum to a small group of pupils who might not be working on par with their peers or in line with national levels. The group has pupils with mild to moderate learning difficulties, social and emotional difficulties and speech and language issues. English, Geography and History are offered to the group by Learning Support Teachers. The teachers aim to facilitate pupils to achieve expected targets set through the mainstream classes. The expectations of pupils in this group are similar to that of the other Year 7 pupils.	SENCO: Miss H Jones

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