

## SEN OFFER: Heston Community School

Type of School: Academy Trust

<b>Specialist provision on site</b>	Hearing Impaired Unit – London Borough of Hounslow’s Provision Head of Unit - Mrs Kam Ajula
<b>How do you apply</b>	Please refer to the London Borough of Hounslow’s website [ <a href="http://www.hounslow.gov.uk">www.hounslow.gov.uk</a> ]
<b>Criteria for Admission, agreed with Local Authority</b>	<ul style="list-style-type: none"> <li>• An at least severe [71-95 dB] or profound hearing loss [greater than 95dB], depending on the functional implications</li> <li>• A receptive and expressive language delay of more than 2/3 years, and associated with hearing loss.</li> <li>• Broad average social development.</li> <li>• A need to develop language and communication skills through specialist teaching and possibly the use of other modes of communication such as Sign Supported English, or British Sign Language.</li> <li>• A need for individual/small group tuition, and special equipment, with support for its use.</li> <li>• A literacy level [reading age] of at least 7.5 years.</li> <li>• A need for opportunities to learn alongside hearing peers for some of the time.</li> <li>• Hearing loss as the primary SEN.</li> <li>• Broad average (non-verbal) ability.</li> </ul>
<b>What sort of support should I expect my child to receive</b>	<ul style="list-style-type: none"> <li>• Personalised lessons for English taught by a Teacher of the Deaf</li> <li>• Close liaison with Mainstream Teachers to ensure classwork, learning tasks and homework are differentiated appropriately</li> <li>• Support in Mainstream Lessons</li> <li>• Curriculum Support Lessons taught in the Hearing Impaired Unit</li> <li>• Alternative courses [eg Entry Level English and Maths]</li> <li>• Maintenance and checking of Hearing Aids and liaison with external hospitals and clinics, as required</li> <li>• Key Worker sessions</li> <li>• An Annual Review process</li> <li>• Excursions organised which are tailored to meet the needs of Hearing Impaired students [in addition to Whole School Trips]</li> <li>• Delivery of workshops by external Deaf Organisations, with topics reflecting the Cohort’s needs.</li> <li>• Learning Mentor Workshops on organisation and making friends [in Year 7] as well as various other Projects throughout the year.</li> </ul>

All Hounslow Schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

For further information also see [SEND & Inclusion Policy](#) and [Accessibility Policy](#)

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:**

School Based Information	Staff	Summary of Responsibilities
<p><b>Who are the best people to talk to in this School about my child's difficulties with Learning and/or Special Educational Needs [SEN]?</b></p>	<p><b>Assistant Headteacher [Inclusion and Special Educational Needs][SENCO]</b> Miss Michelle Stone <b>Assistant SENCO</b> Miss Leslie Cripps <b>Special Educational Needs Manager</b> Mrs Norma Cassin <b>Student Welfare Manager</b> Mrs Sam Summerell <b>SEN Administration Manager</b> Ms Lorna Buckmire</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs [SEN] and developing the School's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Along with the relevant teacher - Ensuring that you are:               <ul style="list-style-type: none"> <li>- Involved in supporting your child's learning.</li> <li>- Kept informed about the support your child is getting.</li> <li>- Involved in reviewing how your child is doing.</li> <li>- Part of planning ahead in order to meet your child's needs.</li> </ul> </li> <li>• Liaising with all the other people who may be coming into school to help support your child's learning, eg Speech and Language Therapy, Educational Psychology.</li> <li>• Updating the School's SEN Register [a system for ensuring all the SEN needs of students in this School are known] and making sure that there are excellent records of your child's progress and needs.</li> <li>• Providing specialist support for Teachers and Support Staff in the School so they can help your child [and other students with SEN in the School] achieve the best possible progress and outcomes in school.</li> <li>• Producing Individual Education Plans in conjunction with the relevant teacher [New SEN Code promotes the role of the teacher in supporting children's needs].</li> <li>• Completing Annual Reviews.</li> </ul>



**B. HOW COULD MY CHILD GET HELP IN SCHOOL? :**

Children in the School will get support that is specific to their individual needs. This may be all provided by the Class Teacher or may involve:

- Other staff in the School
- Staff who will visit the School from the Local Authority Central Services such as the Sensory Service [for students with a hearing or visual need]
- Behaviour and Learning Advisory Teachers and Staff who visit from outside agencies such as the Speech and Language Therapy [SALT] Service

	Types of support provided also showing the stage of the Code of Practice [the document that schools use to plan their SEN input] children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
<p><b>What are the different types of support available for children with SEN in this School?</b></p>	<p>Class Teacher input via excellent, targeted classroom teaching</p>	<ul style="list-style-type: none"> <li>• Ensuring that the Teacher has the highest possible expectations for your child and all students in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and can understand. All children in school should be getting this as a part of excellent classroom practice.</li> </ul>	<p>All children in the School should be getting this as a part of excellent practice when needed.</p>

	Types of support provided also showing the stage of the Code of Practice [the document that schools use to plan their SEN input] children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
		<ul style="list-style-type: none"> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning.</li> <li>• Putting in place specific strategies [which may be suggested by the SENCO or outside staff] to support your child to learn.</li> <li>• Providing practice when needed.</li> </ul>	<p><b>There will be communication with the students and parents on what type of support will be put in place and what the expected outcomes are The way the school carries out this is explained in the section ‘How will the School let me know if they have any concerns about my child’s learning in school?’</b></p>

	Types of support provided [under the new SEN Code, there are no longer stages (SA and SA plus) to refer to – just reference to graduated response	What would this mean for your child?	Who can get this kind of support?
	<p>Specific group work in a smaller group of children. This group may be:</p> <ul style="list-style-type: none"> <li>• Run within the normal classroom setting or elsewhere.</li> <li>• Run by a Teacher or Teaching Assistant who has had training to run such groups.</li> </ul> <p><u>Where children have identified by the Class Teacher as needing some extra support in school.</u></p>	<ul style="list-style-type: none"> <li>• Your child’s Teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/ learning and needs some extra support to help them make the best possible progress.</li> <li>• S/He will plan group sessions for your child with targets to help your child to make more progress.</li> <li>• A Learning Support Assistant, Teacher or outside professional [e.g. a Speech and Language Therapist] will run these small group sessions</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children will have been identified by the Class Teacher as needing some extra support in school to enable them to make appropriate progress.</p>
	Types of support provided	What would this mean for your child?	Who can get this kind of support?
		<ul style="list-style-type: none"> <li>• Your child will have been identified by the Class Teacher and/or SENCO [or you will have raised your concerns] as needing more specialist input instead of, or in addition to, excellent classroom teaching and intervention groups.</li> </ul>	

- |  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"><li>• You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</li><li>• You may be asked to give your permission for the School to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the School and yourself understand your child's particular needs better and be able to support them better in school.</li></ul> |  |
|--|--|---|--|

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
		<ul style="list-style-type: none"> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include:               <ul style="list-style-type: none"> <li>- Making changes to the way your child is supported in class, e.g. some individual support or changing some aspects of teaching to support them better.</li> <li>- Support to set better targets which will include their specific expertise.</li> <li>- A group run by School Staff under the guidance of the outside professional, eg a Social Skills Group or Sensory Circuit.</li> <li>- A group or individual work with outside professional.</li> </ul> </li> </ul>	

	Types of support provided also showing the stage of the Code of Practice [the document that schools use to plan their SEN input] children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
		<ul style="list-style-type: none"> <li>The School may suggest that your child needs some agreed individual support in School. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	
	Specified Individual support for your child in school.	<ul style="list-style-type: none"> <li>The School [or you] can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer.</li> </ul>	Children whose learning needs Continue and expected progress is not being made despite relevant and purposeful action having been taken by the school.

	<p><b>Types of support provided also showing the stage of the Code of Practice [the document that schools use to plan their SEN input] children will be at when receiving this input</b></p>	<p><b>What would this mean for your child?</b></p>	<p><b>Who can get this kind of support?</b></p>
	<p>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan [EHCP]. This means your child will have been identified by the Class Teacher or SENCO as needing additional support and it is necessary to formalise the planned support due to expected progress not having been made despite appropriate support being put in place by the School.</p>	<ul style="list-style-type: none"> <li>• After the School has sent in the request to the Local Authority [which will contain a lot of information about your child, and may include additional information provided by you], they will decide whether they think your child's needs [as described in the paperwork provided], seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the School to continue with the support in accordance with the requirements of the SEN Code of Practice.</li> </ul>	

	<p><b>Types of support provided also showing the stage of the Code of Practice [the document that schools use to plan their SEN input] children will be at when receiving this input</b></p>	<p><b>What would this mean for your child?</b></p>	<p><b>Who can get this kind of support?</b></p>
	<p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority Central Services, such as the Sensory Service [for students with a hearing or visual need] or Behaviour and Learning Advisory Teachers.</li> <li>• Outside agencies such as the Speech and Language Therapy [SALT] Service.</li> </ul>	<ul style="list-style-type: none"> <li>• After the reports have all been sent in, the Local Authority will decide whether it is necessary to issue a EHCP to enable your child to make good progress. If this is the case, they will write a Statement of Special Educational Needs or an Educational Health Plan. If this is not the case, they will ask the School to continue with the support under the SEN Code of Practice and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> </ul>	

	Types of support provided also showing the stage of the Code of Practice [the document that schools use to plan their SEN input] children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
		<ul style="list-style-type: none"> <li>• The Statement or Educational Health Plan will outline your child's needs and the provision which must be made to meet those needs from education, health and social care bodies. It will also have long- and short-term goals for your child.</li> <li>• Support may take the form of an additional adult who may be used to support your child with whole class learning, run individual programmes or run small group sessions, in which your child will be included.</li> </ul>	

<p><b>How can I let the School know if I am concerned about my child's progress in school?</b></p>	<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress, you should speak to your child's Tutor or Learning Coordinator initially.</li> <li>• If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Assistant Headteacher [Inclusion and SENCO].</li> <li>• If you are still not happy that the concerns are being managed and that your child is still not making progress, you should write to the Headteacher.</li> <li>• If you are still not happy, you should then contact the School's SEN Governor.</li> </ul>
<p><b>How will the School let me know if they have any concerns about my child's learning in school?</b></p>	<ul style="list-style-type: none"> <li>• When a Teacher or a Parent/Carer has raised concerns about your child's progress and where it is clear that targeted teaching has not met the child's needs, the Teacher must raise this with the Assistant Headteacher [Inclusion and SENCO].</li> <li>• At Heston Community School, there are three termly Data Harvest Reports completed by Subject Teachers and sent to parents/carers. Following a Data Harvest there are subsequent meetings between the Learning Coordinators and members of the School's Leadership Team to ensure that all children are making at least good progress. This is another way your child may be identified as not making as much progress as they might.</li> <li>• If your child is identified as not making progress, the School will set up a meeting with you to discuss this in more detail, listen to any concerns you may have, plan any additional support your child may need to receive and discuss with you any referrals to outside professionals which may be needed to support your child's learning.</li> <li>• Academic Concerns Evenings</li> <li>• Parents' Evenings</li> <li>• Academic Mentoring Days</li> </ul>
<p><b>How is extra support allocated to children and how are decisions taken to put in more support?</b></p>	<ul style="list-style-type: none"> <li>• The School Budget, received from Government, includes money for supporting children with SEN.</li> <li>• The Headteacher and the Assistant Headteacher [Inclusion and SENCO] discuss all the information they have about SEN in the School, including: <ul style="list-style-type: none"> <li>- The children getting extra support already.</li> <li>- The children needing extra support.</li> <li>- The children who have been identified as not making as much progress as would be expected.</li> <li>- You will be invited to discuss your child and the support required as part of the regular reviews on progress.</li> </ul> </li> </ul>

<p><b>Who are the other people providing services to children with an SEN in this School?</b></p>	<p>A. Directly funded by the School.</p>	<ul style="list-style-type: none"> <li>• Learning Mentors</li> <li>• Student Support Assistants</li> <li>• Speech and Language Therapy</li> <li>• Counselling</li> <li>• Student Welfare Manager</li> <li>• Hounslow Learning &amp; Behaviour Advisory Teachers</li> <li>• Educational Psychology Service</li> </ul>
	<p>B. Paid for centrally by the Local Authority but delivered in School.</p>	<ul style="list-style-type: none"> <li>• Hearing Impaired Unit</li> <li>• Speech and Language Therapy [provided by Health but paid for by the Local Authority]</li> </ul>
	<p>C. Provided and paid for by the Health Service but delivered in School.</p>	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Occupational Therapy [as part of a Statement/EHCP]</li> </ul>
<p><b>How are the Teachers in school supported to work with children with an SEN and what training do they have?</b></p>	<ul style="list-style-type: none"> <li>• The job of the Assistant Headteacher [Inclusion and SENCO] is to support the teachers in planning for children with SEN.</li> <li>• The School has a Training Plan for all staff to improve the Teaching and Learning of children including those with SEN. This includes Whole Staff Training on SEN issues such as ASD, dyslexia.</li> <li>• Individual Teachers and Support Staff attend Training Courses run by outside agencies that are relevant to the needs of specific children in their classes.</li> <li>• This School has run Whole Staff Training on the use of additional adults in the classroom, meeting the needs of all learners, dyslexia, phonics and literacy.</li> <li>• The School also has working groups to up skill Teachers and Support Staff on the strategies.</li> </ul>	
<p><b>How will the teaching be adapted for my child with learning needs [SEN]?</b></p>	<ul style="list-style-type: none"> <li>• Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.</li> <li>• Support staff will support your child's learning in the classroom.</li> <li>• Specific resources and strategies will be used to support your child individually and in groups.</li> </ul>	

<p><b>How will we measure the progress of your child in School?</b></p>	<ul style="list-style-type: none"> <li>• Your child’s progress is continually monitored by his/her Teachers, Tutor and Learning Coordinator.</li> <li>• His/Her progress is reviewed formally every term and a National Curriculum Level or GCSE/BTEC grade is given in each subject as part of the School’s Data Harvest.</li> <li>• If your child is not at Level 1, s/he will be assessed using another Scale which assessed attainment up to Level 1. This Scale uses ‘P levels’.</li> <li>• At the end of Key Stage 3, the School is required to report National Curriculum levels for your child in English, Maths and Science. This is something the Government requires all schools to do and the results are published nationally.</li> <li>• Children at SEN Support will have an IEP/Snapshot which will be reviewed every term and at the same time the Plan for the next term will be drawn up.</li> <li>• The progress of children with a statement of SEN or EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education.</li> <li>• The Assistant Headteacher [Inclusion and Special Educational Needs][SENCO] will also check that your child is making good progress within any individual work and within any group in which they take part.</li> </ul>
<p><b>What support do we have for you as a parent/carer of child with an SEN?</b></p>	<ul style="list-style-type: none"> <li>• We would like you to talk to your child’s Subject Teachers, Tutor and Learning Coordinator regularly so we know what your child is doing at home and we can tell you about what we are doing with him/her in school. By doing this, we hope this will ensure that we are all doing similar things to support your child at home and at school and can share what is working in both places.</li> <li>• The Assistant Headteacher [Inclusion and SENCO] or your child’s Tutor is available to meet with you to discuss your child’s progress or any concerns you may have.</li> <li>• All information from outside professionals will be discussed with you by the person directly involved. Where this is not possible, then information will be shared in the form of a report. The Assistant Headteacher [Inclusion and SENCO] will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> <li>• IEPs will be reviewed with your child and any updates will be sent to you.</li> <li>• Homework will be adjusted, as needed, to meet your child’s individual needs.</li> <li>• Coffee Mornings are offered weekly into which parents/carers may drop</li> <li>• NEXUS [Year 7 Nurture] Group Review Meetings</li> <li>• Structured Meetings for parents/carers of those identified as the bottom 20% of underperforming students in each Year Group.</li> </ul>
<p><b>How have we made this School accessible to children with SEN? [Including After School Clubs etc]</b></p>	<ul style="list-style-type: none"> <li>• We endeavour to ensure that equipment used is accessible to all children, regardless of their needs.</li> <li>• We provide support with homework and reading at lunchtime, before and after school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Key Words and literacy resources are used across the School to support learning.</li> <li>• The school has lifts in two of its buildings to aid access.</li> <li>• Timetables may be adjusted where required and where possible to accommodate accessibility requirements.</li> </ul>
<p><b>How will we support your child when they are leaving this School or moving from one Year Group to another?</b></p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN and take steps to ensure that any Transition is as smooth as possible.</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> <li>• We will contact the SENCO at the new School and ensure s/he knows about any special arrangements or support that will need to be made for your child.</li> <li>• We will make sure that all records about your child are passed on as soon as possible.</li> </ul> <p>When moving years in school:</p> <ul style="list-style-type: none"> <li>• Information about your child will be shared with their new Subject Teachers.</li> <li>• If a Personalised Learning Plan would help your child in transition to another year, we will put this in place.</li> </ul> <p>In Year 11:</p> <ul style="list-style-type: none"> <li>• Your child will meet with a ‘Prospects’ Worker to create a Plan for their Post-16 Education</li> <li>• Your child’s Learning Coordinator and Tutor will support your child in finding a new school/college.</li> <li>• If necessary, the Assistant Headteacher [Inclusion and SENCO], Learning Coordinator or Pupil Welfare Manager will arrange visits to new schools/colleges for your child.</li> </ul> <p>At Post-16 level: Heston Community School is a partner member of Hounslow’s Education Improvement Partnership [EIP] and as such work with other partners to ensure Hounslow’s young people are effectively supported to stay and progress in their learning.</p> <p>As part of its responsibilities, Heston Community School will:</p> <ul style="list-style-type: none"> <li>• Negotiate with the Local Authority [Connexions] an annual partnership agreement setting out the support available for young people identified as being at Risk of NEET, data sharing agreements/protocols (e.g. related to ‘Risk of NEET’ tracking,</li> </ul>

*joiners and leavers data for Years 11-13, September Guarantee and Destination Survey data) and arrangements for monitoring and reviewing the agreement.*

- Maintain a 'Risk of NEET' list of young people from Year 8 onwards incorporating agreed Risk of NEET 'levels' [NB the list might be based on the data provided annually by the LA data team using the Hounslow Risk of NEET Indicator but should be moderated based on the School's own data and knowledge of its pupils).
- Identify and coordinate appropriate interventions for young people.
- Negotiate additional support to be provided by the LA for those young people identified as requiring this.
- Review progress and the impact of interventions for all young people recorded on the Risk of NEET list.
- Ensure that records of interventions and Risk of NEET status are systematically updated on internal systems including interventions and outcomes, adding/amending qualitative data to support judgements on level of risk, interventions from external partners, e.g. Connexions/Alternative Provision, adding additional names to the list as appropriate].
- Share RON data periodically with the LA as outlined in the annual partnership agreement.
- Manage transition and progression providing learners with a Programme of Induction leading to their understanding of:
  - Key information related to their learning programme including health & safety requirements, timetable [including Consortium arrangements and processes], details of the curriculum and assessment arrangements [how and where they will learn, timescales and qualifications to be achieved] and financial support available [eg government bursary scheme]
  - How they will be supported and who will provide this [e.g. named teachers, assessors and learning support staff; tutors and mentors]
  - Expectations of the School and their responsibilities as learners [e.g. attendance, behaviour, dress code, meeting targets and deadlines]
  - The School's requirements for **storing and sharing information** that supports learning and progression [e.g. monitoring their risk of NEET status, additional learning support, data sharing agreements with Connexions] and complete relevant consent forms as required [NB Learners should be notified that providers have a statutory duty to inform their Local Authority if and when they leave a learning programme]
  - The process for making a complaint or accessing external support if required [e.g. self-referral to the Connexions Service].

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Provide an ongoing programme of Careers Education, Information, Advice and Guidance which helps the young person to relate their current progress to their longer term goals and aspirations.</li><li>• Provide Information, Advice and Guidance and pastoral support during and at the end of a course of study which enables a young person to make genuine progression into the next stage of their learning, training and/or employment.</li><li>• Support [and track] young people at transition points to ensure they secure suitable offers of learning [e.g. Year 11 'September Guarantee'].</li><li>• Arrange Alternative Provision where a Programme of Study is no longer deemed to be meeting the learner's needs.</li><li>• Notify the Local Authority [Connexions] immediately where a young person is flagged as causing serious ongoing concerns or has actually 'dropped out', using the agreed process.</li></ul> |
|--|---|

**Who can I contact for further information?**

Miss Michelle Stone  
Assistant Headteacher [Inclusion and Special Educational  
Needs][SENCO]  
[mstone@hestoncs.org](mailto:mstone@hestoncs.org)

Miss Leslie Cripps  
Assistant SENCO  
[lcripps@hestoncs.org](mailto:lcripps@hestoncs.org)

Please also copy any email sent to:  
[SENadmin@hestoncs.org](mailto:SENadmin@hestoncs.org)

If you are not satisfied with the School's response to your  
concerns and you wish to make a complaint, please contact in  
writing:

Mr R Berdesha  
Acting Headteacher  
Heston Community School  
Heston Road  
Heston  
Hounslow  
TW5 0QR