



SEND AND INCLUSION ANNUAL REPORT TO PARENTS AND GOVERNORS

Heston Community School is committed to meeting the needs of all students including those with Special Educational Needs. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they feel that they are a valued member of the wider school community.

Students with special educational needs have learning difficulties and disabilities that make it harder for them to learn than most students of the same age. These students may need extra or different help from that given to other students of the same age.

The SEND Code of Practice lies at the heart of the School's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of their students.

At Heston Community School, students are categorized within our Inclusion File as:

- In Class Strategies [I],
- SEND Support [K]
- Education, Health and Care Plan [E]

Key Personnel

SENCO - Michelle Stone

Assistant SENCO - Leslie Cripps

HI Manager - Kam Aujla

SEND Governor - Fran Hooker

Policies

Updating of the Inclusion Policy, SEND Information Report and SEND Offer has taken place in January 2020.

**NUMBER OF STUDENTS AND THEIR SEND CATEGORIES IDENTIFIED
JANUARY 2020**

Year Group	In class Support Strategies [I]	SEND Support [K]	EHCP [E]
7	19	25	5
8	9	29	2
9	17	25	7
10	8	29	4
11	14	11	7
12	15	5	3
13	12	2	3
Total	94	126	31

IDENTIFICATION OF STUDENTS WHO ARE SEND

- All staff are aware of the students who are SEND through the Inclusion File, SIMS and Provision Map
- The Inclusion File provides bespoke profiles outlining strategies to support SEND/Inclusion students within the lesson and for some outside the lesson.
- Book scrutinies, learning walks and lesson visits allow for quality assurance to be undertaken so that we are able to gauge:
 - staff awareness of those with SEND/Inclusion needs
 - if members of staff are catering for those needs
 - whether the adaptations are making an impact within the classroom.
- Inclusion staff receive feedback from teaching staff through round robins
- Teaching staff are regularly required to update context sheets to inform planning with effective differentiation so that they highlight strategies and intervention for individual needs.

IMPACT

Staff are fully aware of all students who have an inclusion need through the Inclusion File, Inclusion Support Plans, SIMS, Context Sheets and curriculum meetings agendas. The information supports the teacher to provide Quality First Teaching and take greater responsibility for academic progress, allowing students with SEND to perform to the best of their ability. When Quality First Teaching is

delivered successfully there is less need for withdrawal sessions or interventions outside of the lesson.

EXAM DATA EHCP STUDENTS [E] [CAG]

	KS2 Prior	A8 Pts	Average A8 Grade	A8 Est	Eng P8	Mat P8	EBacc P8	Open P8	P8
1 [SEN]	5.2	61	6.1	58.35	0.028	0.245	0.21	0.493	0.266
2 [SEN]	5.4	72	7.2	64.33	1.541	-0.493	1.199	0.659	0.767
3 [HI]	4.8	47	4.7	47.07	-0.983	-0.497	1.158	-0.196	-0.007
4 [SEN]	3.1	25.25	2.53	24.04	0.268	0.964	0.21	-0.627	0.122
5 [SEN]	4.7	66	6.6	44.87	1.21	0.742	3.075	2.667	2.113
Summary	4.64	54.25	5.43	47.73	0.413	0.192	1.17	0.599	0.652

EXAM DATA SEND SUPPORT [K] [CAG]

	KS2 Prior	A8 Pts	Average A8 Grade	A8 Est	Eng P8	Mat P8	EBacc P8	Open P8	P8
1	5.5	65	6.5	67.7	-0.747	0.125	-0.167	-0.317	-0.27
2		35	3.5	-	-	-	-	-	-
3		45	4.5	-	-	-	-	-	-
4		47	4.7	-	-	-	-	-	-
5	3.7	23	2.3	29.61	-0.302	-0.595	-0.987	-0.619	-0.661
Summary	4.6	43	4.3	48.65	-0.525	-0.235	-0.577	-0.468	-0.466

Attainment for SEND students is difficult to compare to the rest of the cohort and to the national average as each student is on their own journey. No year will ever be the same due to the variety of needs associated with each student and cohort.

It is therefore more suitable to focus on progress and the story behind each individual student. As a group, the students with EHCPs [E] have achieved a Progress 8 [P8] of 0.65, which is a fantastic achievement. One student did exceptionally well achieving a Progress 8 of 2.11.

The SEND Support [K] achieved a Progress 8 score of -0.46. This group of students with complex needs, includes those who have no prior data; therefore, they could not be counted in the figures. The two students that did count received support for their social and emotional well-being.

No students from the SEND summer leavers are registered as NEET [Not in Employment, Education or Training].

The table below indicates their destinations.

Number	Destination
5 EHCP [E] Students	1 Heston 2 Heston 3 West Thames College 4 Kingston College 5 Richmond College
5 SEND Support [K] Students	1 Heston 2 West Thames College 3 Heston 4 Heston 5 West Thames College

PROGRESS

Student progress is analysed using SISRA after each Data Harvest. This year, we were only able to complete two Data Harvests due to the COVID-19 pandemic and national lockdown. Lexia and MathsWhizz performance reports are also used to monitor progress for targeted KS3 groups.

KS5

Student	Subjects and grades (CAG)	University and Course
M	Business - A Photography - A IT BTEC - M	Preston University - Deaf Education and Interpreting
A	IT - D* Psychology - B Biology - D	Royal Holloway - Psychology and Neuroscience
S	Business - DD IT - M	Brunel - Business

KS4

PROGRESS 8 - GROUPS			
	2018	2019	2020 [CAG]
All Students	0.69	0.80	0.69
Disadvantaged	0.54	0.41	0.76
Non-disadvantaged	0.77	1.00	0.66
SEN EHCP [E/S] [5]	0.64	0.54	0.65
SEN Support K [2]	-0.60	1.24	-0.47
SEN Non	0.70	0.77	0.71
PA Lower	1.30	0.73	0.94

KS3

A targeted group of students from Years 7-9 - who had fallen behind their chronological age for both Literacy and Mathematics, participated in support programmes to raise their Literacy and Numeracy levels.

The Lexia and BKSb programmes have enabled students to practice reading strategies, develop their decoding skills and knowledge of word and sentence construction and to extend their vocabulary. Students used MathsWhizz both at School and at home, to improve progress in numeracy.

The monitoring and testing within these programmes demonstrated students' enhanced confidence and performance. Deploying these supportive resources have helped our students to close the gap with their peers.

Unfortunately, due to the COVID-19 and the national lockdown we were unable to complete the full year's programmes so have made observations from Data Harvest 2 only.

Form	PPG	SAS Verbal TP Year 7	SAS Quantitative TP Year 7	SAS Non-Verbal TP Year 7	SAS Spatial TP Year 7	SAS Mean TP Year 7	Reading Ages Test A	Reading Ages Test B	Reading Ages Test C	DH2 Average Grade	Average ATL	Average EAF Diff	Above, On, Below	Lessons 2+ sublevels below
8O	Y						69	76	69	1+	B	1.2-	1,2,7	4
9G	Y	113	91	99	122	106	120	121	127	2+	B	1,8	7,1,1	1
9B	Y	91	91	78	64	81	82	94	90	2-	B	1.5	6,2,2	0
9C	N	86	87	77	81	83	77	88	92	2+	A	0.9	6,2,2	1
9W	N	93	94	87	66	85	75	80	82	2-	A	0.8	5,3,2	1
9P	Y	92	94	100	78	91	82	78	89	2+	A	0.7	6,3,1	0
9G	N	81	85	91	78	84	97	91	95	2+	A	0.6	5,4,1	0
9O	N	93	0	110	106	92	88	74	72	2-	B	0.3	5,1,4	3
9P	N						80	85	106	2-	B	0.3	5,1,4	0
9R	N	77	95	92	88	88	72	69	69	2+	B	0.3	4,3,3	2
9C	Y	73	72	71	96	78	72	71	72	2-	B	0.3	5,3,2	2
9O	N	60	85	62	76	71	69	77	72	2+	B	0.2	4,3,3	0
9R	N	59	59	74	70	66	na	69	tbc	1+	A	0.1	1,2,5	1
9P	Y	63	88	64	101	79	na	na	tbc	2-	B	-0.1	2,3,3	1
8P	N						69	69	69	1+	B	-0.2	3,2,4	2
8R	N						71	75	72	1+	A	-0.4	2,3,5	1
9P	N	82	90	86	84	86	72	80	77	2-	B	-0.5	2,4,4	3
9G	Y	71	74	86	76	77	70	76	76	1+	B	-0.7	3,2,5	3
8O	Y						81		69	1+	A	-0.7	0,5,5	2
9P	N	77	74	62	86	75	89	98	101	2-	B	-1	0,6,4	2
8W	Y						84	na	tbc	1+	B	-1.3	1,2,7	4
9G	N	78	87	59	94	80	74	78	83	1-	B	-1.4	1,3,5	4
7P	N						69		69	1-	B	-1.4	1,1,7	4
8G	N						74	99	96	1-	B	-1.5	0,2,8	5
9P	Y	86	78	81	61	77	76	82	tbc	3-	A	-1.7	3,1,6	3
9G	N	79	90	84	94	87		79	tbc	1-	C	-1.7	1,3,6	4
9O	Y	82	74	84	92	83	81	87	69	2-	B	-2.3	1,0,9	6
8O	Y						90	70	tbc	2-	B	-2.5	0,0,10	7
8W	N						69	77	tbc	2-	B	-2.5	0,1,9	5
8R	Y						106	112	tbc	1+	C	3.8-	1,0,9	8
9W	Y	72	87	70	66	74	69	69	69	1-	B	3.3-	1,2,7	7

- 29 of 31 students had an average Attitude to Learning of an A or a B – showing a very positive attitude to learning across their school
- 12 students were working at or above their end of year target grades on average. With a further 7 working at only -1 grade from their end of year target with one term left to improve
- 14 students were working inline or above in Mathematics and English lessons
- 6 students were highlighted [red text] to have their support provision reviewed and revised as they were still showing a very large difference between their target grades and attainment.

LEARNING EXPERIENCES

Unfortunately, due to the COVID-19 and the national lockdown we were unable to run our planned educational visits.

OTHER THAN STAFFING USES OF FUNDING

In addition, funding is used to purchase specialist resources to support students with SEND - IPADs, laptops, coloured overlays, specialist writing slopes, radio aids, reader pens etc. It is also used to fund outside agency support where appropriate. Examples include Hounslow Services such as Educational Physiologist and Behaviour and Learning Specialists.

DEPLOYMENT OF STAFF

Heston Community School advocates Quality First Teaching and sees it as fundamental in supporting our SEND and Inclusion students. SEND is regarded as a whole school policy; all teachers are expected to teach students with SEND and are responsible for ensuring the curriculum is suitable for their different and/or additional needs. All students are entitled to an education providing a broadly-based, balanced curriculum and, as far as it is reasonably practical, those with SEND should engage in all the activities. In order for this to be achieved, SEND students have access to all areas of the curriculum where appropriate and we endeavor to ensure that appropriate provision and support are given. The best strategies for each student are made available to all staff through the Inclusion File and SIMS. All students with an EHCP and high need SEND Support have more detailed profiles outlining background information and strategies to support. These profiles are essential in supporting the delivery of Quality First Teaching in the classroom.

In addition to the Inclusion staff highlighted above, Heston employs a comprehensive team for student support. This includes:

- Student Services/Attendance Officers
- EAL Manager and EAL TAs
- Careers Advisor
- Learning Mentor
- School Counsellor

- Staffing for the Inclusion Room
- HI Speech & Language Therapists

EXTERNAL AGENCIES

In addition to the internal support offered, and depending on the needs of the student, we would seek consultation and advice from a number of agencies, including:

- Educational Psychologists
- Speech & Language Therapists
- Hounslow Deaf & Hearing Impairment Team [DHIT]
- Hounslow Visual Impairment Team [VIT]
- Child & Adolescent Mental Health Service [CAMHS]
- Occupational Therapists

LIAISONS

We have a number of links with feeder primary schools. Members of Inclusion staff along with the Year 7 Pastoral Team visit and attend Year 6 annual review meetings with the primary schools in order facilitate a smooth transition when first joining Heston Community School. To ensure smooth transition from other establishments, the Inclusion Team meet with the relevant staff to ensure that all key information is transferred and can be acted upon. The Inclusion Team undertake additional visits to carry out baseline tests to enable the School to preplan for those that may require extra support. We would normally offer students with more complex needs the option of coming in for additional visits before they start. However, this year Zoom calls and virtual tours were organised for families. The Schools SENDCO and Assistant SENDCO continue to run the SEND Forum for Hounslow Borough and have helped support other schools during the lockdown period.

PROFESSIONAL DEVELOPMENT

The Assistant SENCO is completing training to assess dyslexia. Teaching Assistants are all trained as Exams Invigilators.

The School runs a comprehensive training programme for **ALL** staff throughout the year. Training includes both mandatory and voluntary sessions on topics to support students with SEND. Inclusion meet on a weekly basis to discuss students and appropriate strategies.

PARENTAL COMMUNICATION

Parents are updated regularly on their child's progress. They are invited to attend and contribute during Parents' Evenings, Annual Reviews, two Inclusion Parents Evenings, Outside Agency Meetings, Pastoral Meetings, and Review Days. The Inclusion Team is also available for parent meetings on request.