



## **SEND AND INCLUSION ANNUAL REPORT TO PARENTS AND GOVERNORS**

Heston 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 categorised within our Inclusion File as:

- In Class Strategies (I),
- SEND Support (K)
- Education, Health and Care Plan (E)

### **Key Personnel**

SENDCO – Leslie Cripps

Head of the Centre for the Deaf – Kam Aujla

SEN Manager – Asmah Khan

EAL Manager – Naomi Christie

SEND Governor – Fran Hooker

### **Policies**

Updating of the Inclusion Policy, SEND Information Report and SEND Offer has taken place in 2023.

Group	Total No. 1360	Percentage	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
EHCP (Centre included)	38	3%	6	11	10	5	2	2	1	1
Centre for the Deaf	13	1%	2	6	3	1	0	1	0	0
SEN Support K	74	5%	35	7	13	7	8	4	1	0

#### The 4 areas of need according to the SEND Code of Practice [EHCP]

Area	Total No. 38	Percentage	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
Communication Interaction	17	45%	2	5	4	3	0	1	1	1
Cognition and Learning	7	18%	1	1	3	1	0	0	0	1
SEMH	6	16%	2	1	0	1	1	0	1	0
Sensory and/or Physical Needs	21	55%	2	8	7	1	2	1	0	0

#### The 4 areas of need according to the SEND Code of Practice [SEND Support] [K]

Area	Total No. 74	Percentage	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
Communication Interaction	24	31%	8	4	6	2	3	1	0	0
Cognition and Learning	18	24%	12	1	3	1	1	0	0	0
SEMH	22	30%	8	2	6	2	3	1	0	0
Sensory and/or Physical Needs	10	14%	2	0	1	2	3	2	0	0

### 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 looks, learning visits and lesson observations 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 ask regularly for feedback from the 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, Pupil Passports, SIMS, context sheets and curriculum meetings. The information allows the teacher to provide Quality First Teaching and [take greater responsibility for an individual's 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.

## Achievement

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 and therefore no year will ever be the same due to the variety of needs associated with each student and cohort.

As a group, the students with EHCPs [E] and those on SEN Support have all moved to the next stage of their educational journey whether that be A-Levels, BTECS or other vocational courses.

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

The tables below indicate their destinations:

### Nine Year 11 EHCP Destinations for 2023-2024

Uxbridge College
Uxbridge College
Heston Community School VCert Business
BW Football Academy
Uxbridge College
Uxbridge College
Kingston College
Heston Community School Business Btec
West Thames College

### Two Year 13 ECHP Destinations for 2023 - 2024

Brunel University
Kings College London

### Nine Year 11 K SEN Support Destinations for 2023 - 2024

Economically inactive- medical
Heston Community School BTEC
Richmond College
City of Westminster College
Richmond College
Richmond College
Heston Community School 6 <sup>th</sup> Form
West Thames College
Heston Community School 6 <sup>th</sup> Form

## **Progress**

Student progress is tracked and monitored three times a year via a data harvest and is analysed using SISRA. Lexia, MathsWhizz and BSKB performance reports are used to monitor progress for KS3 targeted groups.

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

The Lexia and BSKB programmes have enabled students to practise 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.

## **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 - Hounslow Services such as Educational Physiologist, Behaviour and Learning Specialists.

## **Deployment of staff**

Heston 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 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 endeavour 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
- Teacher TA support in lessons
- Careers Advisor

- Learning mentor
- School Counsellor
- Bubble Support Staffing
- Specialist Speech & Language Therapists for SEND and Deaf Students
- Specialist Occupational Therapist for SEND and Deaf Students
- Post 16 Community Service Support in lessons
- Wellbeing Mentor

### **External agencies**

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

- Educational Psychologists
- Advisory Teachers for Vision Impairment
- Advisory Teachers for Physical Disabilities
- Habilitation Specialist for our Visually Impaired students
- NHS Physiotherapists
- Speech & Language Therapists
- Hounslow Deaf & Hearing Impairment Team (DHIT)
- School Nurse
- Child & Adolescent Mental Health Service (CAMHS)
- Occupational Therapists

### **Liaisons**

We have a number of links with other feeder primary schools. Inclusion Members of staff along with the year 7 pastoral team visit and attend Year 6 annual review meetings with the primary schools in order to make transition as smooth as possible for any student with SEND joining or leaving Heston. Also to ensure smooth transition from primary school or on to college, the SENDCO, SEND Manager and Centre for the Deaf Manager meet with the relevant staff in the other phases to ensure that all key information is transferred and can be acted upon once the student moves from one setting to another. The Inclusion team also carries out additional visits to carry out baseline tests so that we can pre-plan for those that may require extra support. The tests this year were carried out during Summer, which worked really well and allowed the school to have settings and support in place by early September.

We also offered students with more complex needs the option of coming in to visit at other times before they started.

### **Parental Communication**

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