

LOCAL SEND OFFER (2020/21)

At Heart of England School we welcome students with Special Educational Needs and Disabilities (SEND) and our aim is to ensure that every student is able to make the best possible progress, regardless of any disability or learning difficulty that they may have. The information below details key features of our provision. It is advisable to read this document in conjunction with our SEND Policy.

Should you wish to discuss any aspects of our provision or have specific questions which are not addressed in this document or our SEND Policy, you can contact us via the school office.

- Our Special Educational Needs Co-Ordinator is Ms Anna Hoban
- Our Governor with responsibility for SEND is Mrs Lesley Markham

Heart of England School is a popular, busy school that prides itself on being truly comprehensive. We have an increasingly diverse catchment of students and we strongly believe that all students should have the opportunity to access as broad and challenging a curriculum as possible.

We recognise that for some students, depending upon their needs, reasonable adjustments, modifications and adaptation may have to be made in order for them to realise their potential.

In order to support all pupils with SEND Heart of England School believe in a provision of targeted support.

Pastoral Care and Guidance

Every student at Heart of England School belongs to one of our four Houses (Phoenix, Apollo, Pioneer or Voyager), with each House having a Pastoral Manager to help support students in their care. Our Pastoral Managers are:

- **Apollo:** Mrs Jessica Greenaway
- **Phoenix:** Mrs Leanne Holdgate
- **Pioneer:** Mrs Rowanne Lee
- **Voyager:** Mrs Samantha Lydster

Our Pastoral Managers are non-teaching members of staff, allowing them to be readily accessible to students as and when needed.

In addition to the support above, each student will be part of an Achievement Tutor group, whom they will register with each morning. Our tutor groups are comprised of several students from Year 7 through to Year 11; this mixture of students helps to create a familial feeling around school.

Teaching, Learning and Assessment

At Heart of England School, we recognise that the most effective way for us to meet the needs of students is through caring, well-informed and ambitious teachers. Each subject teacher is an expert in their respective field and it is they who are best equipped to identify the relevant targets to enable each student to make progress. All teachers have access to the school SEND register detailing the specific SEND needs of the pupils they teach. This enables all teachers to know their students and support, manage and help a child to develop into intendent learners. Teachers will meet the needs of students by knowing their students and by making reasonable adjustments by differentiating lessons to help each student access the curriculum and make progress.

Where it becomes apparent that additional support is needed, the teacher will inform the SENCO who will become involved to further support the student. The support offered will vary, depending upon the identified needs and the resources at hand.

If it is apparent that students continue to struggle to make progress, both socially and/or academically, despite reasonable adjustments being made, liaison with parents will occur and additional support may be required. This could be in the form of a referral to an outside agency to gather advice and support on additional needs, a referral to an outside agency to acquire a diagnosis of SEND and/or application for an Educational Health and Care Plan (EHCP).

Educational Health, Care Plans (EHCP)

The majority of children with special educational needs and disabilities will have their needs met within School settings. Needs can be met through School based interventions or with additional advice with external agencies. However in a small number of cases where progress isn't being made despite the "Plan, Do, Review" process of continuous assessment then Schools or parents may consider requesting a statutory assessment. The EHCP is a legal document that enables provision that is additional to and different from what is ordinarily available in a mainstream setting. The EHCP replaces the previous legal document which was known as a statement of special educational needs and the learning difficulties assessment (LDA). The EHCP is for young people with the most complex needs that the local authority has to consider from the age of 0-25 years' (Solihull Local Offer).

Depending upon need, some students may have an EHCP (Education, Health and Care Plan). EHCPs will be reviewed on a regular basis (depending upon the nature and severity of the need) and may well involve other professionals being involved to review progress. As with the Learning Passport approach above, Parents / Carers and students would be fully involved in the devising and reviewing of any EHCP.

Solihull Statutory Assessment and Review team (StART) will be responsible for the EHCPs and ensuring that reviews take place accordingly. Specific questions about EHCPs should be referred to StART. In the case of students from a Local Authority other than Solihull, that respective Local Authority will be responsible for ensuring appropriate reviews take place in line with the EHCP requirements.

Solihull SENDIAS (Special Educational Needs and Disability Information Advice and Support) are available to support children and young people with SEND and their parents/carers. There is advice and support available to access at

- <https://www.family-action.org.uk/solihullsendias/>

Pupil Profiles

We develop Pupil Profiles for students who have more acute, far reaching needs and require an additional layer of support with their learning. Our Pupil Profiles are developed via consultation with subject teachers, the student and Parents / Carers. Each Pupil Profile will identify 3 areas of need: The Individual Pupil, Building Relationships; this could include difficulties with self-esteem, confidence, friendships etc. and Curriculum and Learning; providing staff with personalised guidance and strategies to help support the student. These Pupil Profiles are reviewed as and when appropriate.

Staffing

We are all committed to ensuring that each child makes the best possible progress at Heart of England School. In the first instance any questions regarding progress should be directed to your child's Achievement Tutor or the specific subject teacher. You can contact them via the school office or via INSIGHT.

Additional Support

At Heart of England School we employ Learning Support Assistants, their role is to support students academically and socially both within the classroom and out. Our Learning Support Assistants are trained to support pupils with a variety of SEND including those with and without an EHCP.

In addition to the Learning Support Assistants Heart of England School employ a fully trained Autism

Lead Teacher who is responsible for supporting and overseeing pupils who have a diagnosis of Autism. The ASD Lead Teacher liaises with staff and parents regularly regarding the needs of students with Autism and supports students to acquire the skills to become independent. The ASD Lead Teacher also liaises regularly with Solihull Inclusion Support Service ASD Team who regularly support students in school with a personalised approach of support.

Heart of England School support students with a variety of SEND; our aim is for all students to be taught in the mainstream classroom where they are supported by a teacher who has expert curriculum knowledge in their subject.

In order to differentiate within the classroom and teach pupils with a variety of needs including Autism and Dyslexia reasonable adjustments at classroom level are made. Teachers are encouraged to and may:

- Chunk work and tasks to ensure pupils do not become overwhelmed with information
- Provide students with processing time
- Provide visual resources to support verbal information
- Provide differentiated, dyslexia friendly reading books (where possible)
- Some lessons will have learning support assistants present to support pupils
- If appropriate applying for access arrangements for examinations
- If appropriate the use of ICT to support learning
- Consider the classroom environment as an aid to support learning.

This is not an exhaustive list and many strategies can be sought to aid learning.

Attendance

We are very proud of our excellent levels of attendance.

We expect all students to be punctual and to attend school daily in order to ensure that their progress and achievement is of the highest possible standard.

Special Educational Provisions

Admissions:

At Heart of England School we look at the educational needs of a student with disabilities and, in liaison with other relevant professionals, look at how we can best cater for the needs of the student.

For specific advice on our admissions procedures, please refer to our Admissions Policy.

Discrimination:

Every student at Heart of England School will be provided with fair and equal opportunity to access the curriculum.

Access:

Despite the age of the school, we have invested in infrastructure to make the school as accessible as possible to all students. There is now disabled access to all blocks either via ramps or via a lift.

Additional Educational Needs:

The Governing Body is confident that every student with additional educational needs who is currently on roll at Heart of England School will be provided with an educational support package designed to cater for their individual learning needs. The Governing Body are informed of any changes of policy which may affect the education of students with any additional educational needs, and in what way the school will respond to those changes.

- If you have further queries, please contact **Mrs Anna Hoban**

Outside Agencies:

The school works with a variety of external agencies, depending upon the needs of the student.

We work closely with SISS (Specialist Inclusion Support Service) and their staff who offer expertise on aspects of our provision such as ASD, cognitive learning and aspects of behaviour.

Should we wish to involve any external agencies, Parents / Carers would be contacted and permission sought before proceeding.

Further details about the Solihull Local Offer can be found at this link:

- <https://socialsolihull.org.uk/localoffer/>

Complaints:

Any complaints regarding the progress or treatment of any SEND student should first be addressed to the SENCO (Mrs Anna Hoban).

If a successful resolution is not reached, representations should then be made to Miss Sally Owen (Assistant Principal). Should these steps fail to address any concerns, you should write to the Principal.

For further information, please refer to the school's Complaints Policy.