



## **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 – Michelle Stone

DEPUTY SENDCO – Leslie Cripps

Head of the Centre for the Deaf – Kam Aujla

SEN Manager (Maternity Cover) – Rashmi Das

EAL Manager – Naomi Christie

SEND Governor – Fran Hooker

### **Policies**

Updating of the Inclusion Policy, SEND Information Report and SEND Offer has taken place in January 2022.

Group	Total No. 1312	Percentage	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
EHCP	39	3%	9	6	3	10	5	4	2	0
Centre for the Deaf	14	<1%	3	2	1	5	2	1	0	0
SEN Support K	96	7%	26	23	28	7	9	3	0	0
Health Care Plan	41	3%	6	3	2	5	7	6	12	0

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

Area	Total No. 39	Percentage	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
Communication Interaction	15	38%	3	3	1	2	2	2	2	0
Cognition and Learning	5	13%	1	1	0	2	1	0	0	0
SEMH	2	5%	1	0	0	1	0	0	0	0
Sensory and/or Physical Needs	17	44%	4	2	2	5	2	2	0	0

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

Area	Total No. 96	Percentage	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
Communication Interaction	29	30%	5	8	8	2	6	0	0	0
Cognition and Learning	56	56%	19	15	15	4	3	0	0	0
SEMH	7	7%	0	0	4	0	0	3	0	0
Sensory and/or Physical Needs	4	4%	1	1	1	1	0	0	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, SIMS, context sheets and curriculum meetings agendas. 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.

We would normally report the students' Progress 8 score as it is a more appropriate measure for SEND students however, due to COVID and TAG grades being used this is not an option. 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.

Some individual highlights were

	Maths	English Lang	English Lit	Biology	Chemistry	Physics	French	History	Art
Ali Ali [Deaf Student]	6	9	8	7	8	8	5	8	6
	Maths	English Lang	English Lit	Double Science	History	Drama	Art	Punjabi	Business Enterprise
Gurleen Juneja [Visually Impaired Student]	4	5	4	44	6	6	6	7	P2

Both students are now studying in the Sixth Form at Heston. Ali is studying A-Level Biology, Chemistry and Psychology and is predicted three A\*s. Gurleen is studying BTEC Business and A-Level Sociology and is predicted D\*D\* and a B.

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
7 EHCP [E] Students	1 Heston 2 West Thames College 3 Heston 4 West Thames College 5 Heston 6 West Thames College 7 Heston

5 SEND Support [K] Students	1 West Thames College 2 Heston 3 West Thames College 4 Heston 5 West Thames College 6 West Thames College 7 West Thames College 8 West Thames College 9 Heston 10 West Thames College
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## 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.

Unfortunately, due to the COVID-19 Lockdown and the disruption of learning we were unable to rigorously monitor the progress over the year. However, the students have an average ATL grade of A or B, which shows a positive attitude to learning. Those students who we felt needed further intervention have been placed on a support program in Year 8.

## Learning Experiences

Unfortunately, due the COVID-19 Lockdown we were unable to run our planned trips. However, we have our first trip post COVID on Friday 18<sup>th</sup> of March to watch a special showing of Spiderman [with subtitles]. Ishmeel who's in Year 11 and in the Centre for the Deaf won the Jack Petchey for overcoming many adversities to achieve above and beyond his targeted outcomes.

## 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 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
- Teacher TA support in lessons
- Careers Advisor
- Learning mentor
- School Counsellor
- Bubble Support Staffing
- Specialist Speech & Language Therapists for SEND and Deaf Students
- Post 16 Community Service Support in lessons

## **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
- Speech & Language Therapists
- Hounslow Deaf & Hearing Impairment Team (DHIT)
- Hounslow Visual Impairment Team (VIT)
- 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, Deputy 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 preplan for those that may require extra support. The tests this year were carried out during Summer School, 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. The Schools Assistant Head [SENDCO] and Deputy SENDCO continue to run the SEND Forum for Hounslow Borough and continue to support local schools with their SEND provision.

## **Professional Development**

The Deputy SENCO having passed her course can now plan and implement interventions for students presenting with dyslexia. Teaching Assistants are all trained as Exams Invigilators. Teaching Assistants and Teaching staff have also received a comprehensive CPD program that is shown below.

### Whole School Training

Whole School CPD - Behaviour, Attitudes and Personal Development	01/09/2021
Whole School Inclusion CPD <ul style="list-style-type: none"><li>Working Relationships</li><li>Impact of school on future life and Knowing your students (class context)</li><li>Supporting the needs of students</li><li>Classroom Teaching Ideas</li></ul>	02/09/2021
Whole School CPD – Literacy and <u>Oracy</u> (1)	02/09/2021
Teaching Staff & Teaching Assistant CPD – <ul style="list-style-type: none"><li>PSHE planning and sequencing &amp; Behaviour processes and protocols</li><li>Understanding the importance and rationale behind the emphasis on RSHE and CPOMs</li></ul>	03/09/2021
Whole school training – Working with others in the classroom	18/10/2021
Whole School CPD – Literacy and <u>Oracy</u> (2)	06/12/2021

### Curriculum Area Training

Sensory Training or Year Teams	04/10/2021
Inclusion Team training for AA training	11/10/2021
Inclusion Team training for Working in Partnership - TAs and Teacher relationships	01/11/2021
Inclusion Team training for ASD	08/11/2021
Inclusion Team training for ADHD	15/11/2021
Inclusion Team training for SISRA	22/11/2021
Inclusion Team training for Speech and Language	29/11/2021
Inclusion Team training for Dyslexia and Dyscalculia	13/12/2021

### Individual Inclusion Training

Use of PECS for Speech and/or language delays (MAZ)	Sept 21
Access Arrangements Course (AKH)	January

### Option Hounslow Training Courses

How to support students with Autism in Secondary School	Lynn McCann – <u>Reachout</u> ASC	11/01/22
Learner Motivation and Self-Esteem	Jill Reddish- British Dyslexia Association	12/01/22
Supporting Speech & Language in Secondary Schools	Leeds NHS Trust	13&20/01/22
Supporting Speech & Language (SLCN) – Primary/Lower level learners	Leeds NHS Trust	19/01/22
Comic Strip Conversations	Vanessa Clark, <u>Freemantles</u> ASD School	19/01/22
Supporting students with reading comprehension difficulties	Emilia <u>Misheva</u> , Hounslow EP Team	24/01/22
Supporting Writing and ASD (Primary/lower level learners)	Vanessa Clark, <u>Freemantles</u> ASD School	03/01/22
Anger & ASD	Vanessa Clark, <u>Freemantles</u> ASD School	28/02/22 & 07/03/22
SEND Environment Workshops	Leeds NHS Trust	21/03/22
How to run a Circle of Friends Group in a Primary Setting	Elaine Shaw, Hounslow EP Team	22&29/03/22

## Parental Communication

Parents are updated regularly on their children's progress. They are invited to attend and contribute to various 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.