SEND Report

Reviewed:	September 2025
Date Due for review:	September 2027

Under section 65(3)(a) of the Children and Families Act 2014, a school must publish its report containing SEN information and make it available on the school website. This report is updated annually to reflect changes and developments within the school.

This document describes the current provision at Heron Academy and outlines the ways in which we support pupils with Special Educational Needs to maximise their opportunities, achieve their targets, and remain safe both in and out of school.

Provision and Special Educational Needs at Heron Academy

Heron Academy is a maintained Special School for pupils aged 11–19 with moderate to severe learning difficulties and/or disabilities,

All pupils have an Education, Health and Care Plan (EHCP). The school employs a comprehensive team of therapists, including:

- Behaviour Support Team – Team Teach
- Speech and Language Therapists
- Occupational Therapists
- Music Therapist
- Rebound Therapy
- Hydrotherapy
- Lego Therapy

Heron Academy staff and governors are committed to equality of opportunity for all pupils with learning difficulties or disabilities. We ensure that all resources are used to maximise opportunities in every possible situation. The school is fully accessible for wheelchair users.

Specialist rooms available:

- Performing Arts

- Life Skills
- Work experience
- Sensory sessions
- Library
- Music
- P.E.
- Art
- Hydrotherapy Pool

General Principles

At Heron Academy, we are committed to promoting equality of opportunity for all pupils with learning difficulties or disabilities. The school is fully accessible and provides specialist facilities to support a wide range of learning needs. All pupils are supported to access learning in environments suited to their abilities.

Teaching and Learning

Heron Academy offers a broad and balanced curriculum that reflects pupils' individual abilities and preferred learning styles. The curriculum reflects the cognitive levels that our pupils are working at. It is personalised to ensure that the needs of our pupils with severe to profound difficulties (including autism) are met.

- Lessons are differentiated to provide appropriate levels of challenge for all pupils.
- Staffing levels in each class are planned to reflect the individual needs of pupils.
- A range of teaching materials and technologies, including computers, interactive whiteboards, and iPads, are used to engage pupils, support independence, and make learning accessible.

Our Curriculum is organised into four pathways which run throughout the school. Our classes are organised into the pathways, these are based on learning style rather than cognitive ability. Pupils may move through pathways as their learning needs change throughout their years at Heron Academy. See more **here** about our pathways.

All staff have clear job descriptions and receive ongoing professional development to meet the needs of pupils.

Assessment and Review of Pupil Progress

All pupils at Heron Academy have an EHCP. Pupils are assessed on entry, and their progress is monitored using:

- Teacher assessment (formative and summative)
- PLIM targets aligned to EHCP outcomes
- National accreditations where appropriate (e.g.,OCNL)

Pupils are encouraged to have a voice in their learning through the Pupil Voice and by contributing to decisions about their education, including work experience and partnership activities in the community.

Behaviour and Safety

Some pupils may present behaviours that challenge. Staff recognise these behaviours as valid forms of communication and use their knowledge of each pupil to understand and respond appropriately.

The school has a Behaviour Support Team, including trained Emotional Literacy Support Assistants (ELSA). Staff are regularly trained in de-escalation and safe behaviour management techniques.

Risk assessments are in place for individual pupils, activities, locations, and equipment. All staff, including temporary staff, are expected to follow these assessments.

The safeguarding of all pupils is a core responsibility of all staff. The school works closely with other agencies to ensure effective multi-disciplinary support.

Leadership and Management

The SLT works with Governors to:

- Ensure the vision, ethos, and strategic direction of the school improve outcomes for all pupils
- Support staff through line management, observations, appraisal, and mentoring
- Foster effective partnerships with parents, stakeholders, and other agencies

The SLT and Governors also:

- Monitor pupil achievement and progress to maximise learning impact
- Encourage professional development for all staff
- Ensure financial resources are used effectively to benefit pupils

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Roles and Responsibilities

Governors

- Review and update this SEN report annually
- Ensure school policies support the principles outlined in this report

SLT

- Establish core values with pupils, staff, Governors, and stakeholders
- Ensure principles outlined in this report are delivered consistently

Teachers

- Work in partnership with SLT, external agencies, and other staff to deliver personalised education
- Safeguard pupils at all times

Learning Support Staff (TAs)

- Support pupils to maximise achievements and opportunities
- Safeguard pupils at all times

Publication

Under section 65(3)(a) of the Children and Families Act 2014, Heron Academy publishes this SEN report on its website. It is reviewed annually to reflect changes and plans within the school.

Local Offer

You can read more about the Special Educational Needs Local Offer from Lambeth Council here: https://www.lambeth.gov.uk/local-offer

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Complaints

Please find our complaints procedure here.