



# Heron Academy SEN Information Report

Prepared by Melanie Hall-Judd	September 2023
Reviewed:	November 2024
Review due by:	November 2025

<p>Aim</p>	<p>Our SEN policy and information report aims to:  Set out how our school will support and make provision for pupils with special educational needs (SEN)  Explain the roles and responsibilities of everyone involved in providing for pupils with SEN</p>
<p>The kinds of SEN that are provided for</p>	<p>Heron Academy supports 85 pupils. We cater to young people with profound and multiple learning difficulties. We are based in the borough of Lambeth and we are part of the London South East Academies Trust. We are located in the London borough of Lambeth and support pupils from Lambeth, Croydon and Southwark.</p> <p>We support pupils aged 11-19 with complex needs; SLD, PMLD, ASD and severe challenging behaviour, medical needs. The majority of our pupils have severely impaired communication needs and a wide range of medical needs.</p> <p>All of our pupils have an Educational Health Care Plan (EHCP).</p>
<p>Arrangements for consulting parents of children with SEN and involving them in their child's education</p>	<p>Initial Transition meeting: The school meets with parents (and a representative from the child's current school) before the child starts at Heron and prepares a transition plan.</p> <p>Annual Reviews – these meetings happen annually. Annual Reviews are a chance to discuss progress towards EHCP outcomes, review and update the pupil's profile of need and discuss next year's targets.</p> <p>Parent View forms – provided as part of the Annual Review process. Parents are encouraged to fill these out and return to school for discussion at the Annual Review.</p> <p>Meet the Teacher– these meetings happen at the beginning of the new school year and are a chance for parents to meet the new teacher and additional adults working with their child. Parents visit the classroom and find out about the routines of the school day.</p> <p>Progress Review days– these take place twice a year and provide an opportunity for teachers to share Personal Learning and Wellbeing Plans, discuss the pupil's academic progress and how they access their learning. It is also an opportunity for parents and teachers to discuss any worries or concerns.</p>

<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p>Pupils are involved in their EHCP/ Annual Review process where possible and attend the meeting where appropriate.</p> <p>Pupil view questionnaires – this forms part of the Annual Review process. These forms are child/ SEN friendly and cover a range of different topics.</p>
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<p>Arrangements for assessing and reviewing pupils' progress towards outcomes</p>	<p>Every pupil is baselined academically using the school's assessment system – Discovery and Explorer Lines which aim to capture small step progress.</p> <p>End of year progress targets are set for each pupil. Progress is monitored termly and informs next steps and teacher planning.</p> <p>SALT targets are assessed and reviewed regularly by our onsite Specialist Speech and Language Therapists.</p> <p>The Personalised Learning Plan also incorporates EHCP outcomes and annual review short-term targets which are broken down into smarter targets and are reviewed termly.</p> <p>Termly pupil progress meetings provide the opportunity for professional dialogue around progress made. Possible adaptations are discussed to address progress should it be below expected or accelerated.</p> <p>The use of formative assessment, work samples and attendance data feed into these discussions</p> <p>Further information can be found in the Heron Academy Assessment, Recording and Reporting Policy.</p>
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<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>	<p>The school carefully plans for transitions between Key stages – Transition and familiarisation sessions are arranged towards the end of the academic year.</p> <p>Key Transition points are at the end of each key stage: Year 9, Year 11 and Year 14.</p> <p>The learning of life skills and the development of independence run through our curriculum.</p> <p>At the end of each academic year, information-sharing sessions are held where the current class teacher meets with the succeeding class teacher to share key information about pupils' learning needs and strategies for working.</p> <p>When pupils transfer to Heron Academy from other settings, a transition programme is available to them. Transition booklets are prepared and shared with new pupils and their families before their start dates. Meetings with the feeder setting and parents are also arranged with the primary purpose of sharing key information with regard to identifying needs, achievements to date and successful interventions/strategies to ensure that little time is lost through the transition process.</p>
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<p>Transitions out</p>	<p>When moving to a different setting – the school provides information through the Annual Review or Emergency Annual Review meetings. For all leavers, Heron will liaise with the new placement and hand over hard and electronic copies of pupil information. This will include PLIMs and well-being plans.</p> <p>Transition days are planned and implemented.</p> <p>Schools can direct families of pupils to the Children with Disabilities Team (social work and care management service) who provide information about carer's assessments and signpost families to other support services available to them. There is an eligibility criterion which is strictly applied by CWDT.</p> <p>The Lambeth Youth Support Service offers career meetings to all pupils in Year 11 and Year 13.</p> <p>The School supports eligible pupils to apply for the 16-19 Bursary. More information about this can be found in the 16-19 Bursary Policy on the school website.</p>
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## The approach to teaching pupils with SEN

At Heron Academy the needs of the learner are identified through the EHC Plan and the provision at Heron is highly personalised.

All school staff use a range of approaches to teaching and learning to ensure that pupils make the best progress they can.

Our aim is to ensure the whole need of each pupil is met through addressing three fundamental areas: their special educational need; their personal development and their academic learning.

Class sizes are small with a high staff to pupil ratio providing an essential high level of support. Small groups for learning are varied depending on individual pupil's needs and level of development. High-quality teaching is our first step in responding to pupils' needs. This will be adapted for individual pupils.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Heron Academy uses the TEACCH approach within a total communication environment. Other approaches include:

- Attention Autism
- Makaton
- Themed learning
- Intensive Interaction □ Zones of Regulation
- Pastoral Support Team
- Rebound (trampolining)
- Sensory Circuits
- Delivery of Physio plans, drama therapy, music therapy, OT plans and SALT plans.
- Hydrotherapy as well as musical hydrotherapy.
- Little Wandle phonics program
- A range of specialist reading books which include Books Beyond Words, Oxford Reading Tree, Ransom, Moon Dogs and Ups and Downs.

<p>How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>We make the following adaptations to reflect the needs of pupils within the class. The learning environment is adapted to include: Clear visuals /concrete support for their learning. There is access to specialised communication aids and equipment to facilitate learning and engagement. Pupils are taught in manageable chunks and learning is scaffolded and reinforced.</p> <p>The classroom environment is arranged to be an ASD friendly space where needed.</p> <p>Engaging but not overstimulating.</p> <p>It must be visually understandable for pupils.</p> <p>At Heron we address the following when setting out our learning areas:</p> <ul style="list-style-type: none"> <li>• Limited distractions and tailored according to the needs of each class cohort</li> <li>• Space to learn comfortably</li> <li>• Defined areas to support a variety of learning</li> <li>• Break out spaces</li> <li>• Structured teaching</li> <li>• Communication supports</li> <li>• Promoting Independence</li> </ul>
<p>Additional support for learning that is available for pupils with SEN</p>	<p>Heron Academy has SALT and OT support throughout the week from therapy links. The school also commissions additional services of Occupational Therapists and Physiotherapists from the NHS on a part-time basis.</p> <p>Heron have trained mental health first aiders across the school. We also deal with crises via the CAMHS team.</p> <p>We regularly review the needs of the pupils as they progress through the school and available resources to increase access to the curriculum.</p>
<p>The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured</p>	<p>Through our staff development, teachers at Heron Academy have regular CPD opportunities which may be generic, or bespoke.</p> <p>There is an ongoing programme of CPD linked to the School Development Plan.</p> <p>Heron Academy commissions external support – e.g. HIRSTWOOD training platform, SALT, Educational Psychologists, Social Care, CENMAC and CAMHs to liaise with staff to further improve their specialist knowledge.</p>

<p>How equipment and facilities to support children and young people with SEN will be secured</p>	<p>Due to the nature of our provision, we have various facilities and equipment that supports the needs of children with physical/medical needs. These include:</p> <ul style="list-style-type: none"> <li>• Changing facilities for children with personal care needs.</li> <li>• A ground floor, one level building.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ramps and handrails</li> <li>• An onsite QTVI (Qualified Teacher for the Visually Impaired)</li> <li>• A VI room with specialist resources such as eye gaze, tactile equipment etc.</li> <li>• Disabled toilets</li> <li>• Hoists</li> <li>• Automatic doors</li> </ul> <p>If a pupil requires specific equipment, the SENCO will apply to the local authority for funding to buy the needed equipment.</p>

<p>How the effectiveness of the provision made for pupils with SEN is evaluated</p>	<p>Heron Academy holds termly quality assurance meetings with the Deputy CEO and the Director of School Improvement. This is prior to meeting with Governors and the Specialist provision board, whereby the effectiveness of the provision is evaluated and leader's evaluation judgements are tested.</p> <p>In addition, we have termly visits by an External Advisor, provided by LSEAT.</p> <p>Further information is available in the SEN Policy which is on the school website.</p>
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Support for improving emotional and social development.

A member of the senior leadership team leads on pastoral care and has completed the Senior Leader Mental Health award. We have a team of youth Mental Health first aiders and have some adult Mental Health first aiders in training.

All pupils have a Wellbeing Plan which focuses on social communication and emotional regulation.

The school uses Zones of Regulation across all the curriculum types. This teaches and empowers our pupils to recognise their own emotions and how to self-regulate. We also use it to map the best ways to support pupils whilst they are experiencing different emotions as a guide for staff. It is used in this way for those who can not express themselves verbally.

Heron Academy also employs and utilises the expertise of a social worker who supports pupils and families.

Our pastoral lead has meetings with CAMHS to consult about specific issues faced by pupils and families. These meetings result in advice about next steps, discussion of management of issues and discussions about possible referrals to CAMHS.

Pupils are encouraged to participate in activities, planned by and with adults, on the playground during unstructured times. All pupils participate in our RSE curriculum.

We also promote the rights of the child and are working towards a bronze accreditation as a Rights Respecting School.



<p>How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting</p>	<p>We work extensively with other agencies to provide support for the child and their family. These agencies include:</p> <ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Children’s and adult Social Care</li> <li>• Therapy Links (OT and SALT service)</li> <li>• Lambeth’s Early Intervention Team</li> <li>• Lambeth EWO</li> <li>• The Evelina (Physio and nursing support)</li> <li>• CENMAC- AAC support</li> <li>• Evelina – nursing team, sitting OT, dental team, incontinence nurse and dental service.</li> <li>• Short breaks team</li> <li>• Family links</li> <li>• Royal central London school of speech and language-drama therapy</li> <li>• Nordoff Robins- music therapy</li> <li>• Music making sense- music teacher</li> <li>• Step into dance- dance teacher</li> <li>• Sensory support services Lambeth- hearing impairment team</li> <li>• External work experience placements and colleges</li> </ul>
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<p>pupils' SEN and supporting their families</p>	<ul style="list-style-type: none"> <li>• Teachers for the Deaf</li> <li>• Evalina medical team</li> <li>• Educational Psychologists</li> <li>• EIT team members</li> <li>• Family Liaison Officers</li> <li>• Education Welfare Officers</li> <li>• Voluntary agencies</li> </ul> <p>We will always inform parents that we are working with an agency and share information with them.</p>
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<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>	<p>Please see our Complaints Policy and Procedure on the school website</p>
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<p>Contact details of support services for parents of pupils with SEN</p>	<p>All services within the Local authority can be found on the local offer: <a href="https://www.lambeth.gov.uk/about-council/contactus/contact-details/council-tax">https://www.lambeth.gov.uk/about-council/contactus/contact-details/council-tax</a></p> <p>Relevant services will also be promoted within school and via parents on our newsletter or via Arbor email communication.</p>
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<p>Named contacts within the school for when young people or parents have concerns</p>	<p>If concerns arise, parents should contact staff members in the following order:</p> <ul style="list-style-type: none"> <li>- The class teacher in the first instance</li> <li>- Assistant Head Teachers</li> <li>- Deputy Head Teachers</li> <li>- Headteacher</li> </ul> <p>Contact details for safeguarding concerns: DSL details:</p> <p>Ms. Alexandra Orfanou</p> <p>Tel: 0207 326 5898</p> <p>Email: <a href="mailto:alexandra.orfanou@heron.lseat.org.uk">alexandra.orfanou@heron.lseat.org.uk</a> if there are any safeguarding concerns</p>
<p>The arrangements for the admission of disabled pupils</p>	<p>Heron Academy reviews consultations from the Local Authority</p> <p>Heron Academy aims to include all pupils and no pupil will be denied a placement purely on the basis of their disability or disabilities. As a special school, we have agreed admissions criteria and the pupil will need to meet those. All pupils must have an EHCP with a diagnosis of SLD or PMLD.</p> <p>Where pupils with accompanying disabilities e.g. physical/medical we prepare a Transition Plan. We also meet with parents/carers and health representatives to draw up a Healthcare Plan prior to admission. All prospective pupils will have familiarisation sessions to know the building prior to entry and a risk assessment drawn up by the appropriate health agency.</p> <p>For further information please see the school's Accessibility Plan and Supporting Pupils with Medical Needs in School Policy which can be found on the school website.</p>
<p>The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils</p>	<p>At Heron Academy, all of our pupils are treated equally and fairly. We encourage our pupils to be kind to one another at all times.</p> <p>Equality and respect are aspects that are taught across the curriculum to enable our pupils to treat one another with the respect, dignity and kindness they deserve.</p> <p>The school is committed to providing quality PSHE teaching throughout the school.</p> <p>All staff have contextual safeguarding training and know how to respond to and report on concerns.</p>

<p>The facilities you provide to help disabled pupils access your school</p>	<p>Heron has several specialist facilities to help pupils access school. These include:  Heron has a new sensory room  Specialist life-skills room  Heron Hotel for the development of hospitality skills  Café heron  A PE hall  A hydrotherapy pool  An Art room  A music room  Specialist equipment in classrooms  A canteen designed to support pupil inclusion.  Heron Academy has onsite lifts to access the first floor. Doors are fobbed at an appropriate height for wheelchair users with only the main reception area being fob controlled.</p>
<p>How to find your school's accessibility plan</p>	<p>The Accessibility Plan can be found on the school website</p>
<p>Links with other policies and documents</p>	<p>This policy is linked to our policies on:</p> <ul style="list-style-type: none"> <li>➤ Accessibility plan</li> <li>➤ Behaviour Management</li> <li>➤ Curriculum Policy</li> <li>➤ Supporting pupils with medical conditions</li> </ul>
<p>Monitoring arrangements</p>	<p>This policy and information report will be reviewed by Alexandra Orfanou every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.</p>