

LOCAL SEND OFFER (2016)

At Heart of England School 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 Miss 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, modifications and adaptation may have to be made in order for them to realise their potential.

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: Mr Baynes Clarke
Phoenix: Mrs Leanne Holdgate
Pioneer: Mrs Rowanne Lee
Voyager: Mrs Jane Green

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 more 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. Teachers will meet the needs of students by differentiating lessons to help each student access the curriculum.

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

Learning Passports

We have recently been working on developing Learning Passports for students who have more acute, far reaching needs and require an additional layer of support with their learning. Our Learning Passports are developed via consultation with subject teachers, the student and Parents / Carers. Each Learning Passport will identify individual targets for the student to work towards in order to make progress, as well as highlighting aspects of learning that the student feels is going well. Each student who has a Learning Passport will have an annual review to reflect upon the progress made and the suitability of the targets. Parents / Carers and the student will be invited to this review.

Educational Health, Care Plans (EHCP)

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 SEND department will be responsible for the EHCPs and ensuring that reviews take place accordingly. Specific questions about EHCPs should be referred to Solihull Council. 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.

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.

ATLAS

ATLAS is part of school designed to help and support students. This may be academic support for a specific subject (for an agreed period of time), support for developing social skills and good learning habits or a space to socialise at break or lunch.

ATLAS is staffed by ATLAS Manager, who will book students in for certain periods following a request by a member of staff or an appropriate referral.

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 **Miss 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 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.

Complaints:

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

If a successful resolution is not reached, representations should then be made to Mr G Bennett (Vice 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.