

Name of School: Heatherwood School

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).

Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

<p>Brief description of the school <i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i></p>
<p>Heatherwood is a community maintained Special School. We have provision to meet the needs of pupils, aged 3 – 19 years, with:</p> <p>Profound and multiple learning difficulties</p> <p>Severe learning difficulties.</p> <p>Associated medical conditions</p> <p>Physical disabilities</p> <p>Multi-sensory impairments.</p> <p>Heatherwood's Mission Statement</p> <p>Seeking to develop a better tomorrow for all learners, with profound and complex needs, through a holistic blend of quality first teaching experiences; celebrating pupils' strengths along a highly personalised learning journey.</p>

How we identify if your child may need additional help and/or has special educational needs (SEN)

All Heatherwood pupils have an Education, Health and Care Plan. However:

Pupils are constantly observed and progress noted.

Pupils are assessed against their own prior learning.

Within the foundation stage pupils are assessed against Developmental Journals in addition to the Early Years Foundation Stage Profile.

For pupils between Year 1 and Years 11 pupils are assessed within either Wilson Stewart P levels or Routes For Learning.

In 6th Form EQUALS forms one element of the curriculum offer and has been merged into the appropriate Asdan units alongside the Transition Challenge award. Heatherwood also utilises the Prince's Trust and Btec Home Cooking Skills Awards

For all pupils personal progress is currently tracked using SOLAR (Special On Line Assessment Records). Engagement levels are also tracked alongside cognition.

A formal progress meeting is held three times a year with teachers and senior leaders to monitor progress.

The school works closely with therapists and external agencies to identify the holistic needs of every child.

Heatherwood promotes a close working relationship with parents and carers who also help to identify any changes.

Similarly, regular medical reports from consultants assist school in monitoring pupils' ongoing needs.

How we involve parents and carers in meeting the needs of their child and in whole school developments

Heatherwood values the contributions of parents/carers and seeks every opportunity to involve them in their child's education:

The Headteacher or designated Senior Leader meets with new parents/carers before their child starts school. An admissions meeting is arranged within school prior to a start date for each new pupil.

A meeting is held with parents/carers each autumn term where a structured conversation is held to discuss the targets set for their child. Progress is discussed at subsequent Parents' Meetings and at the Annual Person Centred Review; whereby we also share our expectations for each pupil.

Parents/carers receive an Annual Report each July.

Each pupil has a personalised Learning Journey which is shared with parents/carers

during meetings in school.

The pupils are involved in setting and discussing their own targets where appropriate.

We communicate regularly through the home school diary and by telephone.

Medical clinics are held at school (where possible) for parents/carers to attend with their child.

Friends of Heatherwood meet, approximately, every half term to arrange social events and fund raising activities. Parents/carers are very welcome to join us on that group.

We hold a Christmas Fayre, Summer Fayre, and Annual Prom. We also put on a Christmas Nativity and Carol Concert to which parents/carers are invited.

There are a range of other events to which parents/carers are also warmly invited, for example: World Book Day celebrations, class and whole school assemblies.

The pupils are involved in the running of the school through the school council.

The pupils are involved in environmental issues and there is an Eco School group that meet regularly throughout the school year.

For further information our website is regularly updated with upcoming events.

How we will involve your child in the planning and review of their support

Heatherwood pupils, where they are able to contribute, are consulted at every opportunity with regards to their education, for example:

Their views are sought at each Annual Person Centred Review.

Pupils are offered choice making decisions as part of the core curriculum offer.

Pupils are also offered other forums to voice their views such as the school council or via class discussions and decisions.

How we match the curriculum, teaching and learning approaches if your child has SEN

At Heatherwood we believe the pupils are the curriculum and therefore deliver a highly personalised learning journey for each pupil:

Heatherwood keeps up to date with the most recent developments in learning theory and uses this to deliver a highly bespoke offer to all pupils throughout school. Heatherwood acknowledges that all learners are starting from a variety of communication and cognitive experiences.

A multi-disciplinary approach is adopted utilising the skills of education, health and care to ensure pupils receive the best possible experiences.

How we provide additional support if your child has learning needs

-see above.

How we provide additional support if your child has social and communication needs

The social and communication needs of our pupils are a fundamental principle of Heatherwood School:

A dedicated Communication Team compliments Heatherwood's staff team. This team:

- Facilitates social and communicative opportunities for pupils both onsite and at times with offsite educational visits
- Supports pupils who use assistive technology as their preferred method of communication
- Works, in collaboration, with class teachers and support staff to implement social and communicative strategies for other pupils as directed by SALT.

They may, for example, promote the use of a Picture Exchange Communication System (PECs) for individual pupils.

Pupils are assessed on induction into school and personalised programmes designed to meet their social and communication needs.

Our curriculum revolves around the whole child; developing their communication skills as a priority.

Advocacy and a rigorous pursuit of pupil choice allow us to create an inclusive and supportive environment in which our pupils work together.

Heatherwood pupils can face significant barriers regarding their social and communication needs; we therefore see it as our duty to embrace every possible opportunity to promote pupil voice regardless of ability.

At Heatherwood pupil voice is rarely via the conventional social and communicative routes; instead we promote the use of signs and symbols, eye pointing, vocalisation and gestures. TaSSeLs is also used to cue pupils in to an immediate activity or events.

Pupils who are able to speak and converse are given every opportunity to do so in 'formal' and social situations.

When necessary referrals are made to the speech and language therapists or educational psychologists.

Heatherwood incorporates any speech and language therapy targets into pupils' individual curriculum offer.

How we provide additional support if your child has physical, sensory and/or medical needs

The majority of pupils at Heatherwood School require additional support in these areas:

At Heatherwood both the curriculum and learning environment is adapted to meet the needs of individual pupils:

Heatherwood will focus on the following curriculum areas:-Communication, Cognition, Physical and Independence. A different theme is followed each term over a three-year rolling programme.

Every adaptation necessary is planned for, monitored and reviewed to ensure provision is appropriate for each ability and stage of development.

The environment is fully accessible to wheelchair users.

Heatherwood's environment is tailored to meet the needs of the pupils it serves, for example: a newly refurbished sensory studio, soft play room, rebound therapy room and a fully accessible food technology room.

Swimming and hydro therapy (where appropriate) are provided, where applicable, to individual pupils.

The following N.H.S. staff are based on site: A School Nurses along with a team of Child Support Workers (responsible for delivering the pupils' postural management programmes.)

Both physiotherapists and occupational therapists visit school on a regular basis.

Heatherwood School hosts regular seating clinics for its pupils.

Heatherwood School hosts both dietician and epilepsy clinics within school.

How we provide help to support your child's emotional health and well being

The emotional health and well-being of our pupils is a further fundamental principle of Heatherwood School:

Advocacy and a rigorous pursuit of pupil choice allow us to create an inclusive and supportive environment in which our pupils work together.

Heatherwood pupils can face significant barriers to learning and health; we see it as our duty to create every opportunity possible where we can celebrate their many achievements and develop their self-esteem.

We believe fervently in unconditional positive regard irrespective of the level of need or challenge.

A teacher has completed the Level 3 Course - Promoting the Mental Health of Children and Young People in your Workplace. They are now the named lead in

SEMH within school.

How we promote developing independence

Many of Heatherwood's pupils are reliant on adults to meet their basic needs. For example feeding, personal care, dressing etc:

Heatherwood's curriculum builds on the things the pupils can do rather than focussing on those things which they cannot do.

Pupils who can perform given tasks independently are given every opportunity to do so.

Similarly pupils who can do tasks with minimal support are also supported accordingly.

Staff at Heatherwood recognise the fact that it may take longer for its pupils to perform tasks independently or with minimal support, therefore, all pupils are given an appropriate amount of time to complete these tasks.

Heatherwood converses with parents and carers regarding progress towards independence in order to facilitate practice at home. For example, it may inform parents if a child is now able to use a beaker independently or take off their coat etc.

How we measure and review your child's progress against their targets and longer term outcomes

Heatherwood believes that pupil progress is paramount and regularly assesses progress towards their outcomes; involving parents at every available opportunity:

All pupils receive a baseline assessment on entry to Heatherwood School and progress is measured and monitored from a given starting point.

Heatherwood has a robust and rigorous assessment system that tracks even the smallest steps of progress.

Medium term targets are set annually; these are assessed and monitored each term. The medium term targets are designed to feed into the long term objectives set as part of their EHCP. These are effectively monitored by the SENDCo.

Initially a meeting is held with parents/carers each autumn term where a structured conversation is held to discuss the outcomes for their child.

Progress is assessed formally at the Annual Person Centred Review meeting but class targets form the smaller steps necessary towards the successful completion of longer term personal outcomes.

Pupil progress meetings are held at the end of each term to discuss progress towards personal targets and to plan the next steps forward.

Progress towards outcomes is also discussed at Parents' Meetings.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

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At Heatherwood both the curriculum and learning environment are adapted to meet the needs of individual pupils:

The curriculum offer is highly personalised to each individual pupil and incorporates the principles of the Early Years Foundation Stage and of continuous provision where applicable. Heatherwood embodies the principles of best practice around sensory education, seeking always to adopt current research and thinking. Those pupils working at a subject specific level are catered for using the adapted national curriculum from EQUALS and, where appropriate, skills development focused on increasing independence. Elements of the National Curriculum are adopted and adapted, as appropriate, for pupils who exceed the former P8; the pre key stage 1 and 2 assessment materials are used where applicable.

Pupils in 6th Form work towards a series of accredited units if appropriate to their stage of development.

Our curriculum revolves around the whole child; developing their communication skills as a priority.

Heatherwood's curriculum builds on the things the pupils can do rather than focussing on those things which they cannot do.

Every adaptation necessary is planned for, monitored and reviewed to ensure provision is appropriate for each ability and stage of development.

The environment is fully accessible to wheelchair users.

Heatherwood's environment is tailored to meet the needs of the pupils it serves, for example: sensory studio, soft play room and a fully accessible food technology room.

Rebound therapy and hydro therapy are provided, as applicable, to individual pupils.

How we include children with SEND in the life of our school

Heatherwood School is a special school and consequently all pupils have

S.E.N.D. These pupils are fully included in the life of our school as reported in this document.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

Heatherwood works alongside a range of professionals from education, health and care; sharing and developing expertise at every opportunity:

The Headteacher is responsible for the Performance Appraisal for all Senior Leaders and Teaching Staff.

Heatherwood utilises the skills of a highly experienced communication team who work closely with class teachers to provide maximum support for the pupils.

Heatherwood keeps up to date with the most recent developments in learning theory and uses this to deliver a highly bespoke offer to all pupils throughout school.

External support and expertise we can call upon to help us to meet children's needs

Heatherwood works alongside a range of professionals from education, health and care; sharing and developing expertise at every opportunity:

Pupils are assessed on induction into school and personalised programmes designed to meet their needs; this can take the form of: specialised seating and equipment, communication equipment, moving and handling information, feeding techniques and also a postural management programme.

Heatherwood incorporates any therapy targets, for example: physiotherapy, occupational therapy and speech and language therapy into pupils' individual curriculum offer.

The Local Authority's (L.A.'s) Visual Impaired Support Teacher works in school one day per week and the L.A.'s Hearing Impaired Support Teacher visits school regularly.

Similarly any hearing or visual impairment targets are also integrated into pupils' individual curriculums.

Heatherwood works closely with the following to support pupils' needs, as appropriate: the Local Authority's Children with Disabilities Team, Social Care, Educational Psychologists and Child and Adolescent Mental Health Services.

A School Nurse is currently onsite at all times along with a team of Child Support Workers (responsible for delivering the pupils' postural management programmes.)

Where possible Heatherwood hosts medical clinics and dental appointments.

How we prepare children to join our school

Heatherwood supports pupils and their parents through all stages of transition:

Initial visits form the first response from school and allow us to lay the foundations for a pupil's successful entry into Heatherwood School. These visits may be in school, the child's home or previous setting if transitioning from another setting or school.

Parents and Carers are invited to attend stay and play sessions with their child prior to starting school; thus facilitating the chance to meet the Teacher and key members of staff who will support the child in school. And also enabling a greater understanding of the day to day routine of school life.

Heatherwood has adopted a through school approach minimalising any anxieties or apprehension as pupils progress through the various key stages.

Throughout each year bespoke targets contribute towards preparing the pupil for a journey of lifelong learning with communication sitting at the very heart of all we do.

How we prepare children to move on from our school

Heatherwood supports pupils and their parents through all stages of transition:

Throughout each year bespoke targets contribute towards preparing the pupil for a journey of lifelong learning with communication sitting at the very heart of all we do.

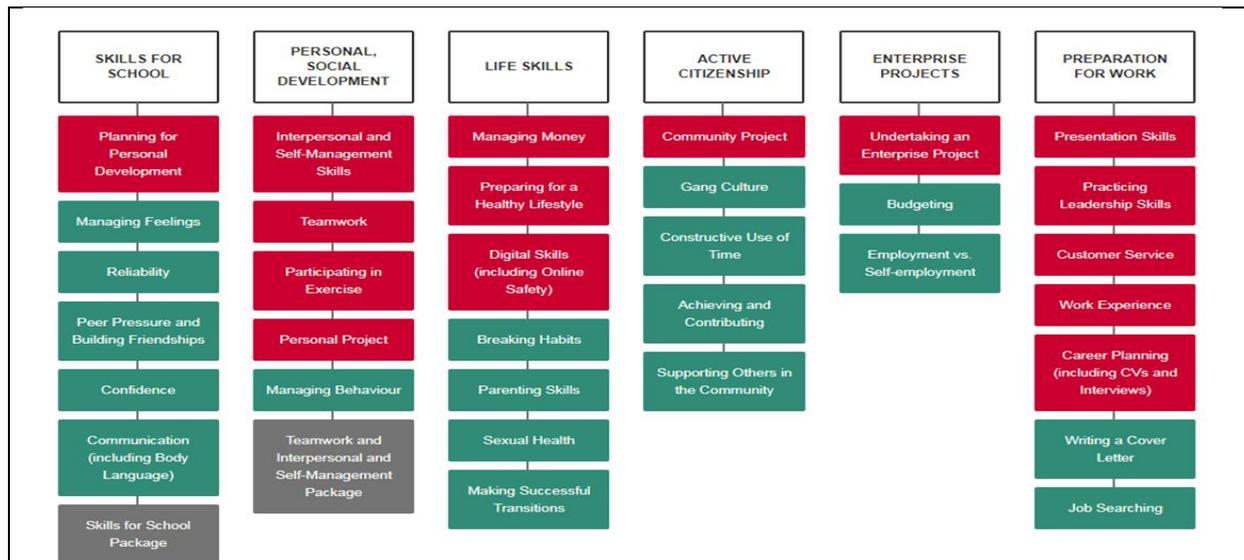
Formal transition reviews commence at Year 9 in preparation for life after Heatherwood; and the Local Authority's Participation and Transition Service attend annual Person Centred Reviews from Year 9 onwards, where ever possible.

Post 16 Provision is planned for very carefully through a series of meetings specifically designed to formulate the best possible introduction to adult life.

We currently have a satellite provision at Stonehill which is overseen by our 6th form teacher. The pupils there are offered a balanced curriculum that is based around vocational skills. The offer is based around the following areas:

Work Experience-The Hilltop Centre is a sustainable project in the heart of the community which has the aim of delivering a wide range of educational, training and skills development for all members of the community.

Accredited curriculum provision (Prince's trust Achieve Program) -The programme is split into 6 learning elements.



Btec Home Cooking skills Essential knowledge and skills such as:

- kitchen basics: what equipment you need and the best way to stock your store cupboard, fridge and freezer
- food safety and hygiene: knife safety, fridge management and rotation
- how to shop cleverly: shopping lists, seasonal food and planning ahead
- preparing ingredients and understanding confusing food labels.

College

- Pupils attend Doncaster College for one day per week, where they are currently studying public services.
- The pupils work together as a team, supporting one another, enhancing social skills as well as being in a more demanding environment.

Life & Living skills and leisure

- Within the pupils' timetable, there are opportunities to develop their independent life skills in a variety of ways and settings.
- Pupils work on travel training skills, such as using public transport and road safety.
- Pupils work on real life literacy and numeracy skills; i.e. planning shopping trips, using money, following signs and recipes.

Staff accompany pupils on visits to the setting they will move to after leaving Heatherwood to ensure a smooth and effective transition.

How we deploy our resources to meet the needs of children with SEND

Pupils are assessed on induction into school and personalised programmes designed to meet their needs; this can take the form of: specialised seating and equipment, communication equipment, moving and handling information, feeding techniques and also a postural management programme.

Class sizes are small and are all taught by a Qualified Teacher who is supported by a range of staff to meet the needs of the pupils, namely: Learning Support Assistants and General Assistants.

Heatherwood utilises the skills and experience of four Cover Supervisors to support classes when teachers access their planning, preparation and assessment time (P.P.A.). They also cover short term teacher absences to ensure consistency for the pupils (maximum of 2 days).

Each class has access to an N.H.S. Child Support Worker (responsible for delivering the pupils' postural management programmes and safeguarding comfortable learning).

Careful timetabling ensures the school's Specialist Communication and Moving and Handling Teams are able to assess and monitor all pupils' individual needs as necessary.

Similarly such timetabling enables pupils to access: swimming and rebound therapy, the sensory studio, soft play room, the accessible food technology room and various other resources in school on a fair and equitable basis.

Each pupil has a personalised Learning Journal which is shared with parents/carers during meetings in school.

Resources are deployed efficiently and effectively to ensure each pupil has access to a broad and balanced curriculum suitable to their individual needs.

Contacts for more information

Executive Leader - Mrs Lisa Suter

Acting Head of School: Mr Daryl Bennett

Chair of Governing Body: Gary Bullock

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Telephone: 01302 322044

Email: admin@heatherwood.doncaster.sch.uk

Website: www.heatherwood.doncaster.sch.uk

Please note:

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Please return this proforma to Families Information Service, by email to fis@doncaster.gov.uk

If you have any queries, please contact Darren Dickinson 01302 735978.

Thank you.