



Annual SEND Statement

Date Published	September 2019
Version	4
Approved Date	July 2023
Review Cycle	Annual
Review Date	July 2024

An academy within:



Learning together, to be the best we can be



1. Context

Heatherwood School is a special day school for pupils aged 3-19 years with severe, profound and/or multiple learning difficulties. We have an additional post 16 provision for pupils with moderate learning needs; and a small cohort are educated at, The Bridge, our offsite provision.

Heatherwood School is a special school which offers provision for children and young people aged 3-19 years with severe and profound learning needs. Many children have a physical disability and associated medical conditions. We have a Post 16 cohort of learners with MLD in The Key provision.

2. Mission Statement

Our focus at all times is that all our children, young people and staff are supported to: **"Be the best we can be"** and we live by our mission statement:

'Seeking to develop a better tomorrow for all learners, through a holistic blend of quality first teaching experiences; celebrating pupils' strengths along a highly personalised learning journey'

We are committed to preparing our pupils for adulthood through the provision of outstanding levels of education and care. We facilitate innovative opportunities and experiences to engage, and motivate, all pupils.

Similarly we are dedicated to multi-disciplinary team working, in partnership with parents and carers, to ensure all pupils develop appropriate skills for life and achieve their full potential.

3. Aims and Values

We aim to:

- Provide a secure, supportive, well organised and happy environment, where children and young people are able to flourish and develop emotionally, socially, physically and intellectually.
- Work in close partnership with parents, carers and other professionals in order to promote each pupil's well-being and to maximise their potential.

We endeavor to achieve this by:

- Providing a CORE curriculum framework which gives opportunities for pupils



to develop their confidence and competence in communicating, learning, problem solving and independence. The curriculum offer consists of four learning pathways: sensory, active, bridge, intentional.

- Helping pupils to acquire knowledge, skills, experience and imaginative understanding.
- Fostering an enquiring mind and the confidence to use it whilst exploring the world in which the pupils are growing.
- Creating an environment in the school where attitudes of care and respect for others and themselves encourages responsibility and independence in the most appropriate way.

Encouraging awareness and respect for the different religious, cultural and spiritual values of others.

- Preparing the pupils to be effective members of society.

4. Our Values:

Communication:

We deeply value a total communication approach to ensure all voices are heard.

Respect:

We celebrate being part of a diverse community; being mindful of everyone's beliefs and values and the needs of our learners and their families.

Innovative:

We continually strive for improvement and advancement for all.

Passion:

We push the boundaries of inclusive practice and pursue innovation and risk taking.

Collaboration:

We work in partnership for the good of the young people in our care; seeking



out opportunities to share ideas and good practice.

Celebration:

We celebrate and share success at every level; celebration is a reward to be enjoyed.

Professionalism:

We promote continuous improvement and quality of service through our professional approach; showing respect and integrity to all stakeholders.

Openness:

We interact with honesty and integrity with: pupils, staff, families, agencies and the wider community. We are open to new ideas.

- All activities are driven by the Nexus Trust vision: **“Learning together, to be the best we can be”**
- Linked to our Nexus mission statement:
 - Our learners and their families are at the centre of what we do.
 - Our employees and partners are passionate about being the best that they can be.
 - Our Trust is relentlessly focused on improvement.

5. Admissions

- a. All pupils who attend Heatherwood School will have had a Statutory Assessment of their special educational needs (SEND) by the Local Authority. Following this assessment, the school will be consulted as part of the Education, Health and Care (EHC) planning process, if it is agreed at panel that it can meet the needs of the child.
- b. Prospective parents/carers are encouraged to visit the school as part of the preparation of their contribution towards their child's special needs assessment.



- c. Subsequent to Heatherwood School being named in the child's Education Health & Care Plan (EHCP) and the school receiving a copy of this, the school will arrange a school/setting and home visit to collate the school's admissions information.
- d. The child will start their transition into school as soon as practically possible following the admissions information being completed and transport arrangements being made.
- e. For pupils in the Foundation Stage, a flexible place can be offered at either the point of the place being commissioned, or during the placement itself.

6. Areas Served

- a. Children are admitted from the whole of the Doncaster area. Currently some children and young people living in Nottinghamshire and Barnsley attend Heatherwood School where the provision is more appropriate.

7. Pupil Numbers

- a. The school has planned places for up to 77 pupils. We are currently over capacity at 82 pupils and it is difficult to offer places.

8. School Organisation

- a. For teaching and organisational purposes, the school is organised primarily by pupil ability
 - Early Years/Primary Department – Nursery, Foundation Stage (EYFS), Yr 1 and 2 – 15 pupils
 - Specialist ARC provision – Sensory pathway (Y1 – Yr14) – 12 pupils
 - Sixth Form – The Bridge, The Key (Yr 12-14) – 26 pupils
 - Blue class – Intentional pathway (Yr 4 – 11) – 8 pupils
 - Red class – Active pathway – 6 pupils
 - Yellow class – Active/The Bridge pathways – 8 pupils
 - Purple class – Sensory/Active pathway (FS2 – Y3) – 6 pupils

- b. Staff work in departmental teams. Pupils are in a class group of 5 -13 children of a similar ability. In 6th form, pupils are grouped in different classes. On a day-to-day basis parents/carers and other professionals link with the teacher and educational support staff (LSAs) in their child's class.
- c. Senior Leaders are accountable for day-to-day matters within their team. The Executive Headteacher is Lisa Suter. The Head of School is Bridget Coy. There is one Deputy Head, Daryl Bennett, an Assistant Headteacher, Rachel Wilson and two Senior Leaders. The first point of contact for financial and administrative matters is the School Office Team. You can email any of us at Heatherwood School@nexusmat.org

9. Staffing Structure

a. Senior Leadership

Level	Number	Full Time Equivalent
Executive Headteacher	1	0.5
Head of School	1	0.6
Assistant Headteacher	2	2

b. Teaching

Level	Number	Full Time Equivalent
Teacher with additional responsibilities (TLRs)	2	2
Teachers	4	4
Early Career Teacher	0	0
Unqualified Teacher	0	0



Post 16 Instructor	2	2
--------------------	---	---

c. Teaching Support:

Level	Number	Full Time Equivalent
Cover Supervisor	4	
Senior Learning Support Assistant	1	
Learning Support Assistant	21	
General Assistant	11	
Midday Supervisor	1	
Apprentice	3	
Moving and handling Manager	1	
Pool supervisor	1	

d. Administration / Site Management:

Level	Number	Full Time Equivalent
Term time only	4	
Office Manager	1	
Site Manager	1	



10. Curriculum And Assessment

- a. The priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations.
- b. To meet the needs of our students the new CORE (Care, Opportunities, Real Life Experiences and Education) curriculum is focused on achievement of EHCP outcomes, alongside PSHE objectives plus aspects of Preparing for Adulthood. In addition, the bespoke curriculum aims to meet the very diverse needs of our students by offering academic, therapy based, and further Preparing for Adulthood learning.

11. Curriculum Content

- a. At Heatherwood School, we provide a needs-led, person centred curriculum, which is flexible and creative and works toward the Preparing for Adulthood outcomes.
- b. Heatherwood adopts four learning pathways to best meet the needs of all learners. These are sensory, active, bridge and intentional. The breadth and balance of the underlying learning experiences is what is important, as we want our learners to generalise their skills.
 - i. Sensory - Learners following this pathway are performing at the earliest levels of development. They follow an immersive sensory approach, which provides opportunities to develop responses and an awareness of the world around them.
 - ii. Active - Learners following this pathway are increasingly active in their general outlook and are beginning to interact with people and the immediate world around them. They use a mixture of gestures and vocalisations and are beginning to develop early control and curiosity towards their environment and learning tasks.
 - iii. Bridge - Learners on this pathway are developing their preferred method of communication in a more formal way; they are able to apply some representative communication with purpose to express their individual needs. They are beginning to show awareness of their peers and may interact with them in a supportive and structured activity. This group is beginning to



engage with initial subject specific learning encompassing the early literacy and numeracy skills.

- iv. Intentional - learners on this pathway have developed, and can skilfully apply, their chosen communication system in order to function and interact with the world around them. They understand and engage in subject specific work which aims to develop their understanding in relation to literacy, numeracy, wider mathematics, science, humanities, physical development, RSHE, PSED, arts, life and independence.
- c. We recognise the need for a range of approaches, strategies and resources and the need for Teachers, Support Staff, Parents/Carers and multi-agency practitioners to work in partnership.
- d. We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life.
- e. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.
- f. In addition, pupils will require a range of opportunities to develop key learning skills, which link to their own EHCP. They will need to acquire, develop, practise, apply and extend these skills in a range of contexts across the curriculum.
- g. These skills include:
 - Communication skills – including the use of augmentative and alternative communication (AAC), developing signing skills, developing verbal skills and the ability to reason.
 - Physical development, gross and fine motor skills, including positioning, maintenance of posture, muscle tone and ease of movement). Heatherwood utilises the principles of MOVE (Movement Opportunities via Education) to further develop functional movement. Pupils learn to move so that they can move to learn.
 - Personal, social, emotional development (including self-help, independence, hygiene, self-esteem, working with others, readiness to learn and feeding skills)
 - Sensory awareness (making sense of auditory, taste, tactile, visual and olfactory experiences – includes moderating and maintaining an appropriate



level of 'input' to ensure learners are in a 'calm alert' state and ready to learn).

- A rich and varied curriculum is offered to all pupils. Communication, Cognition, Physical, PSHE and Independence are core areas of the school's curriculum.

12. Specialist Resources

- Staff with a range of relevant experience and training.
- Personalised timetables.
- Alternative curriculums.
- Individual class play areas appropriate for all our primary learners.
- Therapy room.
- A swimming pool.
- A Sensory room.
- A Sensory garden.
- A Wildlife Garden
- A Sensory Pod
- Adapted hygiene areas with tracking hoists and specialist equipment.
- Sensory outdoor spaces with covered canopies.
- Augmentative and alternative communication including communication assessments and pathways.
- Eye-gaze technology
- Computers in every classroom including touchscreens and iPads.
- A trampoline for Rebound Therapy.
- School dinners prepared on-site catering for individual dietary requirements where required.
- Access to a Minibus.
- A Pastoral Manager to link with and support families.
- There is a school nurse team funded through health based at the school. They support the training of school staff and help with medical care plans.
- A team of professionals visit school daily, this includes physiotherapy, occupational therapy, speech and language therapy (SALT) teams, dietician, wheelchair services and Barnsley Medical.
- We have regular support from the visual and hearing impaired service.
- Doncaster transport liaises with school and families to ensure transport to school works well.

13. Staff Training And Development

- a. All staff have access to a programme of Continuing Professional Development, which includes training in Makaton, Moving and Handling, Emergency First Aid, Fire safety, Feeding and Swallowing,



Safeguarding and positive behaviour management. Staff receive safeguarding and moving and handling updates triweekly. We deliver routine medication administration training as part of the induction process; this includes buccal and epipen.

- b. In addition, all staff have annual Professional Development Reviews which help to identify bespoke training needs. Training needs are a key area of the School Improvement Plan and the school is committed to staff development at all levels.
- c. The School has a number of staff who have specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the schools work.

d. Examples of specialist knowledge and training include:

- Multi-sensory
- Sensology
- Hydrotherapy
- Sensory Integration
- Story Massage
- Intensive interaction
- Augmentative and alternative communication (AAC)
- Visual Impairment
- Hearing Impairment
- Bereavement support
- E-Safety train the trainer
- Managing engagement
- Signs of Safety
- Prevent WRAP 3
- Picture Exchange Communication (PECS)
- Relationships and Sex Education (RSE)
- Child Protection
- First Aid for Mental Health (Train the Trainer)
- Medication administration, tracheostomy care, gastrostomy care etc.
- Behaviour Management
- Makaton
- NVQs in supporting teaching and learning
- National Professional Qualification in Leadership
- Rebound



- Yoga for people with PMLD
- ELSA (Emotional Literacy Support)

14. Meeting Individual Needs

- a. At Heatherwood School, we pride ourselves on appropriately placing every student to ensure we are best meeting their needs. Students are grouped in classes which best cater for their identified needs – SLD, PMLD, ASC. This enables different strategies, environments and approaches to be utilised to overcome any barriers to learning and to maximize learning opportunities. (This includes low arousal classroom environments, sensory diet provision, specialist moving and handling equipment to support mobility). Providing specific training for staff working in classes ensures they are skilled to best support the students in their care.
- b. Regardless of class, all students have an individual curriculum pathway that allows them to focus on their EHCP outcomes and to access wider provision and resources to support learning and development. Pupils access a therapeutic curriculum which supports their holistic development.
- c. We strive for all students to leave Heatherwood School as independent and confident as possible and provide them with a range of opportunities through our Preparing for Adulthood curriculum and personalised interventions and opportunities. Staff plan frequent opportunities for students to engage in their local community and to experience aspects of daily life beyond school. Visits to the local shops, cafes, etc are encouraged and provide students with invaluable real-life experiences.
- d. The Pastoral Manager provides support to improve the well-being of pupils and their families through the co-ordination of Early Help meetings, through signposting families to appropriate services, through liaison with a range of other services such as school nursing, CAMHS and the transition team to name a few.
- e. Heatherwood School involves other bodies, including health and social care, early help, charitable organisations and local authority support services in meeting children and young people's SEND and supporting their families.



- f. Often a number of regular meetings support the student and include;
- CIN – Child in Need Meetings generated by Social Workers to address any issues
 - TAC or TAF – Team around the Child/Family Meetings – Multi-Agency meetings to ensure sharing of information and joined up thinking regarding strategies and approaches
 - LAC – Looked after Child meetings once a term and this feeds into updating the EPEP (Electronic Personal Educational Plan). The focus is how well the LAC are making progress and what support is in place.
 - PCR – Person Centered Reviews. Exploring the needs, hopes and aspirations of our young people with the young person's views at the centre of the discussion.

15. Partnerships With Other Schools And Inclusion

- a. As a constituent academy of Nexus Multi Academy Trust the school has positive partnerships with the other schools within the Trust which enables sharing of practice, knowledge and resources.
- b. Some of our MLD pupils in The Key access their learning at our shared learning campus, The Bridge, where staff and pupils work closely together with colleagues from Coppice, Northridge and Pennine View schools.
- c. Post 16 students attend leisure and life skills activities off site. The local community is used to teach travel training, practical maths, independence and communication skills. Some students in our Post 16 also access Harmony House where they learn how to complete household chores as independently as possible and practice working together. Some Post 16 pupils, according to their individual need and aspirations participate in work experience placements within their local community.
- d. We run a graduated programme of work experience opportunities throughout the year.



16. Partnerships With Parents

- a. Parents and carers are key partners in the education of their child. The views of parents are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child. Parents/carers, with their child, make a significant contribution to the EHCP based upon their priorities and aspirations. These outcomes then form the basis of the pupils curriculum offer. The teacher supports and facilitates this through the annual review process. The outcomes set are reviewed each term at the parent/carer meetings. The school believes that these meetings form the foundation of the personalised programme for each child.
- b. Termly Parent Carer Consultation Meetings –these are held in the Autumn and Spring term.
- c. If parents/carers have difficulties attending meetings, arrangements are made for alternative times or venues to accommodate.
- d. Yearly Annual Review or PCR (Person Centered Review) for every child
- e. Annual Parent/Carer Surveys sent requesting the views of families regarding their child’s experiences at Heatherwood School.
- f. Year 14 students are closely supported to effectively plan for Post 19 Transition.
- g. Contact with parents and carers is maintained through Seesaw (communication app), emails and telephone calls. Where parents transport their child to/from school, the communication is primarily face to face.
- h. Wider school information is sent to parents through the weekly newsletter and is available on the website.
- i. It is the policy of this school to actively engage with parents/carers and involve them as much as is practical in the life and work of the school and the teaching and learning of their child.



17. Pupil Voice

- a.** Listening to and responding to our “pupils’ voice” plays a major part in their education at Heatherwood School. Pupils are asked their views on a range of issues, particularly in relation to fundraising and enrichment activities. The majority of pupils join their annual review meeting where teachers share a PowerPoint of their achievements over the last year. Some pupils remain in the meeting for longer, depending on their level of need.
- b.** Heatherwood has an active Pupil Parliament. In these meetings, pupils are supported to use their communication devices and strategies to express preferences and make choices in response to ‘live’ issues around school. These include helping to organise the school Prom, developing lunchtime clubs and starting to think about how the school environment might be improved.
- c.** As part of the EPEP process all LAC learners are consulted on their views of how they see their education at Heatherwood School, exploring likes and dislikes and evaluating their progress.

18. Assessment, Recording And Reporting

- a.** The school works within the Nexus MAT assessment policy. This will:
 - Provide all pupils with opportunities to show what they know, understand and can do and involve them in self-assessment.
 - Help pupils to understand what they can do and what they need to develop.
 - Enable teachers to plan more effectively.
 - Support parents to be involved in their children’s learning.
 - Provide school with information to evaluate work and set appropriate targets.
- b.** On a termly basis all teachers work alongside SLT on Pupil Progress meetings. This is an opportunity to spend focused time analysing each individual student’s needs and progress in order to assess the major hurdles to their learning and devise strategies and action plans to overcome them.
- c.** Each year, pupils are set end of year targets. Their progress towards meeting these targets is evaluated at regular intervals.

- d. Termly data analysis of pupil performance data enables us to track progress and target those identified as not making expected progress.
- e. Assessment Data is shared with parents via parent consultation meetings alongside progress made towards bespoke EHCP outcomes. If appropriate, students play an active role in assessing their own progress and set new challenges and goals for themselves. In Post 16 this is embedded in sessions.
- f. The transition into adulthood at age 19 (Y14) brings about key outcomes for our pupils. These are fundamental to our leavers being successful learners, confident individuals and responsible citizens.

19. Transport Arrangements

- a. Every pupil is offered free transport to and from school until they are 16. The Local Education Authority in which the child lives makes transport arrangements. The majority of pupils come to school by taxis and minibuses with specialist tailgate facilities which ensures they are wheelchair accessible. A passenger assistant is usually provided by transport. Some pupils who have significant health needs are supported on transport by a personal carer; this is commissioned through the CCG (Clinical Commissioning Group). Some parents/carers choose to bring and collect their child from school.

20. Complaints

- a. Heatherwood School offers a high level of education and support to its pupils. We welcome comments and suggestions about the education and support provided to our children and young people. The school works within the Trust Complaints Policy framework.
- b. All complaints are seen as an opportunity for the school to evaluate its performance. Complaints can be about any aspect of the services provided at the school. In the first instance contact is with the child's teacher, unless a parent feels that it should be with the Senior Leadership Team.



- c. Pupils are encouraged to speak to any member of staff regarding any concern or complaint. The pupils can also make their complaint known to the Pupil Parliament whereby it will be dealt with.
- d. Complaints are acknowledged promptly, usually in writing and the appropriate person in school will undertake an investigation. Generally, parents should expect a response within 5 working days. If school staff are unable to resolve the issue, parents are urged to contact the Chief Executive Officer.

21. Monitoring And Evaluation

- a. The senior leadership team, governors, Trust Executive and the Board of Directors will measure the success or otherwise of Heatherwood School by consideration of, for example:
 - Achievement and outcomes for pupils and students
 - Happy, contented children
 - Inspection reports and external reviews
 - Review of Curriculum development
 - Quality and regularity of Home-School liaison
 - Quality of assessment, planning, record keeping and records of achievement
 - The school's financial management
 - Reviewing Action Plans as part of the School Improvement Planning process.

22. Transition

- a. All students who are new to Heatherwood School, no matter at what age they arrive, will undergo a full transition which includes visits with existing staff or with parents so that vital information can be shared building up to full days and eventually weeks to ensure transition is smooth.
- b. As the majority of our pupils are grouped by ability, transitions throughout school usually occur every 2-3 years. School leaders assess the benefits of continuity and being exposed to change when looking at whole school organisation each year along with the need to maximise learning opportunities for all pupils. Transition meetings are held in Summer Term 2 to enable the sharing of vital academic, care and social information with the next teacher/class to ensure a



continuity of provision, a continuation of successful strategies and a seamless transition from one class to another. Pupils then move classes at the end of the summer term so that they are settled in their new class before the summer break.

- c. Year 14 pupils undertake a personalised transition programme to their Post 19 provider or to their social care provision. Regular meetings are held to evaluate and review these.
- d. Other Post 16 experiences which prepare the students for life after Heatherwood School and adulthood are incorporated into the Post 16 curriculum offer and include work placements around school, Skillsbuilder lessons to develop the softer skills required for work and opportunities for community based learning.
- e. For the few students that it is relevant for, Independent Travel Training is delivered and supported at The Bridge.

23. Further Information

- a. Doncaster have produced a Local Offer which details services, resources, support, provision and activities for children and young people with Special Educational Needs and Disabilities. This can be found at <https://www.doncaster.gov.uk/services/schools/local-offer-send>
- b. Doncaster SENDIASS can also give you:
 - information and advice about SEN and disability support and provision
 - more information about local services, organisations, and resources which might help
 - advice and support to get more involved. This can be found at <https://www.doncaster.gov.uk/services/schools/sendias>
- c. Doncaster parents and carers forum are a group run by parents of children with additional needs for parents of children with additional needs. Their website can be accessed at <https://www.doncasterparentsvoice.co.uk/>