



## **HESTON COMMUNITY SCHOOL SEND OFFER 2025**

Hounslow schools are committed to meeting the needs of all students including those with Special Educational Needs. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they feel that they are a valued member of the wider school community.

The Special Educational Needs Code of Practice 0-25 Years [2014] states that there are four broad categories of SEND which are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The range of support is tailored to individual needs, following a thorough assessment by School staff and external agencies. The support offered is designed to promote students' independence and resilience as learners and works in partnership with the School's Pastoral and Achievement support systems. Our School Offer provides details of the resources, interventions and support from outside agencies that we provide at Heston Community School. Due to the ever-changing needs of our students, there may be additional support available that has not been covered in this document. For further information about what we offer at Heston, please contact Mrs Hardy [SENDCo].

Some children/young people need increased support to access learning because:

- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have barriers to learning due to early emotional or physical trauma
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

The purpose is to ensure that barriers are removed where possible to allow equal access. We monitor and track progress of all students so that the support provided is specifically targeted to their needs. Full engagement of parents and carers is welcomed and, where necessary, the School seeks support and advice from external specialists.

## **Admissions**

Students with SEND are allocated places in two separate and distinct ways:

1. Those students with Education, Health and Care Plans [EHCPs] have a separate admissions procedure overseen by the SEND team at Hounslow Borough Council
2. Those students who have SEND but do not have an EHCP are admitted via the normal school admissions process.

Additionally, schools have to provide details of the school specific offer. This is reflected in the Hounslow Authority Local Offer, which can be found at [https://www.hounslow.gov.uk/info/20080/children\\_with\\_disabilities/1826/hounslow\\_local\\_offer](https://www.hounslow.gov.uk/info/20080/children_with_disabilities/1826/hounslow_local_offer) along with other useful information.

## **Educational provision for students on the Inclusion File**

All students identified as requiring additional educational support may be offered the following provision:

- An opportunity to express their needs and identify effective strategies for support
- Differentiated/remodelling of materials across all curriculum areas
- A bespoke independent advice and guidance programme from our Careers Co-ordinator - meetings with students to plan appropriate pathways, guidance with GCSE options and support to raise aspirations at all transition points
- Lunchtime learning in the Bubble [a safe, stress free area where individual help is available when necessary]
- After school activities and study support
- Individual 1:1 or small group support in English and Maths using LEXIA, MathsWhizz and BSKB programmes
- Inclusion Team termly review of the provision after each Data Harvest
- Differentiated and directed questioning
- Teaching strategies that acknowledge individual needs
- A linked Key Worker where appropriate
- EAL Study Support
- In-class support and withdrawal where necessary
- Tailor-made extra-curricular clubs/ activities and trips
- Access arrangements for public exams and in-school tests
- Whole school training for staff on the needs of students
- Curriculum support
- Vocabulary/reading sessions for Deaf students

In addition, the following support provision may be explored for specific needs:

Needs		Support	Criteria
<b>Communication and Interaction</b>	Autistic Spectrum Disorders	<ul style="list-style-type: none"> <li>• Access to specialist teaching advice from Hounslow</li> <li>• Dedicated supervised space to allow students compose and reflect</li> <li>• Key TA / Mentor</li> <li>• Educational Psychology Service</li> </ul>	Students identified as having a communication and interaction difficulty are included in the Inclusion File
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> <li>• Access to Speech and Language Specialist</li> <li>• Individualised speech and language programmes</li> <li>• Student-centred EAL intervention programmes for new arrivals [1:1 and small groups]</li> </ul>	
<b>Cognition and Learning</b>	Moderate Learning Needs	<ul style="list-style-type: none"> <li>• Baseline screening programmes and tests to identify those who need targeted support - small group and individual</li> <li>• Educational Psychology Service</li> </ul>	Students identified as having a difficulty in the areas of cognition and learning are included in the Inclusion File
	Specific Learning Needs	<ul style="list-style-type: none"> <li>• Screening programme and further assessment to devise a bespoke programme of study</li> <li>• Access to specialist teachers in education</li> <li>• Educational Psychology Service</li> <li>• Specialised programmes that develop co-ordination; gross and fine motor skills</li> </ul>	

Needs		Support	Criteria
<b>Social, emotional and mental health difficulties</b>	Social Needs	<ul style="list-style-type: none"> <li>• Social Skills Groups</li> <li>• Pastoral Care Team</li> <li>• Buddy System for Year 7</li> <li>• Sixth Form Mentoring Scheme</li> </ul>	Students identified as having social, emotional or mental health difficulties are included in the Inclusion File
	Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> <li>• Access to Counsellor</li> <li>• Learning Mentor</li> <li>• Emotional Literacy Group</li> <li>• Educational Psychology Service</li> </ul>	
<b>Sensory and / or Physical Needs</b>	Deaf	<ul style="list-style-type: none"> <li>• FM Receivers</li> <li>• Access to Hearing Impairment Specialist</li> <li>• Educational Psychology Service</li> </ul>	Students identified as having sensory or physical needs are included in the Inclusion File
	Visual Impairment	<ul style="list-style-type: none"> <li>• VI Specialist from Hounslow Borough</li> <li>• Touch typing lessons</li> <li>• Physical environment audit</li> </ul>	
	Multi-Sensory Impairment	<ul style="list-style-type: none"> <li>• Risk assessment and individualised Support</li> </ul>	
<b>Medical Needs</b>		<ul style="list-style-type: none"> <li>• Specialist support</li> <li>• Access to specialist nurses</li> <li>• Access to School Nurse</li> <li>• Medical information is logged</li> <li>• Secure storage for medication</li> <li>• Health Care Plans</li> </ul>	Students identified as having medical needs are included in the Inclusion File

<b>Specialist provision on site</b>	Centre for the Deaf – London Borough of Hounslow’s Provision Head of Centre - Mrs Kam Aujla
<i>How do you apply</i>	Please refer to the London Borough of Hounslow’s website [ <a href="http://www.hounslow.gov.uk">www.hounslow.gov.uk</a> ]
<i>Criteria for Admission agreed with Local Authority</i>	<ul style="list-style-type: none"> <li>• Moderate to profound loss which averages as severe</li> <li>• A receptive and expressive language delay of more than 2 years, and associated with hearing loss</li> <li>• Broad average social development</li> <li>• A need to develop language and communication skills through specialist teaching and possibly the use of other modes of communication such as Sign Supported English or British Sign Language</li> <li>• A need for individual/small group tuition and specialist equipment with support for its use</li> <li>• A Literacy level [reading age] of at least 7.5 years</li> <li>• A need for opportunities to learn alongside hearing peers for some of the time</li> <li>• Hearing loss as the primary SEND</li> <li>• Broad average [non-verbal] ability</li> </ul>
<i>What sort of support should I expect my child to receive</i>	<ul style="list-style-type: none"> <li>• Personalised lessons for English taught by a Teacher of the Deaf</li> <li>• Close liaison with mainstream teachers to ensure classwork, learning tasks and homework are differentiated appropriately</li> <li>• Support in mainstream lessons</li> <li>• Curriculum Support Lessons taught in the Centre for the Deaf</li> <li>• Alternative courses [e.g. Entry Level English and Maths]</li> <li>• Maintenance and checking of Hearing Aids and liaison with external hospitals and clinics, as required</li> <li>• Key Worker sessions</li> <li>• An Annual Review Process</li> <li>• Excursions organised which are tailored to meet the needs of the deaf students [in addition to Whole School Trips]</li> <li>• Delivery of workshops by external deaf organisations, with topics reflecting the cohort’s needs</li> <li>• Learning Mentor Workshops on organisation and making friends [in Year 7] as well as various other projects throughout the year</li> </ul>

## SEND Information Report

Our School welcomes students with Special Educational Needs and Disabilities (SEND).

Our aim is to differentiate our teaching in order to be responsive to the range of individual children's learning needs so that they can progress within the curriculum (including emotional and social development).

We aim to support learning through the arrangement of teacher-student groupings, student peer support and, where appropriate, the involvement of Teaching Assistants. In addition, we make use of a wide range of learning materials and digital equipment designed to help students respond to the challenges of learning.

We liaise with all feeder primary schools and Post-16 providers to ensure a continuity of support at key transition points.

We encourage parents to participate in supporting their children's learning at all stages through use of the School Planner, consultation events and other communication.

We monitor how effective we are in supporting all students' progress and development – including those who have SEND. The detailed information is kept on the student's file and uploaded on SIMS. These records are shared and discussed with all parents/carers. This information is, in turn, used to evaluate the effectiveness of our provision map 'offer', and to enhance it, as part of the School's Improvement Plan.

The School's SENDCo is Ms C Hardy. She can be contacted on 0208 572 1931 or by email on [chardy@hestoncs.org](mailto:chardy@hestoncs.org) Please also copy in [info@hestoncs.org](mailto:info@hestoncs.org).

Other key members of staff are:

Special Educational Needs Manager – Mrs Asmah Khan

Centre for the Deaf - Mrs Kam Aujla

EAL Manager – Ms Shushanik Eloyan

Student Welfare Manager – Mrs Manjit Bhambra

SEND Administrator– Ms A Laing

SEND Governor – TBC

In-house training of teachers and Teaching Assistants supports our responsiveness to children's learning and other needs. This takes the form of teacher peer support; communication arrangements among staff; consultation with, and training by, our Inclusion Team, as well as training offered by the Local Authority and other agencies. All staff undertake an induction programme which includes training with the Inclusion Team to explain the systems and structures in place around the School's Inclusion provision and practice, as well as to discuss the needs of individual students.

The above support is designed within a whole-school provision mapping. It is based on student and parent/carer involvement at the level of the subject teacher, the Headteacher, a designated Governor with responsibility for Special Needs, the SENCO and the Senior Leadership Team.

If your child has a special educational need and/or disability [SEND] and your complaint concerns the support your child is receiving to help them with their SEND, then you should

first raise any concerns you have with Mrs Hardy, the School's SENDCO. She can be contacted on 0208 572 1931 or by email on [chardy@hestoncs.org](mailto:chardy@hestoncs.org) or [info@hestoncs.org](mailto:info@hestoncs.org).

If you feel your complaint has not been addressed then please write a letter of complaint to the School's Headteacher, Mr Berdesha, at the address below.

Headteacher  
Heston Community School  
Heston Road  
Heston  
Hounslow  
TW5 0QR

If you are not happy with the School's response to your complaint, then please contact the School's Governing Body. The letter should be addressed to the Chair of Governors and emailed to [GB@hestoncs.org](mailto:GB@hestoncs.org) or can be handed into Reception.

If you remain unhappy with the outcome, please Contact Hounslow SEN on [sen@hounslow.gov.uk](mailto:sen@hounslow.gov.uk) or by phone on 020 8583 2672

For more information on making a complaint about SEN support, in a school or an academy, go to [www.gov.uk/complain-about-school/sen-complaints](http://www.gov.uk/complain-about-school/sen-complaints)

Where a student's needs require it, our SENDCO/SEN Manager calls on such expert help as is currently available from the Local Authority through its 'local offer' and other community and specialist services. In all instances, the school-based and additional support is planned in consultation with parents/carers and with the students themselves.

The Local Authority 'local offer' of services, and other available sources of support are published on the Hounslow Local Authority webpage:

[https://fsd.hounslow.gov.uk/synergyweb/local\\_offer/](https://fsd.hounslow.gov.uk/synergyweb/local_offer/)