

## Harrow High School Academy SEND Offer and Information Report

<p>How does the school identify children/ young people with special educational needs and disabilities?</p>	<p>All teachers are responsible for ensuring any potential SEND is identified as rapidly as possible. Once concerns are raised, the SENCO will ensure that learners are assessed using a variety of assessments.</p> <p>The SENCO will respond to parents' and young people' concerns by implementing a gradual approach, conducting relevant testing and/or referring the young person for the assessment by other professionals in order to identify the needs of young people.</p> <p>The SENCO and Head of Year 7 consult with feeder primary schools in the summer term of Year 6, in order to identify those incoming students with additional needs. These students will automatically be put onto the register for at least one term until baseline assessments and other assessments are conducted to make sure students start at Harrow High with the support that they need to meet their learning or emotional needs.</p> <p>The SENCO and Head of Sixth Form will consult the young people and the feeder secondary schools in early September of year 12 in order to identify those incoming students with additional needs. These students will automatically be put onto the register for at least one term until baseline assessments and other assessments are conducted to make sure students start at Harrow High with the support that they need to meet their learning or emotional needs.</p> <p>The SENCO will collect SEND information from the young person's school for the mid-term admissions. These students will automatically be put onto the register for at least one term until baseline assessments and other assessments are conducted to make sure students start at Harrow High with the support that they need to meet their learning or emotional needs.</p> <p>The results of all assessments for the learners on the SEND register (this includes learners with Educational, Health and Care Plans and under the SEND Support category), will be used as evidence for exam concessions in public examinations and to target provision and differentiation to meet learners' needs.</p> <p>Across the school, learners are referred for assessment, support and monitoring through a 4 -stage model of assess, plan, do, review.</p>
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How does the school support my child/ young person?

The school provides special educational provision for pupils who require

"special educational provision, that is provision different from or additional to that normally available to pupils of the same age." (6.12)

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

At Harrow High School we have a wide variety of strategies and mechanisms for meeting a range of special educational needs. The school provides SEND support via high quality teaching and highest expectations for all in class and where appropriate there will be specialist Learning Support Assistant (LSA) support in class. We also have specialist SEND teachers teaching small group or 1:1 intensive literacy interventions as well as social skills lessons. We also run additional small group interventions to target the areas of needs such as spelling, handwriting or revision for GCSE examinations

At KS3 we have intensive Literacy and Numeracy programmes delivered by both SEND specialists and qualified English, Mathematics and Science specialists. Such programmes include Corrective Reading Programme, Fresh Start and basic maths interventions and phonics programmes.

We offer a number of arrangements that support learners in their education and wellbeing, which include the use of a chrome book or reading pen, fidget toys, a sensory room, additional time in assessments and other reasonable adjustments that may be required by individual learners due to their needs.

We also offer a social skills programme, counselling, mentoring and morning interventions, which include handwriting, spelling and phonics interventions.

We use the services of external agencies to support young people with SEND. These include The Sensory Team, Speech and Language Therapists, Educational Psychologists, The Sensory Team, counsellors and occupational therapists.

Please see the support we offer for the 4 broad categories of need in Appendix A

<p>How will the curriculum be matched to my child/ young person's needs?</p>	<p>As an inclusive school, we are fully committed to ensuring that all learners have full access to the mainstream curriculum and extensive work takes place to ensure the organisation of our curriculum offer so that learners are not excluded or disadvantaged owing to special educational needs.</p> <p>Where possible, learners are supported in class to provide greatest access to the curriculum. Some learners may be withdrawn from class so that targeted teaching can take place. These arrangements are usually short term, flexible and monitored, so those learners do not lose their entitlement to the curriculum. Learners who have EHCPs may be withdrawn from lessons on a more regular basis, to follow specific individual programmes (as outlined in their education, health and care plan).</p> <p>All learners on the SEND register have Learning Passports which include student voice, strategies to help the learner access the curriculum and support offered. Parents receive a copy of their child's Learning Passport and consult with us. Teachers will read these Learning Passports and use these strategies to scaffold learning to appropriately challenge SEND learners.</p> <p>The Learning Support Assistants will liaise closely with subject staff to ensure learners secure vital areas of the curriculum and identify barriers to learning.</p> <p>At KS3, learners with low reading ages, will have reading and writing lessons with smaller additional groups for specialist support enabling a sharper focus on need.</p> <p>We offer social skills classes for targeted learners with autism spectrum disorders and moderate learning difficulties as well as for those who find it difficult to settle in the school.</p> <p>Our Option Subjects in Years 10 and 11 allow flexibility for all learners to follow rigorous and academic examination courses complimented by a range of applied courses which allow more choice. We also offer accredited, skills based, non GCSE courses, such as ASDAN short literacy and numeracy courses in year 10 and 11, which can build confidence for some of our learners who have specific learning difficulties.</p>
<p>How will the school and the parents/ carers know that my child/ young person is doing well?</p>	<p>Your child's progress will be assessed both in terms of his/her regular learning within class and with regard to specific intervention programmes. Termly monitoring by senior leaders and SENCO is completed to ensure learner's progress. Learners receive termly progress reports. Some targeted learners will receive personal support plans issued by the pastoral team.</p> <p>The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.</p>

	<p>You and your child will be encouraged to be actively involved at all stages of this support. The effectiveness of interventions can be discussed with the SENCo each term.</p> <p>Learning Support Assistants write feedback notes for each learner in each lesson and pass the information to the subject teachers to inform further practice.</p> <p>We record and analyse learner voice on Keep in Touch forms completed twice a year, conduct annual EHCP reviews and have SEND parents' evenings and parents' year group meetings.</p>
<p>What support will my child receive to help support their well-being?</p>	<p>All learners on the SEND register have access to Pastoral staff e.g. tutors, Heads of Year, Assistant Heads of Year). This pastoral care is coordinated with regular information sharing at weekly panel Inclusion meetings.</p> <p>The school has a full-time Welfare officer who administers medications and writes and distributes risk assessments due to learner injuries as well as Individual Healthcare Plans for learners with medical needs with significant risk to health.</p> <p>Harrow High School also employs a school counsellor to whom learners can self-refer.</p> <p>We have a zero tolerance approach to bullying in the school. Our full anti-bullying policy can be found on the school website;</p> <p><u><a href="#">Anti-Bullying Policy</a></u></p>
<p>Are there any specialist staff available at the school? What training have the staff supporting children/ young people with SEND had?</p>	<p>We take the training of all our staff very seriously. In addition to the full induction of new staff, current staff receive regular training on the best practice for meeting the needs of learners with SEND..</p> <p>Where appropriate, external expertise can lead training sessions.</p> <p>The SENCO has completed the National Award for SENCO at the Middlesex University in June 2022.</p> <p>Our LSAs regularly attend CPD in SEND needs and support.</p> <p>All SEND staff receive high quality training, cascading good practice to the rest of the staff.</p>
<p>How will my child/ young person be included in</p>	<p>We at Harrow High School Academy aim to be a fully inclusive school which ensures that all learners achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. In undertaking</p>

<p>activities outside the classroom, including school trips?</p>	<p>our statutory equalities duties, we apply the reasonable adjustment duty so that reasonable steps are taken to ensure that every student is included in every aspect of school life. Further risk assessments for individual learners are undertaken for all school trips in conjunction with the parent, school nurse or outside agency.</p>
<p>How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school environment?</p>	<p>Equipment for particular or complex needs is considered and catered for on an individual basis.</p> <p>Harrow High School has lifts in the Sixth form block and Arts/ PE block. The school has disabled toilets and changing areas. We have 2 disabled parking bays.</p> <p>We work with outside agencies in order to teach mobility training for learners with visual impairments to move safely around the school.</p> <p><u>Please see our Accessibility Plan for further information.</u></p>
<p>How will the school prepare and support my child/ young person to join the school and transferring to a new school or next stage of education?</p>	<p>We have a Transition team who plan a coherent and comprehensive transition programme for both entry into Year 7 and moving on to further education. Mid-term entrants also receive a supportive package. Transition activities include:</p> <ul style="list-style-type: none"> <li>● Year 6 into 7 Intake meetings in primary schools to gather SEND information</li> <li>● Year 6 into 7 Induction Day</li> <li>● Attendance at Annual Review / transfer meetings for year 6 and year 11</li> <li>● Full impartial careers guidance in Year 8 and year 11 at option times</li> <li>● Help filling out college application forms</li> <li>● Some learners will attend college tours with other learners at Harrow High School.</li> <li>● Termly reviews for students on EHCPs</li> </ul>
<p>How are the school resources allocated and matched to children's/ young people's special education needs and disabilities?</p>	<p>The school receives funding in response to the needs of pupils with SEND from a number of sources that includes:</p> <ol style="list-style-type: none"> <li>1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.</li> <li>2. The National SEND budget. This is funding devolved to schools to support them to meet the needs of pupils with SEND.</li> <li>3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND (students with EHC plans.)</li> </ol>
<p>How are the parents/ carers involved in the school?</p>	<p>We have a wide variety of methods for engaging with parents / carers. These include:</p>

	<ul style="list-style-type: none"> <li>• A regular cycle of parents evenings to report on student progress</li> <li>• A regular cycle (2 per year) of reports on progress in all subjects</li> <li>• Year 6 into 7 transition intake parent meetings</li> <li>• Annual Review meetings for those learners with an EHCP</li> <li>• Regular updates from Tutor, Subject teachers, Head of Year, Assistant Head of Year and / or Learning support assistant and SENCO</li> <li>• Phone calls (2 per year) from a Learning Support Assistant</li> </ul> <p>All year 6 admissions have an in depth induction interview with the head of year and a student Induction Day. Learners with EHCPs transitioning from Year 6 have additional transition days in the summer term.</p> <p>All learners with an EHCP will have a nominated Learning support assistant who will be the main point of contact for parents / carers to discuss any issues or concerns. The SENCO will also be available to discuss more serious concerns / issues and offer advice.</p> <p>All form tutors and subject teachers will be fully aware of learners on the SEND register and can offer support as per the school systems.</p>
<p>What arrangements does Harrow High School make for consulting young people with special educational needs and disabilities and involving them in their education?</p>	<p>The school takes student voice very seriously. We have a full and active student council of elected representatives, including learners with SEND. All learners on the inclusion register have a learning passport, which includes 'Learner Voice' in order to help teachers understand their learning needs from the aspect of the pupil. Learning support assistants record Learner Voice at the start of the year in the learning passports and this is reviewed by LSAs and SENCO.</p> <p>The learners with EHC plans attend annual reviews and express their views on progress and needs for support.</p> <p>Key workers meet with the learners twice a year and record the learners views on their access to learning as well as their wellbeing on Keep in touch forms. The SENCO uses these to review the support provided to the learners.</p> <p>We hold an SEND Parents' Evening in Term 1 and parents complete questionnaires.</p>
<p>How do I make a complaint?</p>	<p>Should a parent/s or guardian/s wish to complain in respect to the provision made for their child on the SEND Register, they should, in the first instance, contact the SENCo. Every effort will be made to understand the nature of the complaint and measures taken, where necessary, to consider adopting alternative working practices.</p>

	<p>Where parent/s or guardian/s believe that their complaint has not been satisfactory resolved by the SENCo as complaints should be addressed to Ms Holyszko, Assistant Head Teacher and then the Head Teacher. Harrow 'SENDIAS' can also advise parent/s or guardian/s in respect to the provision and assessment for meeting their child's SEND.</p> <p>For complaints not related to the meeting the pupil's SEND, reference should be made to Harrow High School's Complaints Policy. Please see our <a href="#">Complaints Policy</a> and Procedure on the school website under the Statutory Information and Policies tab.</p> <p>Also see the <a href="#">0-25 SEND Code of Practice</a>.</p> <p>SEND Governor: Mr Steve Fisher who can be contacted via the school</p>
<p>How does Harrow High School involve other bodies in meeting the needs of children/ young people?</p>	<p>The school participates fully with all external agencies to ensure learners' needs are best met. Below is list of such agencies:</p> <ul style="list-style-type: none"> <li>• SENARS</li> <li>• Harrow Educational Psychology service</li> <li>• CAMHS</li> <li>• Early Intervention Service</li> <li>• Speech and Language Therapist</li> <li>• Visual Impairment Team</li> <li>• Hearing Impairment Team</li> <li>• Autism-support from Harrow and Brent LAs</li> </ul>
<p>Who can I contact for more information?</p>	<p>SENCO Ms Edyta Piorkowska <a href="mailto:epiorkowska1.310@harrowhigh.com">epiorkowska1.310@harrowhigh.com</a></p> <p>Head of Inclusion Ms A Holyszko <a href="mailto:aholyszko.310@harrowhigh.com">aholyszko.310@harrowhigh.com</a></p> <p>Contact a Family <a href="http://www.cafamily.org.uk">www.cafamily.org.uk</a></p> <p>SEND Direct <a href="http://www.sendirect.org.uk">www.sendirect.org.uk</a></p> <p>SEND Gateway <a href="http://www.sendgateway.org.uk">www.sendgateway.org.uk</a></p>
<p>Where can I find information on where the local</p>	<p><a href="http://harrowlocaloffer.co.uk/">http://harrowlocaloffer.co.uk/</a></p>

authority's local offer is published?	
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**Appendix A; What are the different types of support that may be available for learners at Harrow High School Academy**

Area of needs	Whole school ethos and practice	Possible focussed support for some learner's additional needs	Possible support and intervention for a small number of learners who may or may not have an EHC
Social, emotional and mental health	<ul style="list-style-type: none"> <li>● Consistent application of the school's behaviour policy</li> <li>● A positive supportive and nurturing environment</li> <li>● PSHE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Identification and assessment in school</li> <li>● Additional advice and support from outside agencies</li> <li>● Adaptations to the curriculum to secure engagement</li> <li>● Support to build relationships and engage</li> <li>● Trained counsellor to explore barriers to social inclusion</li> <li>● Trained Learning Mentor to overcome barriers to social inclusion , for example learners working with IGNITE</li> </ul>	<ul style="list-style-type: none"> <li>● Interventions are implemented, reviewed and revised</li> <li>● Work with parents to refer to CAMHS</li> <li>● Targeted intervention to promote social skills and emotional resilience e.g. counselling, mentoring, social skills</li> <li>● Adaptations to physical environment e.g. time out</li> <li>● Monitoring and support in unstructured time e.g. breaks/ lunch</li> <li>● Pastoral Support Plan in place by SALs and reviewed by SENCO</li> <li>● Learning plans</li> </ul>
Speech, language, communication and interaction	<ul style="list-style-type: none"> <li>● Training for staff to meet the diversity of communication language skills</li> <li>● Teachers encourage speaking and listening</li> <li>● Phonics teaching using Corrective reading programme</li> <li>● Communication friendly learning environment such as audio-visual resources using IWBs and small classrooms for planned interventions.</li> </ul>	<ul style="list-style-type: none"> <li>● Some staff trained and can offer learning support via our Inclusion team / key workers</li> <li>● Small group reading support</li> <li>● Personalised support within the class</li> <li>● SALT guidance, advice and strategies used and delivered by the school inclusion team / key worker .</li> </ul>	<ul style="list-style-type: none"> <li>● Access to small teaching and learning groups</li> <li>● Additional in class LSA support</li> <li>● Access to ICT</li> <li>● Speech &amp; Language Therapy planned and delivered by a qualified therapist or therapy assistant</li> <li>● Speech and language group</li> <li>● Social skills group</li> <li>● Referral to Speech and Language Therapy</li> <li>● Learning plans</li> </ul>



Autistic spectrum	<ul style="list-style-type: none"> <li>● Structured day</li> <li>● Positive behaviour management</li> <li>● Management strategies.</li> <li>● Learning style understood.</li> <li>● Differentiation within lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum modified to take account of learning styles</li> <li>● In class support from the class teacher and our Inclusion Team/ key worker</li> <li>● Use of appropriate resources e.g. visual timetables, social stories, work stations.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Key teacher</li> <li>● Small group targeted intervention at KS4 - ASDAN option short courses</li> <li>● ICT used to reduce barriers</li> <li>● Social skills lessons</li> <li>● Advice and support via Autism outreach team from funding LA</li> <li>● Advice and intervention from Harrow Outreach Autism Service or relevant funding LA</li> <li>● Learning plans</li> </ul>
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Cognitive and Learning Difficulties	<ul style="list-style-type: none"> <li>● Differentiation of the curriculum and teaching</li> <li>● Teaching resources are accessible and appropriate</li> <li>● Multi-sensory approach to learning such as drama, PE, Art and Science</li> <li>● Interactive environment using IWBs</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum is adapted to meet the needs of learners</li> <li>● Targeted intervention programmes Independent Learning Plan ( Learning passport)</li> <li>● Specific goals- short steps</li> <li>● Differentiated resources are provided as appropriate</li> <li>● Learning support via in school Inclusion</li> <li>● I reading alongside intervention programmes</li> <li>● Access to ICT equipment</li> </ul>	<ul style="list-style-type: none"> <li>● Access to small teaching and learning groups</li> <li>● Additional in class TA support</li> <li>● Additional specialist teaching support</li> <li>● Educational Psychology assessment / support</li> <li>● Access to ICT</li> <li>● Small group targeted intervention at KS4 - ASDAN option short courses</li> <li>● Learning plans</li> </ul>
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<p>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)</p>	<ul style="list-style-type: none"> <li>● Referrals to Harrow Hearing Impaired Service or Visual Impaired Service</li> <li>● Provision of specialised equipment such as stress relief balls, pencil grips, overlays, writing slopes</li> <li>● Curriculum is adapted</li> <li>● Seating position within class prioritised.</li> </ul>	<ul style="list-style-type: none"> <li>● Modified learning environment.</li> <li>● Learning support via our Inclusion team/ learning support assistant.</li> <li>● Mobility and care plan management</li> <li>● Liaison with a range of medical professionals as needed assistance via School Nursing Team</li> <li>● Individual Health Care Plan</li> </ul>	<ul style="list-style-type: none"> <li>● Individual protocols and plans for children with significant physical and or medical needs.</li> <li>● Additional modifications to the school environment</li> <li>● Additional resources to reduce individual barriers to learning</li> <li>● Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants</li> <li>● Access to external advice and assessment.</li> <li>● Advice and outreach from Sensory Team</li> <li>● Learning plans</li> </ul>
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