



Special Educational Needs and Disability (SEND) Policy

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools' SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy was created by the DHT and AHT SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Abbreviations used:

AHT - Associate Headteacher

DH - Deputy Headteacher

CAMHS - Child and Adolescent Mental Health Services

CL - curriculum leader

CTL - Curriculum Team Leader

CYP - Child or Young Person

EFSA - Education and Skills Funding Agency

EHCP - Education Health Care Plan

HoY - Head of Year

IHP - Individual Healthcare Plan

LA - Local Authority

LP - Learning Passport

LSA - Learning Support Assistant

SEN - Special Educational Needs

SENCO - Special Educational Needs Coordinator

SEND - Special Educational Needs and Disabilities

SLT - Senior Leadership Team

1. Statement of Intent

Harrow High school is an inclusive school where we value the abilities and achievements of all our learners. We believe all learners are entitled to have access to a broad, balanced and appropriate curriculum relevant to their individual needs. We recognise some learners will require additional support and reasonable adjustments in order to overcome barriers to achievement and that learners with Special Educational Needs and Disabilities (SEND) are such a group.

2. Definition of Special Educational Needs

Learners have special educational needs if they have a learning difficulty, *which* calls for special educational provision to be made for them. Learners have a learning difficulty if they have:

- a. a significantly greater difficulty in learning than the majority of learners of the same age or
- b. a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Where a learner has a disability or health condition that requires special educational provision to be made, they will be covered by the SEND definition.

Learners must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Therefore, the legal definition of disability is not the same as the definition of special educational needs.

Consequently, it is possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the SEN Code of Practice (2015), Harrow High school accepts that a medical diagnosis may mean that a learner is disabled but is not necessarily SEN. We will always consider the learner's educational needs rather than a medical diagnosis or disability.

Learners with SEN and/or disabilities admitted to Harrow High School could have difficulties with one or more of the following:

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health
- Sensory and physical

The Revised Code of Practice (2015) sets very clear expectations that:

- Special Needs is integral to the workings of a school and not an additional afterthought
- All teachers are teachers of special educational needs

At Harrow High school teaching such learners is, therefore, a 'whole-school' responsibility and requires a 'whole-school' response.

3. Achievement for All

At Harrow High school we have high aspirations for all learners including learners who have special educational needs. We aim to enable learners to make the best progress they can, based on their starting point, and to increase their independence so they can thrive and are well prepared for their futures by working closely with parents/carers and all appropriate agencies. Ambitions and views expressed by learners are taken into account when devising the curriculum and support.

At Harrow High school we aim to:

- reach high levels of achievement for all
- be an inclusive school
- provide curriculum access for all
- ensure the identification of all learners requiring SEND provision as early as possible in their school career
- meet individual needs through a wide range of provision
- ensure a staged approach to assessments is adopted in line with the SEND Code of Practice (2015) to identify learners as *SEN support* or in receipt of EHC plans (Education, Health and Care plans)
- attain high levels of satisfaction and participation of learners, parents and carers
- share a common vision and understanding with all stakeholders
- allocate transparent resourcing to SEND
- work towards inclusion in partnership with other agencies and schools
- achieve a good level of staff expertise to meet learners' needs.

We recognise that many learners will have special needs at some stage during their school life. In implementing this policy, we believe learners will be helped to overcome their challenges.

3.1 Improving outcomes for all

At Harrow High school we are committed to setting suitably high challenges for all learners. Teachers have high expectations for every learner. High-quality, adaptive teaching, differentiated for individual learners, is the first step to responding to learners who may have SEND.

Teachers use a range of day-to-day assessments as well as more formal end of unit tests or special diagnostic test results to set ambitious targets for all SEND learners.

4. Responsibility for coordination of SEND provision

At Harrow High the SENCO is responsible for:

- overseeing the day-to-day operation of the policy
- co-ordinating all provision for learners with special educational needs or disabilities
- liaising with and advising teachers

- managing, in consultation with Curriculum Team Leaders (CTLs), the deployment of learning support assistants (LSAs) to support SEND learners in class
- managing additional provision for SEND learners
- overseeing the records of all learners with SEND including the learning passports of those on *EHCPs* and *SEN support*
- liaising with all relevant stakeholders such as: parents/carers,, Pastoral Teams, class teachers, SEND staff and form tutors in order to keep them informed and give support. The SENCO will also outline opportunities for them to play an active role in the learner's education and particularly when setting targets for the learner
- ensuring all parents/carers have appropriate communication aids and access arrangements in accordance with the Disability Equality Scheme
- contributing to the in-service training of staff
- liaising with external agencies supporting learners and their parents including: Local Authority (LA) support, educational psychology services, health and social services and other voluntary bodies
- communicating with parents
- regularly monitoring and evaluating the impact of SEND provision and outcomes of learners
- leading SEND Panel meetings to ensure the best outcomes for SEND learners and fast identification of learners with potential SEND
- working closely with the Head teacher to ensure appropriate allocation of resources to SEN and disabled learners
- ensuring learners are involved in monitoring and reviewing their progress and setting targets

5. **Arrangements for coordinating SEND provision**

At Harrow High school:

- wherever possible, the SENCO/SEN staff attend Year 6 Annual Reviews of learners with EHC plans naming our school
- SEN staff liaise with Primary feeder schools in the summer term to identify and plan support for children with known SEN and/ or a disability
- Key Stage 2 SATs results and other school based tests are used to identify Year 7 learners.
- Maths baseline tests are in place to obtain an accurate baseline of Year 7 students and identify any students needing additional intervention
- all Year 7 students undergo reading age assessments, reading interventions are assigned based on the results, parents/carers are informed accordingly and interventions are then recorded on Arbor
- results of all available data are used to identify and plan for learners working below national or age related expectations
- following thorough data analysis and assessment, learners who achieve their target goals are promptly informed. Their parents and teachers are also notified, and the learners are then discontinued from the intervention program
- teaching and support staff identify learners causing concern who may require additional support through their day-to-day relationships and encounters with them

- parents are encouraged to contact the SENCO/SEN team if they have concerns about the progress of their child

5.1 SEND Provision (Appendix A – SEN Provision Mapping)

All teachers at Harrow High are teachers of learners with SEND. All teachers and support staff receive in-service training in identifying and supporting learners who require an education offer that is additional to and different from the differentiated curriculum offered to all learners. We aim to address the following needs by:

5.2 Literacy and Numeracy

Learners with special educational needs may be given support in these core skills in class and, when necessary, in small groups outside the mainstream classroom.

5.3 Provision for sensory and/or physical needs

- We will ensure timely advice and support from the sensory impairment service in addition to supporting and training all relevant staff
- The school Welfare Officer/ nurse will manage and administer medicines as required
- The school Welfare Officer will develop an Individual Healthcare Plan in liaison with parents, SENCO and Pastoral Team

5.4 Provision for Communication and Interaction needs

- Implementation of strategies advised by the Speech and Language Services
- Incorporate strategies in the individual learner's Learning Passport and disseminate to all staff
- Specialist training in language and communication skills for LSAs and staff working with learners with communication needs.

5.5 Support for Social, Mental and Emotional Health needs

- Timely referrals to outside agencies such as CAMHS
- Timely referrals to staff or City Year Mentors
- Referrals to Harrow High counselling

5.6 Access arrangements during exams

Access Arrangements are organised jointly by the SENCO and the Examinations Officer in line with JCQ assessment requirements. This can include 25% extra time, use of a laptop, and/or provision of a reader and/or scribe, modified papers, the use of a reader pen and rest breaks. The extended list of the possible access arrangements is in Appendix B.

6. Relationship to other Policies

This policy should be read in conjunction with the school's policies on: Curriculum, Teaching and Learning, Assessment, Recording and Reporting, Equal Opportunities Policy, Safeguarding, Anti-Bullying Policy, Supporting Learners at school with medical conditions, and Accessibility Policy and Plan.

7. **Admissions**

The Governing Body will support policy implementation and ensure, in line with the SEND Code of Practice (2015) and Disability Act, admission arrangements are administered in accordance with the guidance set out in the Admissions Arrangements published by the Local Authority.

8. **Allocation of resources for vulnerable learners, those with SEN or who are disabled**

- Deployment of LSAs in line with EHC plans
- LSAs allocated to some teaching groups with *SEN support learners* across the curriculum
- Alternative option at Key Stage 4
- Off-site activities including work experience for learners in Key Stage 4
- Purchase and maintenance of specialist software
- Purchase of specialist equipment
- Targeted interventions
- SEND Assessments
- Access to onsite counselling and mentoring

9. **In service training**

We will continue to develop staff/governor expertise by making full use of courses provided by the Education Authority, national conferences and other agencies. We aim to provide INSET targeting SEND specialisation where possible.

10. **Resources Provision**

1. Provision for SEN/Disability provision is funded by the ESFA. Funds are deployed to implement the SEN and Disability Policy.
2. Following consultation and in line with the Disability Equalities Scheme, further measures will be taken to increase or assist access for learners who are disabled.

11. **Identification and review of learner needs**

11.1 **Identification of SEND needs**

For known needs:

Transition from Y6 to Y7 and from year 11 to Sixth Form/college

- Information in CTF file
- SEN file from the CYP's primary school/ secondary school
- Conversation with CYP's teacher or SENCO
- Interview with the parents

Mid-term admissions:

- Information in CTF file
- SEN file from the CYP's secondary school/ college
- Conversation with CYP's teacher or SENCO (if further information required)
- Interview with the parents

If needs not known before or a perceived change in needs

Stage 1:

- Concerns resulting from monitoring of progress, behaviour and wellbeing (HoY, SENCO, CTLs)
- Concerns expressed by parents/caregivers, CYP or staff
- Routine profiling of students' abilities, reading age tests, memory, reasoning and phonological awareness screening, dyslexia screening, speed or reading/writing/ processing)

Stage 2:

As a result of a referral or an observed change in progress/ wellbeing or poor progress, the following actions can be taken:

- Meeting with the CYP - concerns expressed, targets and strategies agreed
- Meeting with parents - concerns expressed, targets and strategies agreed
- In-school assessment
- Referral for an assessment by Educational Psychologist
- Referral for an assessment by Speech and Language Therapy
- Referral for an assessment by GP
- Referral for an assessment by an optician
- Referral for an assessment by CAMHS
- Other relevant referrals

11.2 Graduated Response (Appendix C)

At Harrow High school, in view of the SEN Code of Practice (2015), we will take appropriate action where there is evidence of substantial difference in the performance of the learner based on their starting point compared with the average expected performance of learners within the same year group. In such cases the school will implement the Graduated Response (Appendix C).

11.3 SEND Panel

The SEND Panel at Harrow High School is chaired by the SENCO and comprises the Head of Year, a Deputy Headteacher with responsibility for Behavior and Safeguarding (at KS3 Panel meetings), or an Assistant Headteacher with responsibility for Behavior (at KS4 and KS5 Panel meetings). Other key stakeholders may join the panel as needed.

The aims of the Panel are as follows:

- Improved quality, implementation, and monitoring of SEND and Pastoral provisions for SEND learners
- Improved behaviour and lower suspensions/exclusions rate
- Faster identification of learners with potential SEND
- Improved outcomes for learners with SEND

Distinct panel meetings are convened for each year group on a tri-weekly basis to plan, co-ordinate, implement, monitor and review the progress and well being of vulnerable learners (including those at the risk of permanent exclusion). The Panel will create a coherent and personalised support plan when the SEN support is deemed to not be enabling a learner to succeed.

The Panel will involve all relevant internal and external agencies in order to meet the needs of all vulnerable learners who have been identified as in need of multi-agency support to overcome barriers to learning.

11.4 Learning Passports

Individual Learning Passports (LP) are a key teaching and planning tool for all staff that record appropriate strategies and interventions for an individual learner that are different from or additional to those in place for the rest of the group or class. They are working documents to be used by all teaching staff to monitor a learner's progress towards achieving key short-term targets. The LPs are easily accessed via Arbor and on the school shared drive for all staff to consult. They are reviewed termly by the Deputy SENCO and parents are contacted to inform them of their child's progress.

11.5 EHC plan and Annual Reviews

The school will formally review a CYP's progress once a year by inviting the parents, teachers, Heads of Year, relevant support staff to a progress meeting, Local Authority (SEND Case Work Officers) , Educational Psychologist, medical professionals and Social Services. Progress will be recognised and consideration given to how best we can support the learner and the family to meet the EHCP targets for the new academic year.

12. Partnership with Other Schools

Harrow High school liaises with local primary schools and, where appropriate, the LA in order to ensure the easiest possible transition from primary through to the secondary phase.

Planning for transition of learners with an EHCP may start as early as Year 5 when, working with parents and other key agencies, individual visits can be arranged to help the family make an informed decision concerning the appropriate placement for their child.

13. **External Support Services**

We commission high quality services such as Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Autism Specialist Teachers, Children's Sensory Team and external counsellors to assess learners' needs and provide training and advice to staff to support learners with special educational needs.

14. **Evaluating the success of provision**

We measure learners' progress by:

- monitoring their performance as part of teachers' continuous observations and assessment
- tracking their outcomes from baseline assessment results such as KS2 results or other standardised tests
- monitoring targets achieved against those set in the learners' Learning Passports
- monitoring end of year and end of key stage assessments (*please note: the new NC is based on progression in knowledge, skills and understanding. There are no NC levels in KS3 or 4 and GCSE grades will be measured as 1-9*).
- using standardised screening or assessment tools regularly
- organising termly progress meetings with the key worker / SENCO and liaising with the family for all SEND E and some SEND K learners
- organising termly progress phone calls, made by LSAs (in liaison with SENCO) for the majority of SEND K learners

15. **The Governing Body (Appendix D)**

At Harrow High school the Governing Body has identified the Curriculum Committee and a nominated SEN governor to have oversight of special educational needs provision and to ensure that the full governing body is kept informed as to what extent the school is meeting the statutory requirements (Code of Practice 2015). The Curriculum committee will:

- ensure that the necessary provision is made for any learner who has SEN
- determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities
- make sure that all staff are aware of the importance of identifying and making appropriate provision for all learners with SEN
- make sure that parents are notified of a decision by the School that SEN provision is being made for their child or being withdrawn
- make sure that learners with SEN and/or disabilities join in the activities of the school together with learners who do not have SEN or disabilities, so far as is reasonably

practical and compatible with the learner receiving the SEN provision their learning needs call for in addition to the efficient education of the learners with whom they are educated and the efficient use of resources

- ensure that all staff are aware of the SEN and Disability policy of the school and work effectively with all SEN and disabled children
- have regard to the SEN Code of Practice (2015) when carrying out his/ her duties toward all learners with SEND
- report to parents on the implementation of the School's SEN and Disability policy.
- consult the Local Authority (LA) and governing bodies of other local schools when it seems to be necessary or desirable so as to coordinate SEND provision in the local area.

16. **Parent/carers (Appendix E)**

Parents/carers will be involved in policy implementation through attendance at meetings including SEND Parents Evening, update, Annual Review meetings.

Curriculum Team leaders will ensure appropriate curriculum provision and monitor and evaluate their team's provision for all learners with special educational needs or disabilities. Heads of Year will liaise with the SENCO both informally and formally through SEND Panel meetings. The SENCO will regularly monitor and evaluate learner progress and take effective actions to narrow any attainment gaps.

17. **Working in partnership with parents**

To meet the learning needs of all learners, teaching and pastoral staff and LSAs will take into account information, guidance and advice provided by the SENCO who will also consult the parents and / or carers for their views. The learning passport and personal support plans, in addition to other advice regarding learners' progress, strengths and barriers, will be used when planning lessons, differentiating work, marking work and setting homework. All staff will use a range of assessments (formative and summative) to inform planning.

17. **Complaints procedure**

Should a parent or carer have a concern in respect to the special needs 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. If this proves unsuccessful, the matter should be referred to Kevin Patel, Deputy Head Teacher and then Paul Gamble the Head Teacher. Should the matter still be unresolved, the parents/carers should contact the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority.

18. Equal Opportunities

The school is determined to achieve excellence for all learners whatever their background, ability or needs. We have high expectations for all learners and encourage all our young people to meet these through the removal of barriers to learning and participation. We want our learners to feel they are valued as individuals and consequently endeavour to meet their individual needs through pastoral, curriculum and extra-curricular provision.

Appendix A - Harrow High School Provision Map by Waves

Area of Need	Wave 1 (whole school)	Wave 2 (small group)	Wave 3 (1-2-1)
Cognitive & Learning	<ul style="list-style-type: none"> ● Adaptive teaching ● Differentiated curriculum ● Modified resources ● Increased visual aids/modelling ● Visual timetables ● Use of writing frames ● Access to word processor ● In-class support from TAs ● Learner Conferences 	<ul style="list-style-type: none"> ● In-class LSA literacy and numeracy support ● Reading interventions: Lexia, Corrective, Reading, Fresh Start, Toe by Toe * Maths interventions: - Numicon - Maths (small group) ● Use of ICT 	<ul style="list-style-type: none"> ● Intense literacy support through the following programmes: <ul style="list-style-type: none"> - Fresh Start - Toe by Toe - Handwriting ● Additional individual reading/writing/Maths support
Communication & Interaction	<ul style="list-style-type: none"> ● Differentiated curriculum ● Increased visual aids/modelling ● Visual timetables ● Use of symbols ● Structured school and class routines ● Learner Conferences 	<ul style="list-style-type: none"> ● In-class support from LSA with some focus on supporting speech and language ● Small group speech and language group 	<ul style="list-style-type: none"> ● Speech and language support from SALT, followed up in school ● LSA in-class support
Social, mental and emotional health	<ul style="list-style-type: none"> ● Whole school behaviour policy ● Whole school/class rules ● Class reward and sanctions systems ● Pastoral/Form tutor support ● Learner Conferences 	<ul style="list-style-type: none"> ● Small group activity by outside agency, i.e. Social Skills and CAAS sessions ● Support for unstructured times – lunchtime club/monitoring by LSA 	<ul style="list-style-type: none"> ● Individual counselling ● Individual mentoring ● Social Skills, social stories, Comic Strip Conversations
Sensory & Physical	<ul style="list-style-type: none"> ● Flexible teaching arrangements ● Staff aware of implications of physical impairment and adaptations ● Medical support ● Exercise if applicable ● Learner Conferences 	<ul style="list-style-type: none"> ● Use of ICT ● Handwriting classes ● Access to equipment e.g. writing slopes 	<ul style="list-style-type: none"> ● Individual support in class during PE/practical subjects ● Support from Occupational Therapist ● Breaks to regulate at Sensory Room use of weighted blanket ● Individual Health Care Plans ● Use of laptops/word processors

			<ul style="list-style-type: none">• Use of fidget toys and noise cancelling headphones
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LSA- Learning Support Assistant - SALT = Speech and Language Therapist

Appendix B

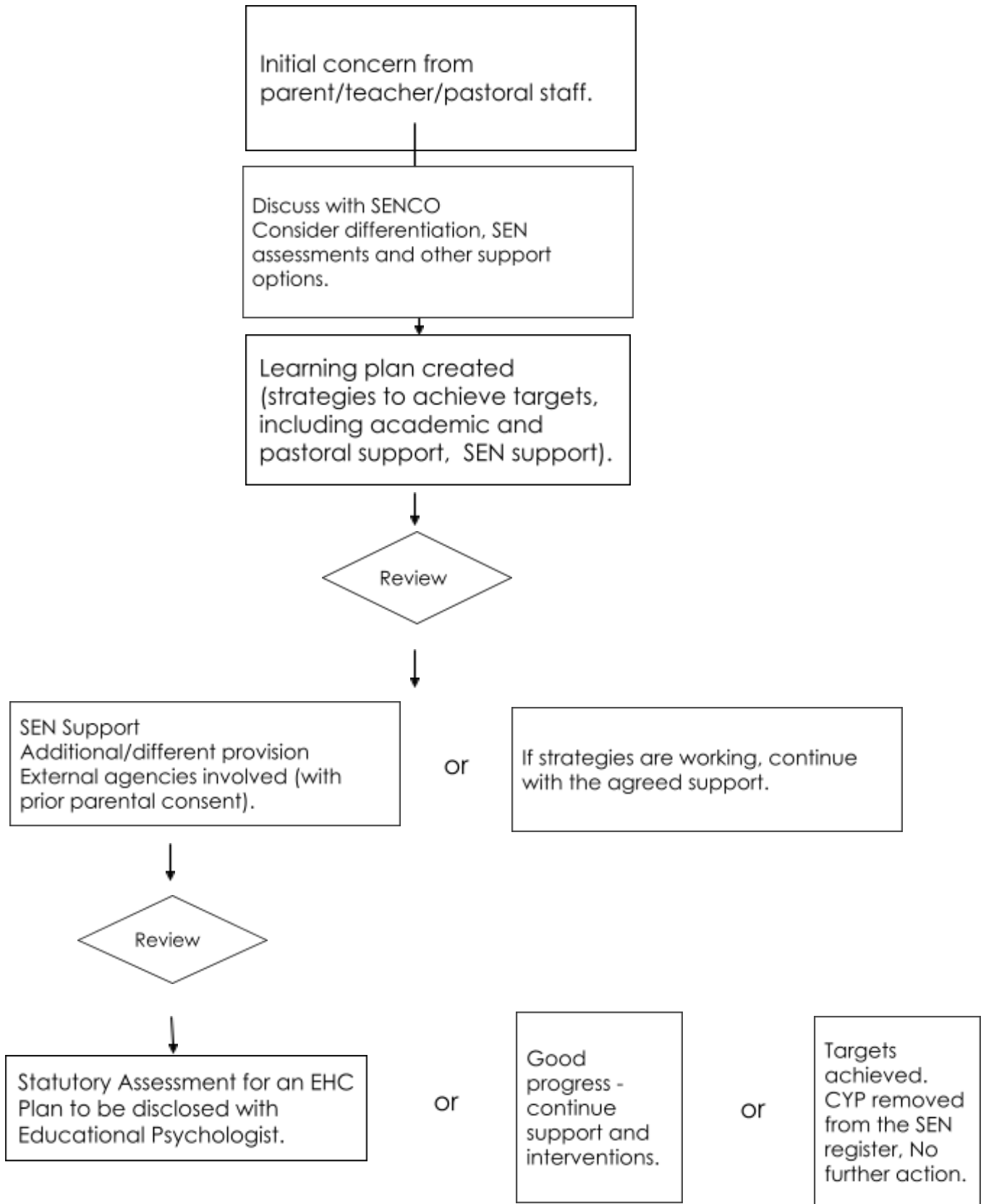
Possible access arrangements

The following adaptations are examples of what may be considered as facilitating access if they do not impact on any competence standards being tested:

- use of mobile phone for medical reasons ;
- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- modified language assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- supervised rest breaks;
- use of assistive software/technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices;
- timetable variation on the day of the exam for a candidate with a disability
- listening to music/white noise due to a substantial impairment

Appendix C

Flow Chart of Graduated Response



Appendix D

The Governing Body at HHS

The Governing Body at Harrow High school has key responsibilities towards learners with special educational needs. The Governing Body, with the Headteacher, decide the school's general policy and approach to meeting learners' special educational needs. They must set up staffing and funding arrangements and oversee the school's work to facilitate inclusion.

At Harrow High school the Governing Body:

- does its best to ensure that all learners with special educational needs are appropriately catered for
- fully supports parents / carers who have children with SEND
- ensures that all teachers are aware of the importance of identifying and providing for any learners with special educational needs
- ensures that learners with special educational needs have the opportunity to participate as fully as possible in all aspects of school life
- establishes an SEND policy which is agreed by staff and can be easily understood by parents
- ensures the SEND policy is publicly available and is reviewed on a regular basis
- reports on how the school's SEND policy is being implemented and how resources are allocated in the Governing Body's Annual Report to parents and through the Faculty Self-Evaluation (SEF)
- ensures that the SEND Code of Practice (2015) is implemented
- has appointed the Curriculum Committee to oversee the assessment of individual learner's needs and makes sure that all staff (teaching and non-teaching) likely to teach learners with special needs are aware of those needs
- has appointed the Curriculum Committee to champion the effective education of learners having special educational needs and disability within the work of the Governing Body and to have specific oversight of the school's arrangements and provision for meeting special educational needs and disability.

Appendix E

Working in Partnership with Parents/Carers

Harrow High school believes in securing strong relationships with parents/carers and strives to promote a culture of cooperation between parents/carers and Harrow High school. Parents/carers hold key information about the whole child and have a critical role to play in their children's education.

Parents/carers have unique strengths, knowledge and experience that should contribute to the shared view of their child's needs and the best ways of supporting them. It is Harrow High school's aim to work with parents/ carers and value the contribution they make. The work of professionals can be more effective when parents/carers are involved and account is taken of their wishes, feelings and perspectives on their child's development.

Harrow High school understands and respects the differing needs parents/carers themselves may have such as a disability or communication barriers and recognises the need for flexibility in the timing and structure of meetings.

At Harrow High school parents/carers are supported to be able to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge and understanding of their child's entitlement within the SEND framework (2015)
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making process about special educational provision

Harrow High school endeavours to fully engage parents/carers in their child's education. There are many opportunities for parents to be involved in understanding how their child is being educated. For example: Parents' evening, Year 8 Options evening, Sports Activity Day, Year 11 Honours Awards Evening, and joining the school Governing Body as a Parent Governor. These are some of the activities/events that parents/carers are highly encouraged to participate in.