

Harrow High School Academy SEND Offer and Information Report

How does the school identify children/ young people with special educational needs and disabilities?

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 observed, teachers' feedback and background information is collected and verified and records checked . When possible and appropriate learners are assessed using a variety of assessments.

The SENCO will respond to parents' and young people's concerns by implementing the Graduated 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.

The results of all assessments for the learners on the SEND register (this includes learners with Educational, Health and Care Plans (E) and under the SEND Support category (K)), will be used as evidence for exam concessions (aka access arrangements) in public examinations and to target provision and differentiation and adaptive teaching to meet learners' needs.

Across the school, learners are referred for assessment, support and monitoring through a 4 -stage model of assess, plan, do, review (the Graduated Approach). Referrals to the SEND department originate from multiple sources, including direct contact from staff or parents and recommendations from the SEND Panel.

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.

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>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>How does the school support my child/ young person?</p>	<p>The school provides special educational provision " that is a provision different from or additional to that normally available to pupils of the same age." (6.12) for pupils who whose special educational needs broadly fall into the 4 areas of:</p> <ol style="list-style-type: none">1. Communication and interaction2. Cognition and learning3. Social, emotional and mental health difficulties4. Sensory and/or physical needs <p>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 (adaptive) and highest expectations for all in class and where appropriate there will be specialist Learning Support Assistant (LSA) support in class. The school has specifically designed INSET and CPD opportunities to develop SEND specific pedagogy in all lessons and with all teachers (such as but not limited to scaffolding, modelling, metacognition, flexible grouping and use of technology) We also have specialist SEND teachers and City Year Volunteers teaching small group intensive maths and literacy intervention groups as well as social skills lessons.</p> <p>At KS3 and KS4 we have intensive literacy and numeracy programmes delivered by both SEND specialists and qualified English and Mathematics specialists, as well as Learning Support Assistants and City Year Mentors. Such programmes include Corrective Reading, Fresh Start, Numicon, ASDAN, Lexia and targeted Maths interventions.</p> <p>We also offer a social skills programme, counselling, mentoring and morning interventions, which include handwriting, spelling and phonics interventions. In addition, some of our learners access personalised 1-2-1 and group sessions delivered by the Centre for ADHD and Autism Support specialist.</p> <p>We use the services of external agencies to support young people with SEND. These include The Sensory Team, Speech and Language Therapists, Educational Psychologists, Autism Specialist Teachers, CAMHS specialists, counsellors and occupational therapists.</p>

	<p>Please see the support we offer for the 4 broad categories of need in Appendix A.</p>
<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 learning journeys 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 Plans).</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>Learner Conferences are used regularly by SEND and Pastoral Teams to communicate new information, strategies and recommendations for SEND learners to teachers (including cover teachers), Learning Support Assistants, Behaviour and Pastoral Teams.</p> <p>The Learning Support Assistants liaise closely with subject staff to ensure learners secure vital areas of the curriculum, identify barriers to learning and strategies that have an impact on individual learners.</p> <p>Reading interventions are offered to Y7 - Y10 learners whose reading ages are significantly lower than their chronological ages. A suitable reading program is contingent upon the disparity between the learner's reading age and chronological age</p> <p>Social Skills classes are offered to learners diagnosed with Autism Spectrum Disorder and those with moderate learning difficulties.</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/phone calls 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 SEND Panel 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>There are currently 6 City Year mentors supporting our learners on a 1-2-1 basis.</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>Anti-Bullying Policy</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>4 staff members have commenced National Professional Qualification for SENCOs, including SENCO, Line Manager of SENCO and Deputy SENCO.</p> <p>Deputy SENCO has committed to completing psychometric assessment qualification enabling her to assess learners for Exam Access Arrangements.</p> <p>Learning Support Assistants and City Year Mentors 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 activities outside the classroom, including school trips?</p>	<p>At Harrow High School Academy we 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 and thrive. In undertaking 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. Co curricular provision is evaluated for the inclusion of SEND students and steps are taken to ensure equal representation</p>
<p>How will equipment and facilities to support pupils with special educational needs be 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 Expressive Arts/ PE block. The school has disabled toilets and changing areas. We have 2 disabled parking bays.</p> <p>There is a Sensory Room at HHS and it is located in the quiet area of the school opposite the key SEND staff members' offices.</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>Please see our Accessibility Policy and Plan 2024/25</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"> • Year 6 into 7 Intake meetings in primary schools to gather SEND information; • Year 6 into 7 Induction Day; • Attendance at Annual EHCP Reviews / transfer meetings for year 6 and year 11; • Full impartial careers guidance in Year 8 and year 11 at option times; • Help filling out college application forms; • Termly reviews for students on EHCPs • Careers Fair organised for all learners; • Careers Day organised for Y11 learners; • College Taster Day for identified learners; • Personalised KS4/KS5 Transition Plans, including accompanied college visits; • KS4/KS5 Transition Project, including workshops for most vulnerable learners and their parents;
<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"> 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit. 2. The notional SEN budget for mainstream schools 2024/25 . This is funding devolved to schools to support them to meet the needs of pupils with SEND. 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).
<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"> • A regular cycle of parents evenings to report on student progress • A regular cycle (2 per year) of reports on progress in all subjects • Year 6 into 7 transition intake parent meetings • Annual Review meetings for those learners with an EHCP • Regular updates from Tutor, Subject teachers, Head of Year, Assistant Head of Year and / or Learning Support Assistants and SENCO • Phone calls (2 per year) from a Learning Support Assistant

	<ul style="list-style-type: none"> ● SEND Parents Evening ● Individual meetings upon request (by parents or by SENCO/Deputy SENCO) ● Y11 Progress meetings ● Termly update meetings for the key EHCP earners with most complex needs <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 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 and their parents attend annual reviews and express their views on progress and needs for support.</p> <p>Learning Support Assistants 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, complaints should be addressed to Kevin Patel, Deputy Head Teacher and then Paul Gamble the Head Teacher.</p> <p>Harrow SENDIAS, as well as, Centre for ADHD and Autism Support 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 Complaints Policy and Procedure on the school website under the Statutory Information and Policies tab.</p> <p>Also see the 0-25 SEND Code of Practice.</p> <p>SEND Governor: Catherine Yao who can be contacted at cyao@harrowhigh.com</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"> ● SENARS (Harrow) ● SEND Support Team (Brent) ● Harrow Educational Psychology service ● CAMHS ● Early Intervention Service ● Speech and Language Therapist ● Visual Impairment Team ● Hearing Impairment Team ● Autism Specialist Teachers (Harrow and Brent LAs) ● Brent Outreach Autism Team ● Centre for ADHD and Autism Support
<p>Who can I contact for more information?</p>	<p>Associate Headteacher SENCO Aleksandra Holyszko aholyszko.310@harrowhigh.com</p> <p>Deputy SENCO Ms Ioana Bulgariu ibulgariu.310@harrowhigh.com</p> <p>Contact a Family www.cafamily.org.uk</p> <p>SEND Direct www.sendirect.org.uk</p> <p>SEND Gateway www.sendgateway.org.uk</p>
<p>Where can I find information on where the local authority's local offer is published?</p>	<p>http://harrowlocaloffer.co.uk/</p>

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 EHCP
Social, emotional and mental health	<p>Consistent application of the school's behaviour policy</p> <p>A positive supportive and nurturing environment</p> <p>Personal Development curriculum</p>	<p>Identification and assessment in school</p> <p>Additional advice and support from outside agencies</p> <p>Adaptations to the curriculum to secure engagement</p> <p>Support to build relationships and engage</p> <p>Trained counsellor to explore barriers to social inclusion</p> <p>Learning Mentors to overcome barriers to social inclusion , for example learners working with IGNITE</p>	<p>Interventions are implemented, reviewed and revised</p> <p>Work with parents to refer to CAMHS</p> <p>Targeted intervention to promote social skills and emotional resilience e.g. counselling, mentoring, social skills</p> <p>Adaptations to physical environment e.g. time out</p> <p>Monitoring and support in unstructured time e.g. breaks/ lunch</p> <p>Pastoral Support Plan in place by HoYs and reviewed by SENCO</p>
Speech, language, communication and interaction	<p>Training for staff to meet the diversity of communication language skills</p> <p>Teachers encourage speaking and listening</p> <p>Phonics teaching using Corrective reading programme</p>	<p>Some staff trained and can offer learning support via our Inclusion team / key workers</p> <p>Small group reading support</p> <p>Personalised support within the class</p> <p>SALT guidance, advice and strategies used and delivered by the school inclusion team / key worker .</p>	<p>Access to small teaching and learning groups</p> <p>Additional in class LSA support</p> <p>Access to ICT</p> <p>Speech & Language Therapy planned and delivered by a qualified therapist or therapy assistant</p> <p>Speech and language group</p>

	Communication friendly learning environment such as audio-visual resources using IWBs and small classrooms for planned interventions.		Social skills group Referral to Speech and Language Therapy
Autistic spectrum	Structured day Positive behaviour management Management strategies Learning style understood Differentiation within lessons	Curriculum modified to take account of learning styles In class support from the class teacher and our Inclusion Team/ key worker Use of appropriate resources e.g. visual timetables, social stories, work stations, timers, fidget toys, noise cancelling headphones, etc.	Key teacher Small group targeted intervention at KS4 - ASDAN option short courses ICT used to reduce barriers Social skills lessons Advice and support via Autism outreach team from funding LA Advice and intervention from Harrow Outreach Autism Service or relevant funding LA Access to sessions with CAAS

Cognitive and Learning Difficulties	Differentiation of the curriculum and teaching and adaptive teaching Teaching resources are accessible and appropriate Multi-sensory approach to learning such as drama, PE, Art and Science Interactive environment using IWBs	Curriculum is adapted to meet the needs of learners Targeted intervention programmes Independent Learning Plan (Learning passport) Specific goals- short steps Differentiated resources are provided as appropriate Learning support via in school Inclusion	Access to small teaching and learning groups Additional in class LSA support Additional specialist teaching support Educational Psychology assessment / support Access to ICT Small group targeted intervention at KS4 - ASDAN option short courses
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<p>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)</p>	<p>Referrals to Harrow Hearing Impaired Service or Visual Impaired Service</p> <p>Provision of specialised equipment such as stress relief balls, pencil grips, overlays, writing slopes</p> <p>Curriculum is adapted</p> <p>Seating position within class prioritised.</p>	<p>Modified learning environment</p> <p>Learning support via our Inclusion team/ learning support assistant</p> <p>Mobility and care plan management</p> <p>Liaison with a range of medical professionals as needed assistance via School Nursing Team</p> <p>Individual Health Care Plan</p>	<p>Individual protocols and plans for children with significant physical and or medical needs.</p> <p>Additional modifications to the school environment</p> <p>Additional resources to reduce individual barriers to learning</p> <p>Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants</p> <p>Access to external advice and assessment</p> <p>Advice and outreach from Sensory Team</p>