

HARROW WAY COMMUNITY SCHOOL SEN INFORMATION REPORT

Harrow Way Community School is a mainstream secondary school catering for students aged 11-16. Harrow Way School is an inclusive community where all students are valued equally and have the right to learn and achieve during their five years in secondary education. Students are encouraged and expected to participate fully, regardless of their abilities and/or behaviours. Likewise, students are expected not to impede or disrupt the progress of others despite their own or others' abilities and additional needs.

1. How does the school know if a student needs extra help and what should I do if I think my child has special educational needs?

At Harrow Way, students are identified as having SEND through a variety of ways, usually a combination of some of the following:

- Contact with previous school
- In classwork and/or assessments, a student achieves results which are below that expected for his/her age.
- All students in year 7 take the Cognitive Ability Test (CAT) in the first half term of joining the school. The results of these tests are used to give information about a student's strengths and difficulties.
- Concerns are raised by parent/carer.
- Concerns are raised by teacher or learning support assistant. For example a student's behaviour or self-esteem is affecting their performance, or a student has learning difficulty with their work.
- Contact with external agencies e.g. physical/sensory/language and communication issues.

2. How will I raise concerns if I need to?

- Talk to us – initially contact your child's tutor about your concerns.

3. How will the school support my child?

3a. Who will oversee, plan and work with my child and how often?

- The subject teachers will plan the work to take into account the learning needs of SEND students in their class to ensure that progress is made. High Quality Inclusive Teaching standards are applied to all lessons.
- The SENCo oversees the progress of any student requiring additional support across the school.
- There may be a teaching assistant (TA) working with your child either individually or as part of a group. These sessions will be explained to parents when support starts.

3b. Additional support for learning

- At year 9 students are assessed to investigate if they are entitled to access arrangements for public examinations.

3c. Who will explain this to me?

- There is an opportunity to meet with all subject teachers at parents' evenings.
- For further information, the SENCo is available to discuss support in more detail. If a student is on the SEN register, parents are entitled to make an appointment at parents' evenings.

4. How will the curriculum be differentiated to match my child's needs?

- All work within class is pitched at an appropriate level so that all students are able to access the learning according to their needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- Students with SEND will have access to the appropriate resources needed to help them make progress.
- The SENCo reports to the Headteacher and Governors regularly to inform them about the progress of students with SEND and how resources are used. This report does not refer to individual students and confidentiality is maintained at all times.
- One of the governors is responsible for SEND and meets regularly with the SENCo. They also report to all of the governors to keep them informed.
- The governors agree priorities for spending within the SEND budget with the overall aim that all students receive the support that they need to make progress.
- Subject teachers alongside the SENCo will discuss a student's needs and what support will be appropriate.
- Student profiles are produced and reviewed twice yearly. These contain information explaining the nature of a student's difficulties, personalised targets and strategies (both for staff and student) that can be used to support the individual.
- A personalised curriculum and timetable may be created for a student. Depending on the needs of the student, this may be a temporary measure or may become increasingly individualised if necessary as a student moves up through the school.
- There are some classes with smaller numbers which cater for students with SEND
- There are a variety of interventions to support academic, social and emotional development. These may take place within small groups or for individual students, dependent upon their needs.

5. How will we know if this has had any impact?

- By reviewing student's targets in the Student Profiles and assessing the progress made.
- Checking the student's progress academically against national/age expected levels.
- Termly reports which indicate whether a student is below, online or above in their progress towards their specific subject targets.
- Feedback about progress and attitude at parents' evening.
- Verbal feedback from the student, the parent, the teacher or the learning support assistant.
- Through a student moving off the SEND Register when they have made sufficient progress.
- A student's progress may be monitored using report cards or monitoring of stamps and/or behaviour points.

6. How will I know how my child is doing and how will you help me support my child's learning?

6a. What opportunities will there be for me to discuss my child's progress?

- You are welcome to make an appointment with the tutor, a subject teacher or SENCo to discuss how your child is getting on. We can offer advice and practical ways that you can help and support your child at home.
- Your child may have a Student Profile. This is discussed with you at parents' evenings and on other occasions when required.
- If your child has complex SEND they may have an Education, Health and Care Plan (EHCP). This means that a formal meeting will take place to discuss your child's progress and a report will be written at least annually.
- The Parents' Evenings provide an opportunity to discuss progress with all subject teachers.

- Appointments can be made with senior members of staff to discuss individual curriculum planning for a student

6b. How does the school know how well my child is doing?

- As a school we measure students' progress in learning against national and age related expectations.
- The subject teacher carries out regular assessments and will note areas of improvement as well as areas which require further support/input. As a school we track progress from entry using a variety of different methods.

7. What support will there be for my child's overall wellbeing?

7a. What is the pastoral, medical and social support within the school?

- The class tutor has overall responsibility for the pastoral, medical and social care of every student in their tutor group therefore would be the first point of contact. If more support is required, the tutor may liaise with the Head of Year, SENCo or Family Partnership Manager for further advice. This may also involve working with outside agencies such as health and social services, Education Inclusion Service (EIS)
- The school has a Flexible Learning Centre (FLC) which may also be used to support a student's academic and/or social needs if appropriate.
- The school runs both individual and group sessions to support students' social and emotional development.
- Any student who is a young carer (either for an adult or sibling) has access to appropriate support

7b. How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site. This is available to parents.
- Parents must contact the school if medication is recommended by health professionals to be taken during the school day.
- On a day to day basis the school nurse generally oversees the administration of any medicines.
- As a staff we have regular training and updates on conditions and medications affecting individual students so that all staff are able to manage medical situations.
- Students with medical conditions that may require an immediate/emergency response will have an information note in their planners to alert supply staff

7c. What support is there for behaviour, avoiding exclusion and increasing attendance?

- The school has its own Education Welfare Officer in attendance.
- If a student has a significant behaviour difficulty a Student Profile is written to identify specific issues, set targets and put relevant support in place.
- The school has various incentive schemes for rewarding good behaviour.
- Students may be put on a report to track and monitor their behaviour.
- The school has Year Leaders' Assistants who work with staff and students in a variety of ways.
- Attendance of every student is monitored on a daily basis by the school. Lateness and absences are recorded and reported to the Headteacher.
- A personalised curriculum can be implemented if it is considered to be supportive for a student.
- Individual interventions may be used to help students overcome their behavioural difficulties.

7d. How will my child be able to contribute their view?

- Students with Student Profiles discuss their progress and their targets with their tutor, SENCo or LSA.
- If your child has an IPA, Statement or EHCP their views will be sought before any review meetings.

8. What specialist services and expertise are available at or accesses by the school?

- Our SENCo is fully qualified and accredited.
- We have two specialist teachers of Specific Learning Difficulties (SpLD)/dyslexia who work in school for a total of 3 days a week.
- We work closely with any external agencies that we feel are relevant to an individual student's needs within our school. This may include: GP, school nurse, clinical psychologist, CAMHS, paediatrician, Speech and Language Therapist, Occupational Therapist, Physiotherapists. Social Services including: locality teams, social workers. Also: educational psychologist specialist advisory teachers.
- Both year 7 and year 8 have one smaller class of 16 students (maximum), known as 7y4 and 8x4. Approximately half of 7y4 class's timetable is overseen by one teacher. This provides the opportunity for reinforcement of key literacy and numeracy skills across the academic curriculum.
- Students are placed within this group if it is considered that they need either greater academic or emotional support when moving to secondary school.
- The Flexible Learning Centre (FLC) is available to support individual students with academic, medical, emotional or behavioural difficulties. Access to the FLC is arranged by liaising with the student, relevant subject teacher(s), Head of Year and SENCo.

9. What training have the staff supporting children with SEND had or are currently having?

SENCO: D L German

Principal Teacher of 7y4 and 8x4: G Orchard

1:1 SpLD teachers: K. Oakes and P Dale

Family Partnership: J. Buckley

All of the above hold Post Graduate Qualifications relevant to their area of work within the school.

Teaching Staff

According to the SEN Code of Practice 2015, all teachers are teachers of SEND. The SENCo is responsible for updating teachers with relevant information and training in order for them to provide High Quality Inclusive Teaching.

Teaching Assistants

We have a very experienced team of TAs. They attend a wide variety of training courses to extend their knowledge and skills in supporting students each year.

10. How will my child be included in activities outside the classroom including school trips?

- All students are included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

11. How accessible is the school environment?

- The school building is on three levels and does not have lift access to upper levels.
- We have a school access plan.
- Stepped areas are marked with yellow paint to improve visibility for visually impaired students.
- The school has two disabled toilets, which can also be used as a changing facility.

12. How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new students to visit the school prior to starting. They may make several visits if it is felt that this is appropriate to their needs.
- Parents and carers of students with SEND are also involved and are given the opportunity to contribute their knowledge of their child's needs.
- We offer information evenings for parents/carers to offer practical advice to help them support their child at secondary school.
- The Transition Manager and/or the SENCo liaise very closely with the staff in local primary feeder schools. They may attend EHCP Annual reviews or request TPA meetings, and use these as an opportunity to discuss transition to secondary school.
- The school has detailed transition data on every Year 6 student from feeder primary schools. Meetings are held with primary staff to enable accurate exchange of information.
- The Transition manager and SENCo will ensure that all relevant paperwork is passed on and all needs are discussed and understood.

13. Who can I contact for further information?

- The first point of contact will be your child's class tutor.
- You can also contact the SENCo, Headteacher or SEN Governor, Mrs Jane Thompson.
- You might also wish to:
 - Look at the school's SEND policy, SEND Information Report and related policies on our website
 - Contact Parent Partnership www3.hants.gov.uk/parentpartnership
 - Contact IPSEA (Independent Parental Special Advice). www.ipsea.org.uk/

14. Who should I contact if I am considering whether my child should join the school?

Contact the school admin office to arrange a meeting with the Headteacher.

Personnel who may be involved with students with SEND:

Headteacher: Mr. M. Serridge

Assistant Headteacher/ SENCo: Mrs D L German

Transition Manager: Miss E Escritt

Family Partnership Manager: Mrs J Buckley

FLC Manager: Mrs J Tunney

Teacher of 7y4: Miss G Orchard