

Harrow Way Community School SEN Information Report



(To be read in conjunction with the SEN policy. Single Equality Scheme, Anti-Bullying Policy and the Inclusion Policy)

[WEBLINK to HANTS LOCAL OFFER](#)

Harrow Way Community School is a mainstream secondary school catering for students aged 11-16.

At Harrow Way School, we believe in providing every opportunity to develop the full potential of all students. Each student has the right to a broad and balanced curriculum, including extra-curricular activities where appropriate. We are 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, valued and their self-esteem promoted. They are 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. Our aim is that all students with special educational needs participate in activities compatible with the efficient education of other students and the efficient use of resources.

The following information is published as required by the Special Educational Needs and Disability Code of Practice 0-25 years (January 2015) and The Special Educational Needs and Disability Regulations 2014

What types of SEND does Harrow Way Community School support?

Cognition and Learning difficulties including Moderate Learning Difficulties;
Specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia
Speech, Language and Communication difficulties;
Autism Spectrum disorders and conditions
Sensory difficulties (including Visual impairment and Hearing impairment) and medical needs;
Some Social, Emotional and Mental Health difficulties.

1. How does the school identify and assess students and young people with SEN? What should I do if I think my child has special educational needs?

We begin monitoring through the use of information from KS2 assessments and information gathered from previous teachers (primary, or previous school where appropriate) as well as any outside agency assessments. 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.

Throughout your son/daughter's time at Harrow Way a range of evidence is collected through our usual school assessments and monitoring assessments. If it is suggested that the young person is not making the expected progress the SENCo, teachers and teaching assistants can decide whether additional support is necessary. Students with SEN are able to access support from specialist learning

Harrow Way Community School SEN Information Report



support teachers in Year 7 and Year 8 as well participate in various provisions to support their study. Students who have an Education Health and Care Plan will continue to have their progress closely monitored and annual reviews will be held.

Concerns might be raised by a teacher or teaching assistant or parent if a student's behaviour or self-esteem is affecting their performance or a student has learning difficulty with their work. Any teacher, teaching assistant or parent can raise a concern with the SENCO at any time:

Mrs Dawn German

dawn.german@harrowway.hants.sch.uk

01264 364533

2. What are the arrangements for consulting parents and involving them in their child's education? What are the practical arrangements for assessing and reviewing progress towards outcomes?

The Code of Practice January 2015 has set out the expectation that parents are involved when there is a suggestion that their child may have a Special Educational need and that parents are involved in discussing the provision and reviewing their child's progress each year. This may happen at Parent Consultation evenings or in separate meetings hosted by a member of the SEN staff who knows your child well. You are encouraged to contact the Learning Support Department if you would like to come in and talk about your child using the information above.

If we feel that your child is in need of SEN support, you will be invited to a meeting to discuss the outcomes we wish to work towards. Your child will be placed on our SEN register. We will work together to discuss the type of support which might be appropriate including what can be done at home.

3. What are the arrangements for consulting young people with SEN and involving them in their education?

Students are involved at each stage of the assessment, planning and reviewing provision and are central in decision making. The SENCO meets with a Student Voice group once a term to ask students what works and what doesn't work and there is a focus on future aspirations.

4. What are the practical arrangements for assessing and reviewing progress towards outcomes?

During the monitoring meetings students will be asked to identify what is working well and what is not working, as well as identifying the important things in their life, and aspirations for the future. An action plan, agreed by the young person, their parent/carer and school, will be drawn up to be reviewed at the next meeting. This information will be shared amongst the young person's teachers, and anyone else working with them at that time.

Each term, there is a whole school tracking activity which has a focus on outcomes for students with SEND.



5. What are the arrangements for supporting students and young people in moving between phases of education and preparing for adulthood?

In preparing for transfer between primary school (Key Stage 2) to Harrow Way Community School (Key Stage 3) there are meetings at the primary school with the transition manager, Mrs Elaine Escritt and the SENCO.

If there is particular concern that the young person may find transition difficult the SENCO can become more involved as appropriate. Additional visits to Harrow Way can be arranged. Very often our transition manager and the primary school will arrange these visits as part of our transfer liaison process.

From year 10, students are invited to participate in Careers interviews to explore future pathways. The school provides assistance in applying for college places and apprenticeships as well as interview practice and support.

Information regarding students with SEN transferring from Yr11 to further education is shared with the necessary teams; this includes information regarding any Access Arrangements for exams as well as any specific information related to teaching strategies and specialist equipment. Students who have an Education Health and Care Plan will continue to have their progress closely monitored and annual reviews will be held.

6. What is the approach to teaching students and young people with SEN?

First and foremost the subject teacher is responsible for teaching all students in a way which meets their needs. This is a strong base and firm belief at Harrow Way Community School and as such is reflected in training, and sharing of best practice, for all staff, throughout the school year. There is an expectation that High Quality Inclusive Teaching is the first response to meeting the needs of all students and that all are entitled to a broad and balanced differentiated curriculum.

7. How are adaptations made to the curriculum and the learning environment of students and young people with SEN?

Firstly, adaptations are made through differentiating the lesson – this may be some of many possibilities such as: adapting language, giving a choice of tasks, grouping students, questioning, writing down the main tasks, being sensitive to specific needs and exploring the ways to ensure that students are challenged in a safe way allowing their strengths and successes to be celebrated. There are some classes with smaller numbers which cater for students with SEND. Students with SEND will have access to the appropriate resources needed to help them make progress. Subject teachers alongside the SENCO will discuss a student's needs and what support will be appropriate.

Both year 7 and year 8 have one smaller class of 16 students (maximum), known as 7x4 and 8x4. Approximately fifty percent of 7x4 class' 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

Harrow Way Community School SEN Information Report



considered that they need either greater academic or emotional support when moving to secondary school.

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. Teaching assistants are trained in a variety of types of SEN and are available in identified lessons to ensure that a child is able to fully participate in the lesson and to develop independent skills.

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. The SENCo and her team, in conjunction with Heads of Year and Heads of Department, will decide which interventions may be suitable to support a student in their learning. Interventions are monitored for impact and outcomes. Students may have interventions such as the following:

- In-class shared TA support
- Arrow Reading programme
- Catch Up Literacy programme
- Numeracy groups
- Paired Reading
- Handwriting Club
- Nessy literacy programme
- Social Skills group
- Anger Management
- Homework club – *TA support available*
- Access Arrangements *for students who need support in exams*
- Personalised timetables and curriculum

8. What is the expertise and training of staff to support students and young people with SEN?

Specialist support from teaching assistants, the SENCO and other members of staff with relevant qualifications is provided when a young person with SEN requires it. This will vary from young person to young person, through consultation with young person, parent/carer and staff.

SENCO: Mrs Dawn German
Principal Teacher of 7x4 and 8x4;
A SpLD teacher: A Specialist Assessor (Level 7)
Family Partnership Manager

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

Harrow Way Community School SEN Information Report



Teaching Staff

The English, Maths and Science department each have a link teacher who meets with the SENCo to discuss SEN matters. The SENCo shares information with all teachers weekly and provides training to update teachers' skills.

Teaching Assistants

We have a very experienced team of Teaching Assistants, who are deployed by the SENCo to meet the needs of students as deemed appropriate. For example, they may support students in class, lead small groups of students in interventions or work 1:1. They have attended a wide variety training courses to extended their knowledge and skills to support students. Specialist expertise is secured through training opportunities through the year. In school currently the expertise includes:

- Dyslexia training
- Arrow training
- ELSA
- ELKLAN

9. How is the effectiveness of provision evaluated at Harrow Way Community School?

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.

Harrow Way Community School uses interventions which are research based and structured; if it is necessary to change provision in the light of poor progress there is a choice available. Harow Way utilises the services from the Specialist SEN Service teams (STAs) and an Educational Psychologist from Hampshire County Council both of whom make recommendations for certain types of provision and monitors progress with the students they review.

Every year the GCSE results are scrutinised in order to ascertain whether changes need to be made the following year when supporting students at Key Stage 4.

As an outward looking school, we welcome external moderation from the county council. Sarah Mantell, the HIAS Inspector for SEN, has visited our school regularly to monitor the quality of provision and provide constructive feedback. We also host a number of consultants, Educational Psychologist and Specialist teachers who advise us on the provision for students with SEND.

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 SEN 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 SEN budget with the overall aim that all students receive the support that they need to make progress.

Harrow Way Community School SEN Information Report



10. How are young people with SEN enabled to engage in activities available to young people in school who do not have SEN?

Harrow Way is a fully inclusive school. All students are enabled to participate in all activities available; this may require adjustments to be made in terms of technology or staffing.

- The school building is on three levels and does not have lift access to upper levels.
- We have a school access plan.
- We heed the Equalities Duty
- 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.

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. What is the support available for improving emotional and social development including pastoral support arrangements for listening to the views of young people with SEN and measures to prevent bullying?

Harrow Way has a strong pastoral support system in place which includes the support of a Head of Year and each young person belongs to a tutor group. Your child's tutor and the head of year will get to know your child throughout their time at Harrow Way.

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. The Family Partnership manager may provide counselling or refer students to MIND, who support our school. This may also involve working with outside agencies such as health and social services, and the Education Inclusion Service (EIS).

Young people may feel vulnerable throughout the school day, so we have a designated safe space where there is always someone available during break and lunchtime. This provides our young people a base to feel safe and secure, and creates an opportunity to mix with their peers with adult support and supervision.

The school runs both individual and group sessions to support students' social and emotional development. We also use Student Voice to monitor the quality of our anti-bullying policy.

Harrow Way Community School SEN Information Report



Any student who is a young carer (either for an adult or sibling) has access to appropriate support.

12. How does Harrow Way Community School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting young people's SEN and supporting their families?

We enjoy a strong working environment with a number of agencies. Any involvement of outside agencies is made in consultation with parents and through the referral processes accepted by the various agencies. 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.

We may ask parents to discuss concerns with their GP especially when it is felt that a referral to the Child and Adolescent Mental Health Services (CAMHS) is appropriate or in circumstances where further investigation into Social and Communication issues or Autism is necessary in order that the GP has a full picture.

What are the arrangements for handling complaints from parents of students with SEN about provision made at the school?

Any parent/carer dissatisfied with any aspect of SEN provision should first seek to discuss it with Mrs Dawn German (SENCO) by letter, email, telephone or in person using the information above. If concerns remain parent/carer should contact the Headteacher; Mr Michael Serridge.

If it is not felt that the school is not addressing the concerns the Governors with responsibility for SEN should be contacted. We encourage parents to seek further advice and support from the Hampshire-run group Support4Send. Their website is <http://www3.hants.gov.uk/support4send>. The Local Authority may also be contacted if necessary.

Who do I contact for more information about SEN at Harrow Way?

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