



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

This policy, like all school policies, is to be implemented in accordance with the principles and practice stated in our Single Equality Scheme. This elaborates on the School's Special Educational Needs and Disability (SEND) Information Report

<http://www.harrowway.hants.sch.uk/wp-content/uploads/2013/01/SEN-Information-Report.pdf>, which forms part of the Local Authority's SEND Offer

http://www.hantslocaloffer.info/en/Main_Page

We are a Rights Respecting School:

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29: Education must develop every child's personality, talents and abilities to full. It must encourage the child's respect for human rights, as well as as respect for their parents, their own and other cultures, and the environment.

Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 30: Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

RATIONALE

Harrow Way Community School is a comprehensive school which is proud of its aim to provide education for its local community. It 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, behaviours or health. Likewise, students are expected not to impede or disrupt the progress of others despite their own or others' abilities and additional needs.

PURPOSE

To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

The Key Principles underpinning the Code of Practice

- 1. The identification of young people's needs**
- 2. High quality provision to meet the needs of young people with Special Educational Needs and Disabilities (SEND) and monitor the impact of the provision.**
- 3. The involvement of young people and their parents in decision making: Person-Centred Planning with greater choice and control for young people and parents over their support**
- 4. SEND is a whole school responsibility requiring a whole school response**
- 5. Collaboration between education, health, social care and partner services to provide support for the young person.**



6. Successful preparation for adulthood.

Outstanding inclusion provision responds quickly, appropriately and communicates effectively with students, parents and staff. The school's Equality Duty ensures that students receive appropriate and well researched intervention that is closely matched to need. Personalised Learning means that the most appropriate curriculum is put in place to enable students to experience success.

In all our dealings with students with SEND, we endeavour to maintain the highest levels of confidentiality and deal sensitively with the issues raised.

"Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less." SEND Code of Practice 1.24 (2015)

School SEND Profile:

As at 7th September 2018:	
Type of School:	Community
Number of Students on roll:	927
% of students with SEN	11.75%
Students with Statement/EHCP	14
Students with SEND without an EHCP (K)	94
Students with social, emotional and mental health needs	27
Students with communication and interaction needs	30
Students with cognition and learning needs	44
Students with sensory and /or physical needs	6
Funding Notional SEN Budget: £341,380	
Staffing SENCO Family Partnership Manager Flexible Learning Centre (FLC) Manager 1 FTE Teacher of SEND 1 FTE Specialist (SpLD)Teacher 4 FTE Higher Level Teaching Assistants 6 FTE Teaching Assistants	

Admissions

Harrow Way Community School believes the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice 2015, *"The Equality Act 2010 prohibits schools from discriminating against children and young people in respect of admissions for a reason related to their disability."* **COP 1:28**

Definition of SEND

"A pupil has SEND where their learning difficulty or disability calls for a special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support."



The four areas of special educational need. (6.1) The SEND Code of Practice, 2015

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

A student identified with a SEND need will be recorded on the register as SEN level K .A student whose needs have been recognised as requiring an Education, Health and Care Plan (EHCP) will be identified on the register as SEN level E.

Identification of Special Educational Needs

The identification of SEND and additional needs is built into the overall approach to monitoring the progress and development of all students.

- All students' current skills and levels of attainment are assessed on entry through Reading and Spelling Tests and CAT Testing, in addition to both KS2 scores and detailed transition information from meetings with our primary colleagues. The Harrow Way and Discovery Federation Inclusion Group meets each half term. Key personnel from the Discovery Federation and Harrow Way School look at improving transition for key students from the Federation to Harrow Way. A similar group meet for Portway pupil transition.
- Subject teachers, supported by middle and senior leaders, make regular assessments of progress for all students.
- Where students are falling behind or making inadequate progress given their age and starting point, teachers will evaluate their provision, make suitable adjustments and liaise with parents as appropriate.
- Where students continue to make inadequate progress despite high-quality inclusive teaching targeted at their areas for development, the SEN team will assess whether the student has a significant learning difficulty.
- Where a need is identified, the SEN team will identify the most appropriate actions and support that is required.

Graduated Response:

For a student with SEND, there are four steps, which are taken to put effective support in place. These steps form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the students' needs and of what supports the student in making good progress and securing good outcomes:

- **Assess**
- **Plan**
- **Do**
- **Review**

Initially, the Special Educational Needs Co-ordinator (SENCo) will assure that there is High Quality Inclusive teaching for all students.

Where High Quality Inclusive Teaching is not meeting the specific needs of the student with SEND, additional intervention will be planned by the SENCo and her team and delivered to diminish the difference. Progress and impact of any intervention will be regularly reviewed and,



when appropriate, the level of need re-assessed. This is a continuous cycle and may result in the student no longer requiring a provision. Due to the fact that they no longer require such support, the student will be removed from the SEND register. The SENCo will closely monitor progress on any interventions taking place and parents will be informed either at the end of the intervention or at the end of each term.

However if there are concerns that the student is not making adequate progress, despite additional provision and support, the school seeks advice and involvement from external support services, who may provide specialist assessments and advice on teaching strategies or materials.

The progress of students with a Statement/EHCP is formally reviewed at an Annual Review Meeting with all key adults involved with their education.

Request for Statutory Education and Health Care Plan

For a very few students, the help offered by the school may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate an Education and Health Care Plan. With Education and Health Care Plans there is emphasis on:

- Putting the student and their family at the centre of the process.
- Recommendations and provisions are outcome focussed.
- There is effective coordination between services.

Where a request for a statutory assessment is made to the LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The school's action.
- Individual Provision Plan for the student.
- Records of regular reviews and their outcomes.
- The student's health including the student's medical history where relevant.
- National Curriculum levels of attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of both the parents and the student.
- Involvement of any other professionals.
- Any involvement by the social services or the Early Help team.

When the LA receives a request for a statutory assessment, it must decide whether to carry out such an assessment. An Education and Health Care Plan will include:

- The student's name, address and date of birth.
- Details of the student's special needs.
- Details of the special educational provision necessary to meet the student's special educational needs.
- The type and name of the school where the provision is to be made
- Relevant non-educational needs of the student.
- Information on non-educational provision.

There is a 20 week time frame within Hampshire from the request being made, to assessment, to finalising the EHC Plan. EHC Plans consider needs across education, health and social care.



They are written with a holistic approach, and are personalised so that students can state their preferences and priorities.

All students with an EHCP will have short-term targets set for them that have been established after consultation with parents and all the agencies concerned. These targets will be set out in a Provision Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Provision Plan will continue to be the responsibility of the class teacher.

Monitoring and Evaluation of the SEND Provision

As a school, we are committed to departments being accountable for the progress of students with SEND and as such, they follow the school's Teaching and Learning Policy, Assessment Policy and Feedback and Marking Policy. This should ensure High Quality Inclusive Teaching is in place and teachers know how to implement strategies to reduce barriers to learning. The school measures 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. There are termly progress checks of key groups, including SEND, by year group and across subjects.

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. Harrow 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. The HIAS Inspector for SEN, visits 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.

Record Keeping

The SENCo maintains the SEN records and ensures appropriate staff has access to them. In addition to the usual school records, the student's profile will include:

- Information from previous school/phases.
- Information from parents.
- Information on progress and behaviour.
- Student's own perceptions of difficulties.



- Information from health/social services.
- Information from other agencies.

TRANSITION

How will the school support young people in their transitional journeys between education and careers?

Harrow Way Community School recognises that “moving on” can be difficult for young people with additional needs/SEND; steps are taken to ensure that any Transition is as smooth as possible. Part of our yearly planning involves collaborating with other schools and colleges about any students who may be vulnerable at transfer.

Primary to Secondary

- Transition evenings and Transition days
- Dedicated Year 7 Transition Manager
- Carefully planned Transition support is a key feature of our Primary Transition with plenty of opportunities to visit Harrow Way and experience. Learning with key adults in the new environment.
- Person Centred Planning is central to this process and is facilitated by a Student Profile created by the SENCo at Harrow Way. This is shared with teachers and teaching assistants before the start of the school year.
- Summer School
- TPA's
- SENCO attends annual review of Statements/EHCPs.

Moving from one year to another

- Information will be shared with new teachers.
- Consistency with Tutor and Year Leaders.

Moving from KS3 to KS4

- Additional assistance will be given with option choices and alternative curriculum plans addressed where necessary.
- The transition process to KS5 will be started by involving our independent Careers Advisor and inviting representation from local colleges.
- Some students may take part in a Transition Programme at Andover College.

Leaving Harrow Way Community School

In Years 10 and 11

- Opportunities to work with our Careers Advisor to create a plan for post 16 education, employment and training will be given.
- The tutor, Head of Year and Careers Advisor will support young people choosing a college, appropriate course and next steps.
- Students will have opportunities to visit colleges and courses, accompanied by our staff when appropriate.
- If necessary, the SENCo will make additional arrangements for students to visit colleges/courses.
- EHCP students have support from a Special Educational Needs Personal Advisor (SENPA)
- Personalised study programmes may be used and extra revision and support may also be offered where appropriate.



Moving schools

- We pass on information to the school SENCo and ensure they know about any special arrangements or support that need to be made for your son/daughter.
- We will make sure all records about your son/daughter are passed on as soon as possible.

Accessibility for young people with Special Educational Needs and Disabilities

- The school environment is accessible to all students regardless of their needs and this includes supporting students in understanding and managing their emotional needs.
- Equipment used is accessible to all students regardless of their needs. (A risk assessment may be carried out if considered necessary)
- Support with homework is available after school.
- Key words and literacy/numeracy resources are used across the school to support learning.
- Additional provision is provided to support students during lunchtimes, breaktimes and after school.
- Some students are encouraged to bring their own devices (ipads or laptop equivalents) to facilitate learning.
- The site is not equipped to facilitate access to all levels for wheelchair users. We do however cater for these needs on ground floor levels.

Medical conditions:

If a student is unwell during the school day, then they will be sent to the Student Services room, which is run by the Student Welfare Officer. If the child is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The Student Welfare Officer will decide if the student is well enough to stay at school or not.

In a medical emergency, the Student Welfare Officer will attend urgently, or may call for an ambulance if the child requires hospitalisation. All staff are trained annually on administering Epi-Pens for anaphylactic shock, and students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year by tutors, with arrangements for monitoring and supporting their needs explained fully.

Students who cannot attend school for an extended period of time because of a medical condition are referred to the county Education Inclusion Service, to arrange provision for meeting their needs, such as home tutoring.

Parental and Student Involvement

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. 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 contacted and invited to a meeting to discuss the outcomes we wish to work towards. Your child will be placed on our SEND register. We will work together to discuss the type of support which might be appropriate including what can be done at home.

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.



We work in close partnership with a number of organisations which can offer support to parents. Their details are available through our website or Family Partnership manager.

Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using some of the following:

- Attainment at end of Key Stage Four is in line with national outcomes and students' individual targets.
- The number of students following an intervention where progress has improved and indeed they may no longer require support so are removed from the SEND register.
- Recorded views of students and parents or carers.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- The notional SEN budget has been allocated and spent to deliver good value for money. The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from School departments and Outside Agencies.
- Number of complaints received.

COMPLAINTS

Any parent/carer dissatisfied with any aspect of SEN provision should first seek to discuss it with the SENCO. If concerns remain parent/carer should contact the Headteacher. 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.

Committee responsible for review:	Students & Curriculum Committee
Date ratified by Governing Body:	5 th November 2018
Date of next review:	1 year – November 2019

Appendix 1 – People who support Young People with SEND

Appendix 2 – Service Providers

Appendix 3 – Questions often asked by Parents

Appendix 4 – The Code of Practice for SEND 2015



People who support young people with SEND

Appendix 1

Staff	Summary of Responsibilities
Tutors/Subject Teachers/ Year Leaders / Link Manager	<p>All teachers are teachers of Special Educational Needs</p> <p>Responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of students and identifying, planning and delivering any additional help they may need (this could be things like targeted learning/additional intervention/additional support) and letting the SENCo know as necessary. • Setting suitable challenging targets for learning, planning accessible learning, reviewing progress and sharing outcomes with students and parents. • Ensuring that all staff working with your son/daughter in school are supported to deliver the planned learning programme for your son/daughter so that they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned learning and resources.
The Special Educational Needs Co-ordinator (SENCo)	<p>Responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for young people with SEN and developing the school's Inclusion and SEN Policy to make sure that all students receive a consistent, high quality response to meeting their needs in school. • Ensuring that parents are:- <ul style="list-style-type: none"> ○ Involved in supporting their son's/daughter's learning ○ Kept informed about the support their son/daughter is getting ○ Involved in reviewing how they are doing ○ Part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support a student's learning eg Speech and Language Therapist, Educational Psychologist etc • Updating the School's SEND register (a system for ensuring all SEND needs of students in this school are known) and making sure that there are records of each student's needs, progress and provision. • To provide specialist support for teachers and support staff in the school so that they can help all students with SEND achieve the best possible progress in school.
Headteacher	<p>Responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of school, this includes the support for young people with SEN. • Giving responsibility to the SENCo and class/subject teachers but is still responsible for ensuring that your son's daughter's needs are met. • Making sure that the Governing Body is kept up to date about any issues in the school relating to SEN.
SEN Governor	<p>Responsible for:</p> <ul style="list-style-type: none"> • Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.



SERVICE PROVIDERS

Appendix 2

Who are the people providing services to young people with additional needs in this school?

Directly funded by the school:

- Education Inclusion Service (EIS)
- Learning Mentors
- Learning Support Assistants/Higher Level Teaching Assistants
- Flexible Learning Centre Manager
- SENCo
- Family Partnership Manager
- Education Welfare Manager
- Educational Psychology
- Ethnic Minority and Traveller Advisory Service (EMTAS)
- SPLD teachers
- Vocational Education teachers
- Careers support and transition staff

Paid for centrally by the Local Authority and delivered in school:

- Vision Impaired Specialist Teacher
- Hearing Impaired Specialist Teacher
- Physically impaired Specialist Teacher
- Communications and Language Team

How does the school work with other services who are also involved in meeting 'young peoples' needs?

- We meet regularly with other services
- We receive training from other services
- We can refer to other services
- In our liaison with other services we follow an Assess, Plan, Do, Review framework
- Participation with the Early Help Hub

Provided and paid for by the Health Service (Southern Health NHS Trust) and delivered in school:

- School Nurse
- Occupational Therapy Service
- Speech and Language Therapy Service
- Physiotherapy Service

Advice and support:

- Any relevant agencies such as Specialist Child and Adolescent Mental Health Service (CAMHS)
- Children's Social Care
- SEN Hampshire team
- Post Adoption Support Service
- Parent Partnership
- Youth Crime Prevention (YCP)
- The Junction
- Barnardo's



Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

- **EIS (Education Inclusion Service)**
- **Parent Partnership, offering independent**
- **IPSEA (Independent Parental Special Education Advice)**
- **The National Autistic Society Hampshire Branch**
- **Hampshire Dyslexia**
- **Parent Voice**
- **Hampshire Gateway Card**
- **Hampshire Inspectorate and Advisory Service Communication and Language team**
- **Hampshire Educational Psychology Service**
- **Speech and Language Therapy service**
- **Hampshire Ethnic Minority and Travellers Advisory Service**
- **School nurse team**
- **Andover Young Carers**
- **Friends of the Family**
- **Police Community Support Officers**
- **Winston's Wish**
- **Simon Says**
- **SONUS, Hampshire Deaf Association**
- **NDCS, National Deaf Children's Society**
- **CAMHS, Child and Adolescent Mental Health Service**
- **Hampshire Careers Service**
- **Paediatricians**
- **Occupational Therapists**
- **Physiotherapists**
- **County SEN Team**



QUESTIONS OFTEN ASKED BY PARENTS

Appendix 3

How can I let the school know I am concerned about my son's/daughter's progress in school?

- If you have concerns about your son's/daughter's progress you should speak to their Tutor or subject teacher.
- If you are not happy that the concerns are being addressed and feel that your son/daughter is still not making progress then you should speak to either the Year Leader or SENCo.
- If you are still not happy that concerns are being addressed and that your son/daughter is still not making progress you should speak to the Deputy Headteacher (Inclusion).
- If you are still not happy you can speak to the Headteacher and/or SEN Governor.

How will the school let me know if they have any concerns about my son's/daughter's learning in school?

- When a teacher or a parent has raised concerns about your son's/daughter's progress and targeted teaching has not resulted in the progress expected, the teacher must raise this with the SENCo for consideration regarding planning next steps.

If your son/daughter is identified as not making the expected progress, the school will arrange a meeting to discuss this with you in more detail:

- To listen to any concerns you may have.
- To plan any additional support your son/daughter may receive.
- To discuss with you any referrals to outside professionals to support your son's/daughter's learning.

What if the support my son/daughter received does not seem to make a difference?

- All interventions and referrals are tracked. If there is evidence that the support is not having the required impact even after some readjustments have been made to the intervention/support, then students may be referred to relevant outside agencies.
- Student profile meetings are held with staff to guide and support staff.
- An Educational Planning Meeting (EPM) is held when input from outside agencies is requested.

How is extra support allocated to students and what is the "Graduated Response"?

- The school budget includes a "notional SEN budget". We must use our "best endeavours" to secure the special educational provision called for by a young person's needs.
- If we can show that a young person with SEN requires special educational provision that costs more than the LA threshold then we can apply to the LA to provide Higher Needs funding to meet extra costs whether or not the young person has an EHCP. This is called a SENSE.
- The Head Teacher decides on the budget for SEN in consultation with the school governors based on the evidence of needs in the school.
- The Deputy Headteacher and the SENCo discuss all the information they have about SEN in school including:
 - Provision already in place for young people with SEN
 - Extra support requirements
 - Young people identified through school systems as not making as much progress as would be expected.

How does the school involve young people and their parents in decision making?

Special Educational Needs Policy

Ratified – 5th November 2018 – Students & Curriculum



- We encourage open communication between home and school. This could be via the Student Planner or an arranged meeting.
- The SENCo is available to meet with parents to discuss students' progress or any concerns or worries you may have.
- Relevant information from outside professionals will be discussed with parents and with the student, or where this is not possible, in a report. The SENCo will contact parents to discuss any new assessments and ideas suggested by outside agencies and internal interventions.
- Students' emotional and social development is supported and includes additional pastoral arrangements for listening to the views of students, building resilience and measures to prevent bullying (Student Council, PSHE lessons, RRR School).



SEN and Disability Code of Practice

Appendix 4

Special Educational Needs and Disability Code of Practice: 0 to 25 years

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



Appendix to SEND Policy

Inclusion Statement of Intent

We aim to be an inclusive school and offer equality of opportunity to all groups of students within the school.

These groups include any protected characteristics under Equality Act and notably:

- Boys and girls (with sensitivity to gender identification)
- Students from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Students who have English as an additional language
- Students who have Special and Additional Educational Needs or Disability
- Students who are more able
- Students who are Looked After children
- Students who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress

We aim to provide a broad and balanced curriculum that meets the needs of all students, individuals and groups by:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of students
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community.

We secure inclusive education for our pupils by reviewing and evaluating what is done, by asking:

- Does each student make good progress and achieve as much as they possibly can?
- Are there differences in the achievements of different groups of students?
- What is in place for students who are not achieving their potential?
- Are our actions effective?
- Are all our students happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement. All policies within the school support inclusion and are reflected in school development planning.