HARROW WAY COMMUNITY SCHOOL SEN INFORMATION REPORT

(To be read in conjunction with the SEN policy. Single Equality Scheme, Accessibility Plan, Complaints Policy, 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. 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.

Harrow Way Community School has a duty to comply with section 69 of the Children and Families Act 2014, and this report must contain:

The SEN information specified in the Special Educational Needs and Disability Regulations 2014

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.
- Concerns are raised by parent/carer.
- Concerns are raised by the teacher or teaching assistant (TA). For example, a student's behaviour or self-esteem is affecting their performance, or a student has a learning difficulty with their work.
- Contact with external agencies, e.g. physical/sensory/language and communication issues.

2. How will I raise concerns or make a complaint if I need to?

Parents are encouraged to raise any concerns with the school as early as possible so that issues can be resolved quickly and informally, wherever possible. In the first instance, concerns should be discussed with the pupil's tutor, class teacher, Head of Year or the SENCo, either in person, by telephone, email or in writing. The school aims to acknowledge concerns promptly and work collaboratively with parents to reach a resolution through open discussion.

If a concern cannot be resolved informally, parents may make a formal complaint to the Headteacher, preferably in writing. The complaint will be investigated and a response provided within the timescales set out in the school's complaints procedure. If parents remain dissatisfied following the Headteacher's response, the complaint may be escalated to the Governing Body Complaints Panel, whose decision represents the final stage of the school's complaints process. Complaints should normally be raised within three months of the incident taking place.

Complaints relating to statutory SEND processes, Education, Health and Care Plans (EHCPs), assessments or Local Authority decisions are subject to separate procedures and may not be considered through the school complaints process. Parents/carers and young people can access independent disagreement resolution and mediation services through Hampshire SEND arrangements. Information is available via Hampshire SENDIASS and the Hampshire Local Offer. The school will continue to work collaboratively with families to resolve concerns at the earliest opportunity.

Further details of our complaints policy can be found HERE.

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 students with SEND in their class to ensure that progress is made. Ordinarily Available Provision and 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 TA running an intervention with your child either individually or as part of a group. Parents will receive an email when support starts.

3b. Additional support for learning

● Classroom teachers are responsible for providing evidence and suggesting to the SENCo if they feel a student requires access arrangements for public examinations. Once this has been received by the SENCo students will be tested to determine if they are eligible.

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 SEND register, parents are entitled to make an appointment at parents' evenings.

4. How will the curriculum be adapted 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. Ordinarily Available Provision, High quality inclusive teaching and the Harrow Way Teaching and Learning principles will be employed to ensure the lessons are accessible for all.

● Students with SEND will have access to the appropriate resources needed to help them make progress. We operate a bring your own device policy as students benefit from the use of a laptop. These resources are not necessarily available in all lessons due to cost.

● 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. 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 regularly. These contain information explaining the nature of a student's barriers to learning, 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.

● Some classes with smaller numbers cater for students with SEND.
● There are a variety of interventions to support academic, social and emotional development and these may take place within small groups or for individual students, depending upon their needs.

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

● By reviewing and assessing a student's progress during our termly data captures. In Years 7-9 pupils' progress through the curriculum will be reported. This will indicate whether, or not, a pupil is making the progress required to successfully access the content that is being taught. In Years 10 & 11 pupils' will be assigned a 'working at grade'. This is the grade a student is currently working at based on recent assessments, classwork and homework.

● Checking progress against national/age expected levels.
● Feedback about progress and attitude at parents' evening.
● Verbal feedback from the student, the parent, the teacher or the TA.
● Feedback on interventions and the impact these have on the students.
● 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.
● 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 and the SENCO.
● 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 Year Leader, SENCo or Safeguarding Lead and Family Support 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 two provisions (The Link and the Waypoint Hub) 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 management 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 student welfare officer 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 are shared on the staff daily update.

7c. What support is there for behaviour, avoiding exclusion and increasing attendance? ● The school has its own Attendance Officer.
● If a student has a significant behaviour difficulty, a pupil support plan 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 Leader Assistants who work with staff and students in a variety of ways.
● Attendance of every student is monitored daily by the school. Lateness and absences are recorded and reported to the Headteacher.
● When appropriate, a personalised curriculum can be implemented if it is considered to be supportive for a student.
● The school follows a stepped approach to support students with behaviour. Individual interventions may be used as part of this to help students overcome their behavioural difficulties.

7d. How will my child be able to contribute their view?
● There are opportunities for Student Voice for all students throughout the academic year.
● If your child has an EHCP, their views will be sought before or during any review meetings.
● All students are represented by the Student Council and are encouraged to share their views with their tutor representatives.

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

● Our SENCo undergoes specialist training regularly to keep up to date with the needs of SEND students.
● We have one specialist teacher of Specific Learning Difficulties (SpLD)/dyslexia who works in school for a total of 2 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, pediatrician, Speech and Language Therapist, Occupational Therapist, Physiotherapists. Social Services including: locality teams, social workers. Also: educational psychologist and specialist advisory teachers.

● Year 7 has one smaller class of up to 16 students (maximum) who have considerable barriers to their learning in any of the four areas of need This class is supported by a Teaching Assistant and the smaller adult-to-student ratio 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 Link and The Waypoint Hub is available to support individual students with academic, medical, emotional or behavioural difficulties. Access to these provisions is arranged by the Deputy Headteacher and SENCo.
● We have Specialist Inclusion Base for up to 15 students with a confirmed diagnosis of Autism. Placement in this base is decided by the Local Authority and is for students with an EHCP.

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

SENCo: Mrs E Law

Assistant SENCo: Miss S Chilcott

Principal Teacher of Year 7 group - Miss S Chilcott
1:1 SpLD teacher: Mrs P Dale

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 Ordinarily Available Provision and High Quality Inclusive Teaching.

Teaching Assistants
We have a very experienced team of Teaching Assistants. 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.

11. How accessible is the school environment?
● The school building is on three levels and does not have lift access to upper levels. ● We complete individual Risk Assessments for anyone who needs any special access arrangements
● The school has two accessible toilets, which can also be used as a changing facility.
● Further information about the school's arrangements for disabled pupils, including curriculum accessibility, physical access improvements, accessible information, reasonable adjustments and future accessibility developments, can be found in the school's Accessibility Plan, which is available on the school website or upon request from the school office.

11a. Arrangements for the admission of disabled pupils

Harrow Way Community School is an inclusive mainstream school and welcomes applications from all pupils, including those with disabilities and special educational needs. Admissions are managed in accordance with the school's admissions arrangements, the Equality Act 2010 and SEND legislation. The school works closely with parents/carers, primary schools and external agencies to gather information and plan support to ensure a successful transition into secondary education. Additional transition visits, meetings and individual planning may be arranged where appropriate to meet individual needs.

11b. Steps taken to prevent disabled pupils from being treated less favourably than other pupils

The school is committed to equality of opportunity and ensuring disabled pupils can fully access education, the curriculum and wider school life. Ordinarily Available Provision and High-quality Inclusive Teaching are expected in all lessons, and reasonable adjustments are implemented where necessary. Individual risk assessments are completed where required and personalised arrangements may include access to ground-floor teaching rooms, adapted timetables, alternative working locations such as The Link or Waypoint Hub, specialist resources, interventions and tailored pastoral support. Curriculum progress is monitored for all pupils, including disabled pupils, and staff receive training on equality and disability awareness. The school actively promotes inclusion and challenges discrimination, harassment and victimisation.

11c. Facilities provided to help disabled pupils access the school

The school provides a range of facilities and adjustments to support access for disabled pupils. These include wheelchair access through the main entrance, ground floor access to classrooms across several blocks, access to the dance studio and auditorium, accessible toilet facilities, disabled parking bays and alternative learning spaces including The Link and The Waypoint Hub. Where mobility difficulties affect access to upper floors, lessons may be relocated to suitable ground floor areas and individual arrangements put in place. The school also uses a range of communication methods and adapted resources to support access to information and the curriculum. The school continues to explore further improvements to accessibility across the site.

The school's Accessibility Plan sets out actions to increase participation in the curriculum for disabled pupils, improve the physical environment and facilities available to disabled pupils, and improve access to information through accessible communication methods and adapted resources.

Our Accessibility plan can be found here

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 tutor.
● You can also contact the SENCo, Headteacher or SEN Governor

You might also wish to:

● Look at the school's SEND policy, Reasonable adjustments policy, SEND Information Report and related policies on our website
● Look at the Local Offer for Hampshire. A link is at the top of this report and on our website.
● Contact Hampshire SENDIASS at www.hampshiresendiass.co.uk
● 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 SENCo.

Personnel who may be involved with students with SEND:

Headteacher: Mrs. D. German

SENCo: Mrs E Law

Assistant SENCo: Miss S Chilcott

SEND Administrator: Mrs C Wilson

Transition Manager: Mrs H Bain

The Link Manager: Mrs J Tunney

Learning Coaches: Mrs M Hodgson and Mrs E Fitzjohn de Marco

Teacher of Year 7 Group: Miss S Chilcott