Special Educational Needs and Disability Policy

Harrow Way Community School

SPECIAL EDUCATION NEEDS AND 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 https://www.harrowway.hants.sch.uk/wp-content/uploads/2021/06/SEN-Information-Report-2019.pdf, which forms part of the Local Authority's SEND Offer https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page

RATIONALE

Harrow Way Community School 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, disabilities 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 inclusive 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 or carers 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 inclusive provision responds quickly, appropriately and communicates effectively with students, parents, carers 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 October 2026:	
Type of School:	Community
Number of Students on roll:	986
% of students with SEND	22.31%
Students with an EHCP	58
Students with SEND without an EHCP (K)	162
Students with Social, Emotional and Mental Health as a first area of need	75
Students with Communication and Interaction as a first area of need	54
Students with Cognition and Learning as a first area of need	113
Students with Sensory and/or Physical needs as a first area of need	12
Students with other difficulty/disability	0
Staffing **1 SENDCO** **Safeguarding Manager** **The Link Manager** **1 Assistant SENDCo** **1 PTE Specialist (SpLD)Teacher** **2 Learning Coaches** **1 FTE Higher Level Teaching Assistant** **1 PTE Higher Level Teaching Assistant** **1 Home School Support Worker** **8 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." Section 1.28, SEND Code of Practice 2015

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 which is 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."
Section 6.15, SEND Code of Practice 2015

The four areas of special educational need. Section 6 - The SEND Code of Practice, 2015

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

A student identified with a SEND need will be recorded on the register as SEND K .A student whose needs have been recognised as requiring an Education, Health and Care Plan (EHCP) will be identified on the register as SEND 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 Tests, in addition to both KS2 scores and detailed transition information from meetings with our primary colleagues. Key personnel from Harrow Way and our feeder primary schools are continuously working to improve transition for all students from primary to Harrow Way.
- 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/carers as appropriate.

- Where students continue to make inadequate progress despite the Ordinarily Available Provision and High-quality inclusive teaching targeted at their areas for development, the SEND team will assess whether the student has a significant learning difficulty or disability.
- Where a need is identified, the SEND 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 and Disability Coordinator (SENDCo) will ensure that there is Ordinarily Available Provision and High Quality Inclusive teaching for all students. The SENCo will also ensure that this offer is of a high quality.

Where High Quality Inclusive Teaching or the Ordinarily Available Provision is not meeting the specific needs of the student with SEND, additional intervention will be planned by the SENDCo and their team and delivered to diminish the difference. One to one support is only offered in certain circumstances where appropriate but only ever as a short term solution. Progress and impact of any intervention will be closely monitored by the SENDCo, and, when appropriate, the level of need re-assessed. This is a continuous cycle and may result in the student no longer requiring an intervention. If a student no longer requires such support, the student will be removed from the SEND register.

However, if there are concerns that the student is not making adequate progress, despite additional intervention 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 an 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 or carers 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-focused.
- 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 or disability including the student's medical history where relevant.
- National Curriculum levels of attainment in literacy and mathematics.
- Educational and other assessments, for example from the Special Teacher Advisory Service (STAS) or an educational psychologist.
- Views of the parents, carers 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 or disabilities.
- Details of the special educational provision necessary to meet the student's special educational needs or disability.
- 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 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 or carers and all the agencies concerned. These targets will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded will be the responsibility of the class teacher in the first instance.

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 Policy. This should ensure High Quality Inclusive Teaching and Ordinary Available Provision is in place, and teachers know how to implement

strategies to reduce barriers to learning through adaptive teaching methods in the classroom. 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/intervention. 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 Teacher Advisory 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. County inspectors visit our school regularly to monitor the quality of provision and provide constructive feedback. We also host a number of consultants, an Educational Psychologist and Specialist teachers who advise us on the provision for students with SEND.

The SENDCo 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 with the SENDCo. 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.

Record Keeping

The SENDCo maintains the SEND 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 or carers.
- 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. The SENDCo meets with parents and the Primary school SENDCo as part of a Transition Partnership Agreement. From these meetings a Student Profile is created by the SEND department at Harrow Way. This is shared with teachers and teaching assistants before the start of the school year.

- SENDCO attends annual review of 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 will be 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 to 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 SENDCo, 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 SENDCo will make additional arrangements for students to visit colleges/courses.

- 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 SENDCo and ensure they know about any special arrangements or support that need to be made in a new setting.
- We will make sure all records are passed on as soon as possible.

Accessibility for Young People with Special Educational Needs and Disabilities

- The school environment is accessible to students regardless of their needs (including supporting students in understanding and managing their emotional needs or disabilities).
- Equipment used is accessible to all students regardless of their needs or disability. (A risk assessment may be carried out if considered necessary)
- Support with homework is available after school.
- Key words. literacy and numeracy resources are used across the school to support learning.
- Additional provision is provided to support students during lunchtimes, break times 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 Welfare Office, which is run by the Student Welfare Assistant. 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 Assistant will decide if the student is well enough to stay at school or not.
In a medical emergency, the Student Welfare Assistant will attend urgently, or may call for an ambulance if the child requires hospitalisation. Staff are trained on administering Adrenaline auto-injectors (AAI) 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 and the Student Welfare Assistant, 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.

Parental and Student Involvement

The Code of Practice May 2015 has set out the expectation that parents or carers are involved when there is a suggestion that their child may have a Special Educational Need or Disability and that parents are involved in discussing the provision and reviewing their child's progress. This may happen at parents'/carers' evenings or in separate meetings hosted by a member of the SEND department who knows the student well. You are encouraged to contact the SEND Department if you would like to come in to talk about a child using the information above.

If we feel that your child is in need of SEND support, you will be contacted and informed of the intervention we have put in place to address their needs. You child may 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 SENDCO regularly checks with students to ask 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 Safeguarding 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 factors:

- Attainment at the 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, 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 SEND budget has been allocated and spent to deliver good value for money.
- The SENDCO 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 SEND provision should first seek to discuss it with the SENDCO. If concerns remain, parents/carers should contact the Headteacher. If it is not felt that the school is not addressing the concerns the Governors with responsibility for SEND should be contacted. We encourage parents to seek further advice and support from the Hampshire-run group SENDIASS. Their website is: https://www.hampshiresendiass.co.uk/
The Local Authority may also be contacted if necessary.

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	**All teachers are teachers of Special Educational Needs** **Responsible for:** ● 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 SENDCo 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 a child are supported to deliver the planned learning programme, 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 and Disability Co-ordinator (SENDCo)	**Responsible for:** ● Coordinating all the support for young people with SEND and developing the school's Inclusion and SEND Policy to make sure that all students receive a consistent, high quality response to meeting their needs in school. ● Ensuring that parents or carers are:- ○ Involved in supporting learning ○ Kept informed about the support being offered ○ Involved in reviewing the provision on offer ○ Part of planning for the future. ● 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	**Responsible for:** ● The day to day management of all aspects of school, this includes the support for young people with SEND. ● Giving responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that the child's needs are met. ● Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
SEND Governor	**Responsible for:** ● 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)
- Teaching Assistants/Higher Level Teaching Assistants/ Learning Coaches
- The Link Manager
- SENDCo
- Safeguarding Manager
- Welfare and Attendance Officer
- Educational Psychology
- Ethnic Minority and Traveller Advisory Service (EMTAS)
- SPLD 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 people's 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
- Work collaboratively when a multi-agency plan is in place

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)
- SEN Test Valley Team
- Post Adoption Support Service
- Youth Crime Prevention (YCP)
- Youth Offending Team (YOT)
- MHST (Mental Health School Teams)
- ALABARE – Hampshire Youth Access
- Andover Young Carers

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

- SENDIASS
- Autism Hampshire
- Hampshire Dyslexia Association
- Hampshire Gateway Card
- Hampshire Educational Psychology Service
- Speech and Language Therapy service
- Hampshire Ethnic Minority and Travellers Advisory Service
- School Nurse team
- Andover Young Carers
- Police Community Support Officers
- Winston's Wish
- Simon Says
- Deaf Action
- 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/ CARERS Appendix 3

How can I let the school know I am concerned about a child's progress in school?

- If you have concerns about a child'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 child is still not making progress then you should speak to either the Year Leader or SENDCo.
- If you are still not happy that concerns are being addressed and that your child 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 SEND Governor.

How will the school let me know if they have any concerns about a child's learning in school?

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

If your child is identified as not making the expected progress, the school will contact you to discuss this with you in more detail:

- To listen to any concerns you may have.
- To plan any additional support your child may receive.
- To discuss with you any referrals to outside professionals to support your child learning.

What if the support my child 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 SEND budget". We must use our "best endeavours" to secure the special educational provision called for by a young person's needs.

- The Headteacher decides on the budget for SEND in consultation with the school Governors based on the evidence of needs in the school.
- The Deputy Headteacher and the SENDCo discuss all the information they have about SEND in school including:
    - Provision already in place for young people with SEND
    - 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 or carers in decision making?

- We encourage open communication between home and school. This could be via the Student Planner, email or an arranged meeting.
- The SENDCo is available to meet with parents or carers to discuss students' progress or any concerns or worries you may have.
- Relevant information from outside professionals will be discussed with parents or carers and with the student, or where this is not possible, in a report. The SENDCo 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).

SEND 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:

- All genders (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 or Post Looked After Children
- Students who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- Students who are on a CP plan

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 students and parents or carers
- Taking care to balance the needs of all members of the school community

We secure inclusive education for our students 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.

Committee Responsible for Review:	**Students and Curriculum**
Ratified by Committee	**12/11/2026**
Date of next Review due by:	**September 2027**