

## HARLINGTON UPPER SCHOOL SEND INFORMATION REPORT

The aim of the SEND Information Report is to help parents and carers to understand:

- How we support young people with Special Educational Needs and Disabilities
- How we communicate and work with parents/ carers of young people with Special Educational Needs and Disabilities
- How we work with external agencies when required

### **Who are the best people to speak to about my child's difficulties with regards to learning, special education needs and/ or disabilities?**

- Special Educational Needs Coordinator – Amy Martin ([amartin@harlington.org](mailto:amartin@harlington.org))
- Teacher of the Deaf – Dominic Caswell ([dcaswell@harlington.org](mailto:dcaswell@harlington.org))
- Learning Support Manager – Carolyn Dodds ([cdodds@harlington.org](mailto:cdodds@harlington.org))

Our designated SEND Governor is Caron Kendall

### **Where can I find information about what mainstream schools usually offer?**

Central Bedfordshire's Local Offer outlines what is ordinarily available in mainstream schools to support students with Special Educational Needs. Here is the link:

[https://www.centralbedfordshire.gov.uk/info/15/special\\_educational\\_needs\\_and\\_disability\\_-\\_local\\_offer](https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer)

### What kinds of SEN are provided for?

At Harlington Upper School we can make provision for every kind of frequently occurring special educational need including dyslexia, dyspraxia, language and communication needs, Autism, moderate learning difficulties and social, emotional or mental health difficulties.

There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar. We can access training and advice so that these kinds of needs can be met.

Harlington Upper school currently meets the needs of students with an Education, Health and Care Plan with the following kinds of Special Educational Need:

- Social Emotional Mental Health Needs
- Cognition and Learning
- Communication and Interaction
- Sensory and Physical

We have a specialist provision which supports pupils with an EHCP whose primary need is identified as a Hearing Impairment.

### How are young people identified as having SEND and how are their needs assessed?

#### Identification of needs:

- Reviewing information provided as part of the transition process
- Regular review of progress, behaviour and attendance data
- Students who achieve below average in standardised assessments
- If despite high quality teaching and additional support a child continues to make no or slow progress it may be appropriate to put in place special education needs provision

#### Assessment of needs:

- We will gather feedback from teachers and meet with parents/carers and the child to discuss individual strengths and difficulties.
- We may need to use a range of assessment tools to better understand their learning needs.
- We will regularly assess the impact of any support which is in place
- If your child is still making no progress, despite receiving additional support we may seek advice from an external professional.

If a child still does not make progress then, in conjunction with the parents, we will consider making a request to the Local Authority to undertake a statutory assessment of the student's needs and consider issuing an Education, Health and Care Plan.

### Parents

#### **How will I be involved if concerns are raised?**

- Initially a subject teacher may contact you if they have concerns. They will initially look to address any concerns within the department
- If concerns about progress persist a member of the Learning Support Department will be in contact. They will set up a meeting to discuss:
  - Any concerns that you have
  - Any concerns that your child has
  - Identify any further support required; including exploring whether external support is necessary
  - Set up a date for review

#### **How will I be involved if my child is receiving SEND support?**

- If your child is on SEND Support or has an Education Health Care Plan then you will both be involved in reviews of their support; these will take place three times a year.
- If your child has an EHCP you can also share your views at their annual review meeting.
- You will also be able to share your views and discuss your child's progress at meetings with your child's form tutor / subject teachers at parents evenings.

### Students

- Students with EHCP or receiving SEND support can share their views as part of the review process
- Students can talk to staff at lunch or break times; the Learning Support Department is always accessible
- Student voice questionnaires

#### **What support is there for parents/ carers of SEND students?**

- SEND coffee evenings throughout the year
- Year 8-9 SEND transition coffee evening
- Subject teachers and SENDCo are available at parents evenings to discuss any concerns

Bedfordshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is dedicated to supporting parents. More information can be found here:

[https://www.centralbedfordshire.gov.uk/info/15/special\\_educational\\_needs\\_and\\_disability\\_-\\_local\\_offer/141/central\\_bedfordshire\\_special\\_educational\\_needs\\_and\\_disability\\_information\\_advice\\_and\\_support\\_service](https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer/141/central_bedfordshire_special_educational_needs_and_disability_information_advice_and_support_service)

**How might teaching and the curriculum be adapted for my child?**

- High quality teaching is on offer to all students, regardless of their learning needs. Teachers adapt and personalise lessons to meet the needs of their students. Most, if not all teaching takes place in mainstream lessons.
- Students on the SEND register will have a pen portrait which outlines their needs and strategies which teachers should use to support with planning.
- If necessary, children may be removed from lessons to take part in individual/ small group interventions. For example, literacy programmes, pre-teaching. The aim is always to reintegrate the child back into mainstream lessons.
- For a small number of students, we follow alternative pathways (e.g. Life and Living Skills/ Entry Level). Whilst the emphasis is still on these students completing the majority of their lessons alongside their peers with subject specialists, provision for small group or 1:1 teaching within Learning Support may also be made.

**What additional support for learning can my child access?**

<b>Universal</b>	<ul style="list-style-type: none"> <li>➤ All subject teachers have the highest expectation of all their students, regardless of need and provide excellent teaching</li> <li>➤ All teachers take into account individual needs specified on pen portraits and personalise lessons to account for these and the recommended strategies</li> </ul>
<b>Targeted</b>	<ul style="list-style-type: none"> <li>➤ If, despite receiving high quality teaching, your child continues to make no progress, we will consider if targeted support is necessary.</li> <li>➤ We will <b>assess</b> the need, <b>plan</b> and <b>deliver</b> support then <b>review</b> it for impact</li> <li>➤ Please see appendix 1 for an overview of targeted support we offer</li> </ul>
<b>Specialist</b>	<ul style="list-style-type: none"> <li>➤ If despite universal and targeted support your child is still not making progress, we may request your permission to seek external support. This could be from:             <ul style="list-style-type: none"> <li>○ Educational Psychologist</li> <li>○ Autism Advisory Service</li> <li>○ Speech and Language Therapist</li> <li>○ CAMHS school link</li> </ul> </li> </ul>

**How do we measure the impact of support accessed and progress of the child?**

- Subject progress reports are sent home three times a year
- Children at SEN support and with EHCPs will have three meetings/ reviews a year
- Any additional support is reviewed at least termly to ensure it is having an impact

# TRANSITION

## Transition into Year 9

- The Learning Support team work closely with the SENDCO's of all feeder schools
- Where possible the SENDCO will attend the Middle School Annual review of any EHCP student transitioning to Harlington Upper School
- Additional transition visits are offered for those who need them
- A transition booklet is shared with pupils on the SEND register
- Transition group for students during the first half term

## Transition KS3-KS4

- SENDCO and Learning Support Manager are available during options evenings and parents evenings to give guidance.
- Options will be discussed as part of year 9 SEND Support/ EHCP reviews
- All parents and students can attend Options Evenings to gather information about options and courses
- If required, students can be referred for a Careers interview

## Transition KS4 – KS5

- Relevant information is shared with the next setting
- For students with a statement of special educational needs or an Education, Health and Care Plan, this might include accompanied visits to the next setting of their choice.
- Students are offered a careers interview; this can be supported by a TA if required
- Students with an EHCP from Central Bedfordshire are supported by the Local Authority Youth Support Service
- Discussions about next steps are had with students and their parents/ carers at annual/ support review meetings

## Transition from KS5

- Form tutors and sixth form study sessions give advice and guidance about different pathways available
- Professional careers advice offered if required
- If student has a Central Bedfordshire issued EHCP the Youth Support Service may provide further support
- Discussions with SENDCO during annual review about next steps

### What support is there for my child's wellbeing?

- We cover aspects of emotional well-being as part of our whole school PSHE programme. This is delivered through Personal Development or Values Lessons and Year group assemblies
- Each year group has a dedicated Head of Year and Pastoral Support Worker. This team is responsible for the overall wellbeing of all pupils in the relevant year group.
- Form tutors have responsibility for every child in their class and this would be the first point of contact.
- For some students who require targeted support this may include:
  - Time-out card
  - Referral to a dedicated intervention worker
  - Access to a small group intervention focused on an aspect of well-being (e.g. anxiety)
  - Referral to school counsellor/ nurse
  - An external referral to CAMHs

### • What activities are available for students with special educational needs?

- We offer a range of extra-curricular activities and trips to all students
- We are committed to being an inclusive school and providing equal opportunity to all students. When required we will make reasonable adjustments to ensure that students with SEN and/ or disabilities are included in all activities
- Please contact your child's form tutor if you have concerns regarding your child's participation in any extra-curricular activities

## STAFF TRAINING AND SPECIALIST SUPPORT

### How are teachers supported to meet the needs of students with SEND?

- Departmental and individual teacher support by the SENDCo with planning and reviewing lessons
- Whole school CPD training which focuses on quality first teaching
- Whole school/ small group CPD training on specific areas of need for example, ASD, ADHD, attachment
- Specialist CPD sessions as appropriate
- Strategies/ reports shared by specialist teachers

### What specialist services are accessed by the school?

- Educational Psychology Service
- Speech and Language Therapist
  - Teacher of the Deaf
  - Visual Impairment Specialist
  - Autism Advisory Service
- Child Adolescent Mental Health (CAMHS) school link
  - School nurse
  - School counsellors
  - Education Welfare Officer

### What specialist training have staff had?

- SENDCo has National Award in Special Educational Needs Coordination and Level 7 certificate in assessing for access arrangements
- Qualified Teacher of the Deaf
- Level 4 HLTA
- Majority of TAs have completed Open University Certificates in 'Understanding Autism' and 'Understanding Dyslexia'
- Whole staff training from ASD advisory service
- EP led training on attachment and associated challenges in school

### **Who can I contact if I have a complaint about the special educational needs provision being made?**

In the first instance we encourage parents to discuss any concerns with the SENDCo

If your concerns are not dealt with satisfactorily, you can then complain via the normal complaints procedure.

Please follow this link: <https://www.harlington.org/MainFolder/1.%20Our%20School/Policies%20and%20Guidance/18-Complaints-and-Conciliation-Procedure.pdf>

## APPENDIX 1: OVERVIEW OF SUPPORT AVAILABLE

Area of Need	Universal	Targeted	Specialist
Communication and Interaction	<ul style="list-style-type: none"> <li>• Quality first teaching with personalisation, assessment for learning. This may include: student grouping/ seating/ taking into account strategies on pupil profiles/ visual aids etc..</li> <li>• Teaching Assistants in the classroom</li> <li>• SEND learning walks</li> <li>• Homework club</li> <li>• Access to careers advisor</li> <li>• Referrals to Learning Support Department for assessment of needs</li> <li>• Homework clubs</li> <li>• Training and INSET for staff</li> <li>• SEND transition day and additional transition meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted adult support within the classroom (TA or teacher)</li> <li>• Team Around the Child Meeting</li> <li>• Case conferences with subject teachers</li> <li>• Individual Learning Plan with targets/ regular review with parents</li> </ul> <p>Small group interventions which include:</p> <ul style="list-style-type: none"> <li>○ Talk about for teenagers</li> <li>○ Use of social stories</li> </ul> <ul style="list-style-type: none"> <li>• Support to use alternative methods of communication e.g. timeout cards/ ask for help cards</li> <li>• 5 point scale</li> <li>• Access arrangements in examinations</li> <li>• Laptop use</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to and input from:               <ul style="list-style-type: none"> <li>○ SALT</li> <li>○ ASD advisory service</li> <li>○ Hearing Impairment Provision</li> </ul> </li> <li>• 1:1 intervention following specialist guidance</li> <li>• On-going monitoring of progress and regular (at least termly) review of targets and feedback to parents</li> <li>• Individually targeted TA support in lessons</li> </ul>

Area of Need	Universal	Targeted	Specialist
Cognition and Learning	<ul style="list-style-type: none"> <li>• Quality first teaching with personalisation, assessment for learning. This may include: student grouping/ seating/ taking into account strategies on pupil profiles/ visual aids etc..</li> <li>• Teaching Assistants in the classroom</li> <li>• SEND learning walks</li> <li>• Referrals to Learning Support Department for assessment of needs</li> <li>• Homework clubs</li> <li>• Training and INSET for staff</li> <li>• SEND transition day and additional transition meetings</li> <li>• Access to careers advisor</li> <li>• Values and Personal Development curriculum</li> <li>• Revision strategies sessions</li> <li>• Homework clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted adult support within the classroom (TA or teacher)</li> <li>• Team Around the Child Meeting</li> <li>• Case conferences with subject teachers</li> <li>• Individual Learning Plan with targets</li> <li>• Small group intervention sessions, this could include: <ul style="list-style-type: none"> <li>○ Rapid Reading</li> <li>○ Bedrock vocabulary building</li> <li>○ Maths support</li> <li>○ Sixth form paired reading</li> </ul> </li> <li>• Additional English and Maths as part of curriculum offer</li> <li>• Laptop use</li> <li>• Access arrangements for examinations</li> <li>• Assistive technology e.g. reading pens/ dragon software</li> </ul>	<ul style="list-style-type: none"> <li>• Entry Level qualifications</li> <li>• Educational Psychologist referral/ input</li> <li>• On-going monitoring of progress and regular (at least termly) review of targets and feedback to parents</li> <li>• Individually targeted TA support in lessons</li> <li>• Adapted curriculum</li> </ul>

Area of Need	Universal	Targeted	Specialist
SEMH	<ul style="list-style-type: none"> <li>• Quality first teaching with personalisation, assessment for learning. This may include: student grouping/ seating/ taking into account strategies on pupil profiles/ visual aids etc..</li> <li>• Teaching Assistants in the classroom</li> <li>• SEND learning walks</li> <li>• Referrals to Learning Support Department for assessment of needs</li> <li>• Training and INSET for staff</li> <li>• SEND transition day and additional transition meetings</li> <li>• Values and Personal Development curriculum</li> <li>• Use of whole school behaviour and consequence system</li> <li>• Check-ins from year office</li> <li>• Reports (tutor/ form)</li> <li>• Additional communication with parents</li> <li>• Use of sixth form mentors</li> <li>• Homework clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted adult support within the classroom (TA or teacher)</li> <li>• Team Around the Child Meeting</li> <li>• Case conferences with subject teachers</li> <li>• Individual Learning Plan with targets</li> <li>• Small group intervention sessions, this could include: <ul style="list-style-type: none"> <li>○ Anxiety or anger gremlin</li> <li>○ Touchbase transition groups</li> <li>○ Mentoring</li> </ul> </li> <li>• Access arrangements for examinations</li> <li>• Time-out pass</li> <li>• Sixth form mentors</li> <li>• Referral to pastoral support team for 1:1 or small group work</li> <li>• Targeted support from Head of Year/ Year support worker</li> <li>• Adapted curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• In school counselling service</li> <li>• CAMHS referral/ support sought</li> <li>• Edwin Lobo referral</li> <li>• Educational Psychologist referral/ input</li> <li>• On-going monitoring of progress and regular (at least termly) review of targets and feedback to parents</li> <li>• Individually targeted TA support in lessons</li> <li>• ACB/ vocational curriculum</li> <li>• Adapted curriculum</li> <li>• Seeds of change</li> </ul>

Area of Need	Universal	Targeted	Specialist
Sensory and Physical	<ul style="list-style-type: none"> <li>• Quality first teaching with personalisation, assessment for learning. This may include: student grouping/ seating/ taking into account strategies on pupil profiles/ visual aids etc..</li> <li>• Teaching Assistants in the classroom</li> <li>• SEND learning walks</li> <li>• Referrals to Learning Support Department for assessment of needs</li> <li>• Training and INSET for staff</li> <li>• SEND transition day and additional transition meetings</li> <li>• Values and Personal Development curriculum</li> <li>• Use of whole school behaviour and consequence system</li> <li>• Check-ins from year office</li> <li>• Additional communication with parents</li> <li>• Use of sixth form mentors</li> <li>• Homework clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted adult support within the classroom (TA or teacher)</li> <li>• Team Around the Child Meeting</li> <li>• Case conferences/ training with subject teachers</li> <li>• Individual Learning Plan with targets</li> <li>• Small group intervention sessions, this could include: <ul style="list-style-type: none"> <li>◦ Touch typing</li> </ul> </li> <li>• Access arrangements for examinations</li> <li>• Use of laptop</li> <li>• Time-out pass</li> <li>• Additional transition support (e.g. visits)</li> <li>• Regular support from external agencies/ specialist teachers (VI/ HI)</li> <li>• Access to specialist resources e.g. writing slopes/ grip pens etc..</li> </ul>	<ul style="list-style-type: none"> <li>• In school counselling service</li> <li>• CAMHS referral/ support sought</li> <li>• Edwin Lobo referral</li> <li>• Educational Psychologist referral/ input</li> <li>• On-going monitoring of progress and regular (at least termly) review of targets and feedback to parents</li> <li>• Individually targeted TA support in lessons</li> <li>• Adapted curriculum</li> <li>• Seeds of change</li> <li>• Access to HI provision</li> </ul>

