



## Special Educational Needs and Disability (SEND) Policy

### Key points and summary

1. Harrow High School is an inclusive school where we value the abilities and achievements of all our learners. We believe all learners are entitled to have access to a broad, balanced and appropriate curriculum relevant to their individual needs.
2. We recognise some learners will require additional support in order to overcome barriers to achievement (Removing Barriers to Achievement 2004) and that learners with Special Educational Needs and Disabilities (SEND) are such a group.
3. This policy aims to:
  - Ensure Governors, The Senco and Staff recognise and fulfil their responsibilities to provide curriculum access to all.
  - Meet Learners needs through a wide range of provision, both internal and external.
  - Ensure parents and carers are kept well informed of learner's progress.

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Approved by (SLT):

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Responsible for review: A Ferry

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## Rationale

The SEN Code of Practice (1.3) states that:

Children have Special Educational Needs (SEN) if they have a learning difficulty, which calls for special educational provision. If they have:

- A significantly greater difficulty in learning than the majority of children of the same age.
- A disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children
- The Revised Code of Practice (6.2) is very clear in its expectation that:
- Special Needs is integral to the workings of a school and not an additional afterthought
- All teachers are teachers of special educational needs

Teaching such learners is therefore a 'whole-school' responsibility, requiring a 'whole-school' response.

## Aims and Objectives

- To reach high levels of achievement for all
- To be an inclusive School
- To provide curriculum access for all.
- To ensure the identification of all Learners requiring SEN provision as early as possible in their school career.
- To meet individuals need through a wide range of provision.
- To ensure a staged approach to assessments is adopted in line with the SEN Code of Practice: School Action (A), School Action Plus (B) and Statements(S).
- To attain high levels of satisfaction and participation of learners, parents and carers.
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet learner's needs.
- To recognise that many learners will have special needs at some stage during their school life. In implementing this policy, we believe learners will be helped to overcome their difficulties.

## Relationship to other Policies

This policy should be read in conjunction with the policies on the School Curriculum, Teaching and Learning, Assessment, Recording and reporting, the Equal Opportunities Policy and the Anti-Bullying Policy, Exam Policy, Behaviour for Learning Policy, Mid term Entry Single Equalities Scheme and Accessibility

## Responsibilities

The Governing Body through the designated SEN Governor will support policy implementation and ensure, in line with the SEN Code of Practice and Disability Act admission arrangements are administered in accordance with the guidance set out in the Admissions Arrangements published by the Local Authority.

To meet the learning needs of all learners, teaching staff, pastoral staff and teaching assistants will take in to account SENCO provided information in the form of a learning passport or other advice regarding learners preferred learning styles, strengths and barriers when planning lessons, differentiating work, marking work and setting homework. Assessment is used to inform the next stage.

#### The SENCO, with the SEN team, is responsible for:

- Overseeing the day to day implementation of the policy.
- Co-ordinating all provision for learners with special educational needs or disabilities
- Liaising and advising teachers
- Managing, in consultation with CTLs, the deployment of teaching assistants, through departments, to support SEN learners.
- Overseeing the records on all learners with SEN including the learning passports of those on Statements, School Action and School Action Plus.
- Liaising with parents/carers of learners with SEN (in conjunction with year heads, class teachers, SEN staff and form tutors) in order to keep them informed /give support and offer opportunities for them to play an active role in their child's education, particularly in setting targets for the child.
- Ensuring all parents/carers have appropriate communication aids and access arrangements in accordance with the Disability Equality Scheme
- Contributing to the in-service training of staff.
- Liaising with external agencies supporting learners and their parents, including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Making parents aware of the Parental Partnership Services.
- Monitoring and evaluating SEN provision and outcomes of learners regularly, including on the weekly Inclusions Panel meetings.
- Consultancy with the Headteacher to ensure appropriate allocation of resources to SEN and disabled learners.
- Ensuring learners are involved in monitoring and reviewing their progress and setting targets.
- Exams Access

Parent/carers will be involved in policy implementation through attendance at meetings, including Annual Review meetings and target setting. In addition, parents/carers will be consulted in accordance with the Disability Equalities Scheme (2006) and be issued a copy of the school's resulting action plan for comment.

AHT Inclusion will Line Manage SEN, leading regular monitoring and evaluation of the Policy, provision and outcomes for learners and reporting to SLT and the Governing Body as appropriate.

CTLs will ensure appropriate curriculum provision and monitor and evaluate team provision for Learners with SEN or disabilities. SALs will liaise with the SENCO both informally and formally through weekly Inclusion Panels meetings. The SENCO will monitor and evaluate Learner progress.

#### Identification and Assessment

We accept the principle that learner's needs should be identified and met as early as possible. The SENCO will work closely with the School Assessment Co-ordinator using whole school tracking data as an early identification indicator.

A number of additional indicators of special educational needs are also supplied:

- The analysis of data, including entry profiles, SATs ,reading ages, annual pupil assessments
- The completion of teacher concern forms
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services

The SENCO maintains a register of learners identified through the procedure listed. This is reviewed regularly. A detailed analysis of the list takes place annually.

### *School Action*

- Learner difficulties and lack of progress is identified
- Timescale and target set for improvement
- Actions implemented and monitored
- If boost of support successful-finish plan
- If no progress, support increased to

### *School Action Plus of Code of Practice:*

- Involvement of specialist services for assessment and direct work
- Variety of support and advice offered including specialist services
- Targets and strategies set with IEP
- Differentiated curriculum support.
- Planning, monitoring and reviewing of progress through schools assessment.

### *School request for a statutory assessment:*

- Inadequate progress at School Action Plus-overtime.
- Agreement from parent/carer
- Request LEA to make a Statutory Assessment
- LEA weekly panel make judgement using LEA's criteria for making statutory assessment.
- Planning, provision, monitoring and evaluation processes continue
- Await outcome for request

### *Statement of Special Educational Needs*

- Statutory request accepted
- Continued support as for School Action Plus
- Additional support is provided using funds made available through statement
- Annual review-chaired SENCO.
- Appropriateness of provision reviewed and altered if needed.

### *Resources Provision*

1. Provision for SEN/Disability provision is funded by specific funding formulas from central government via the LA. All this funding goes to staffing
2. Funds are deployed to implement the SEN Policy.

3. Harrow High has the following special facilities: Lifts in the Sixth Form, Sports Hall and English. Ramps in the Dining Hall, Sixth Form, the Village. Disabled Toilets in English, the Sports Hall and Technology.

### Equal Opportunities

The school is determined to achieve excellence for all whatever their background, ability or needs. We have high expectations for all learners and encourage all to meet these through the removal of barriers to learning and participation. We want our learners to feel they are valued as individuals and consequently endeavour to meet their individual needs through pastoral, curriculum and extra-curriculum provision.