

Harlington Upper School



Special Educational Needs and Disability (SEND) Policy

Policy No: HUS033

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Approved By: Full Governing Body

Document Control		
Edition	Issued	Changes from previous
1	November 2012	Alterations to reflect Student Welfare changes, replaces policy dated 2009 and reflects the SEND Green Paper "Support and Aspiration" 2011 and the May 2012 Update "Progress and Next Steps".
2	November 2013	Changed named SENCO, Replaced IEP with new Student Progress Plan (SPP).
3	April 2014	Changed named SENCO. Updated with relevant sections from the Code of Practice (2014), Replaced SPP with Pen Portrait
4	23 October 2015	Changes to reflect Exam Access Arrangements. Need categories updated.
5	15 th September 2016	Updated Pen Portrait Included Updated Pen Portrait Report included and explained Details of the SEN Parent Forum

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
SEN Code of Practice (DfES 581/2001)	Governing Body, Link SEN Governor
Special Educational Needs and Disabilities Act (2001)	Headteacher
SEND green paper 2011	Deputy/Assistant Headteacher
Disability Discrimination Act 1995	SENCO (Becky Dawson)
Equality Act 2010	Teaching Staff
Learning and Skills Act 2000	Teaching Assistants, Higher Level Teaching Assistant and SEND Administrator and Assistant
Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013, JCQ	Student Welfare Team (Comprising Student Support Team,
Admission Arrangements	CEIAG Team
CPD Policy	Exams office
Equality Policy	Local Authority
Medical Needs Policy	
Complaints Policy	
Exams Policy	

Review Frequency; Annual

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Special Educational Needs & Disability Policy

1.1. Introduction

Harlington Upper School Special Educational Needs and Disability (SEND) Policy has been drawn up with particular regard to the principles of the 2014 SEND Code of Practice 0 – 25 years, and SENDA (2001) and is designed to ensure that any student who may have special educational needs or a disability has those needs accurately assessed and appropriately addressed.

The Policy is designed to show how the school identifies, assesses and provides for students who may at some point have Special Educational Needs or a disability related to learning, emotional problems, medical difficulty, sensory impairment or physical disability.

Harlington Upper School believes that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives and
- make a successful transition into adulthood, whether into employment, further or higher education.

1.2. Definitions

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice 0 – 25 2014 p83) A young person has a learning difficulty or disability if he or she;

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of practice 0-25 2014 p4,5)

A person with a disability is defined by the Equality Act 2010 as having a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on the person's ability to do normal daily activities. Long-term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' (SEND Code of practice 0-25 2014 p5)

1.3. Objectives

- To enable the presence, participation and achievement of students with SEND.
- To identify Special Educational Needs or disability as early as possible through a system of referral and assessment.
- To provide a range of sensitive and effective responses to individual needs.
- To facilitate full access to a broad, balanced education taking into account the requirements of the national curriculum.
- To build links with parents. To encourage their participation in the decision making process to support their child's education.
- To facilitate staff development related to SEND issues.

- To develop links with external agencies and educational support services.
- To seek the views of the students and take them into account during the decision making process.
- To monitor the provision and the progress made.
- To uphold equality in line with the Equality Policy.

1.4. SEND Coordination

- The Governing Body and the Headteacher have the overall legal responsibility for ensuring the effective co-ordination of SEND provision within the school.
- They will decide upon the designation of one of the Governing Body as 'Responsible Person' to fulfil the position of Link Governor.
- A cycle of regular meetings will take place between the above and the SEND Co-ordinator to draw together information regarding the implementation of the Policy.
- The Special Education Needs Co-ordinator (SENCO) and Head of Learning Support is Becky Dawson (Assistant Headteacher) who is responsible for:
 - the day to day operation of the SEND Policy;
 - overseeing the records of students with special educational needs and disabilities and maintaining the school's SEND Register;
 - liaising with and advising colleagues e.g. members of Head Teacher Team and, Student Support Team on SEND related matters;
 - supporting teaching staff in delivering quality first teaching.
 - liaising with relevant Designated Teacher where a looked after pupil has SEND
 - advising on the graduated approach to providing SEND support
 - managing the Learning Support team - staff involved in the provision of support for SEND students;
 - co-ordinating the varied range of provision for students with special educational needs and disabilities;
 - liaising with the parents/carers of students with SEND and ensuring they are fully involved in the process and aware of and central to decisions being made with regards to supporting their child's learning
 - liaising with external agencies including Educational Psychology Services, Health & Social Services, and voluntary bodies with regards to meeting the needs of students as appropriate;
 - delivering practice that ensures that statutory obligations with regard to SEND are met;
 - providing support in response to students requests;
 - developing practice that delivers best performance against quality indicators
 - assessing students for Access Arrangements for examinations

1.5. advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively and ensure access to a broad and balanced curriculum

- All SEND students have the right to access a broad and balanced curriculum including the National Curriculum, at a level and pace appropriate to their needs.
- Students with special educational needs or disabilities should have access to equal opportunity of choice in accessing the curriculum and it is the responsibility of the SENCO to ensure that the curriculum chosen by students is appropriate for their capabilities, strengths and needs and that appropriate information, advice and guidance is provided at key decision points. The school's Equality Policy sets this out in more detail.
- Any necessary adaptations to a student's timetable or curriculum content will be monitored for the impact upon the student's performance. These decisions will be made through discussions with parents/carers.
- Gifted and talented students are supported by the member of staff with responsibility for gifted and talented students.

1.6. Identification

- Liaison and phase transfer arrangements with the partner schools will support continuity of support for students with identified difficulties and data will be in place prior to the point of entry to ensure timely and accurate transfer of records from feeder schools. This will also include in-year admissions.
- All students are tested on entry with standardised screening assessments in literacy and Mathematics which are used in conjunction with Key Stage data.
- In addition, further screening can be undertaken as a result of atypical initial screening, concerns raised at transfer to Harlington, or any mid-term referrals such as:
 - Referrals from staff: Staff members can refer a student for screening by contacting the SENCO.
 - Responsiveness to parental concerns, either by direct contact to SENCO or via House Leaders.
 - Self-referral by students.
 - Referral by outside agencies, directly to SENCO or via House Leader.

This leads to:

- gathering of appropriate information;
- an initial assessment or more diagnostic assessment of support needs;
- entry at appropriate level on the SEND Register SEN Support, or Statemented/EHC) categorised by need type (SPLD, BESD, MLD, VIS, HI, ASD etc.) and creation of a Pen Portrait (See Appendix 1);
- liaison with parents/carers
- students can be entered on the list at any level or withdrawn from the list and movement between levels of need should be expected in line with regular monitoring of student need through the update of the Pen Portrait. Any such changes should be communicated to parents/carers and students

1.7. The SEND Register

1.7.1. SEND support

- When a student has been identified as having SEND, the SENCO in consultation with subject teachers, HLTA, Teaching Assistants, parents/carers and any other external agency will devise interventions additional to or different from those provided as part of the usual differentiated curriculum:
 - Subject teachers and the Learning Support Team remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme in their subject area.
 - A Pen Portrait (see Appendix 1) will be devised to outline the process for provision.
- The SENCO will take the lead in:
 - Assigning a key worker from within the Learning Support Department to act as main point of contact for that student, their parents and teaching staff and who will review and update the Pen Portrait under the guidance of the SENCO;
 - planning and reviewing interventions for the pupil in discussion with colleagues and parents;
 - monitoring and reviewing the action taken and progress made;
 - creation of Pen Portraits and communication of information to teaching staff via SIMs and communication of information with parents and students.
 - Making several opportunities during the year for parents to engage with the Learning Support team. This will include parents' evenings, drop in sessions and parent forums.

Where appropriate:

- The SENCO and subject/Student Welfare staff, in consultation with parents, ask for help from external services.
- Teachers and SENCO are provided with advice or support from outside specialists.
- Additional or different strategies to those at SEN Monitor are put in place.

1.7.2 Students with a Statement of Special Educational Needs Statement of Special Educational Need or EHC (Education, Health and Care needs plans)

- **The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.**
- **From 1 September 2014 students with statements will transfer to an EHC plan at an appropriate transition point decided by the LA**
- In addition to provision provided for students at SEN Support the SENCO will co-ordinate additional personalised support as set out in the objectives identified within the EHC or Statement.

1.8. Transfer Arrangements

- Students transfer from other schools at Year 9 and Year 12 and the procedures are as detailed in the school's admissions arrangements.
- To facilitate the smooth transition for students with SEND there will also be, prior to admission:
 - the attendance of a representative of the school at year 8 Annual Reviews where possible;
 - the gathering of additional relevant information from the partner schools;
 - appropriate transition arrangements made with regard to the transition plan put into place prior to Year 9 and year 12;
 - a timetable for transition planning for all students with identified needs.
- The school continues to review access arrangements with regard to the Equality Act 2010 for any new students with physical or sensory special needs.

1.9. Admission Arrangements

- The school's Admissions Arrangements document sets out the arrangements for admissions, including for those with a statement:
 - Students who have a Statement of Special Educational Needs are required to be admitted to the school which is named on the statement, even if the school is full (From Harlington Admission Arrangements).

1.10. Annual review and assessment procedures for students with an EHC or a statement of SEN

- Reviews and Assessments of Students with Statements of SEN/EHC are carried out in accordance with Local Authorities and the SEN Code of Practice 2014.

1.10.1. Assessment for Review

- Information about the student's progress will be requested by the SENCO prior to the meeting from:
 - Learning Support Staff engaged with the student, via the students' key worker;
 - The subject tutors and teaching staff;
 - Form Tutor and House Leader;
 - SENCO;
 - Parental comments;
 - The student's comments;
 - Other relevant agencies and individuals e.g. Educational Psychologist, Educational Social Worker.
- The annual review will involve the following people:
 - The Special Educational Needs Co-ordinator (who will arrange the review meetings);
 - The LA representative;
 - The student;

- The parents;
- IAG Team;
- Any other person the Headteacher considers appropriate who may contribute to the meeting.

1.11. Exam Access Arrangements

- The school follows a model of assessment in line with the most recent JCQ guidelines and the school policy is set out in section 6 of the Exam Policy.
- A list of students in receipt of Access Arrangements is maintained in the shared Teacher Drive on the school network and updated as students' needs are identified which is shared with all stakeholders.
- Information pertaining to examination arrangements is communicated to students, parents, teaching staff and the examinations office.
- The SENCO co-ordinates and monitors evidence (which includes undertaking standardised screening) and records results for all examination concessions.
- There is a detailed document giving parents guidance on how the Exam Access Arrangements process works which is available on the school website on the SEN page.

1.12. Year 11 Review

- The Learning and Skills Act 2000 places statutory duties and powers on local authorities to carry out assessments. Year 11 Reviews require that the Local Authority will be invited and attend, in order to ensure that the transition plan is updated appropriately. This is known as a Section 139A/140 Assessment.
- Following contact with external agencies all relevant information is disseminated to staff by the SENCO.

1.13. Post 16

- Students are encouraged to continue their education at the school should they desire to do so, by:
 - the provision of an appropriate accredited curriculum;
 - the provision of support required to meet specific needs;
 - the maintaining of Statements/EHC where appropriate.
- Admission arrangements for all Post 16 students are set out in our Sixth Form Admissions Arrangements document.
- Students who have an EHC plan or Statement of Special Educational Needs or disability are required to be admitted to the school which is named on the statement, even if the school is full.
- Students with identified SEND will be considered individually whilst considering the general Sixth form admissions policy.
- The SENCO, in consultation with the Sixth form Team, other relevant professionals, parents and the student will support and advise at all stages in the transition to post 16 studies.

1.14. Parent and Student Partnerships

- We value a close partnership with students, parents and carers and would like to encourage them to be involved in the identification and assessment of individual needs and in the planning and provision of support for those needs as outlined in the SEN Code of Practice (2014).
- Learning Support staff will be present at parent consultation evenings and open evenings to discuss specific concerns that may arise during discussion with subject tutors.
- Contact with parents through reviews, consultation and open evenings and home/school liaison will be recorded in students SIMs files.
- Feedback from staff, students and parents and success rates in terms of learning outcomes will indicate the effectiveness of additional support. This will be monitored via the whole school reporting process and the termly reviews of Pen Portraits.
- Post intervention will indicate improvements in specific areas (such as spelling and reading) and information will be shared and updated via the Pen Portrait.
- We will share any concern that we have about a student's Special Educational Need or disability as quickly as we can and invite the parents/carers to participate fully in any plans that may be drawn up to meet those needs.
- The views of statemented/EHC plan students and their parents/carers will be central in the deliberations of the Annual Review meeting and will be welcomed at other times whenever there is a wish or need to contact the school.
- In order to ensure we are always working with parents/carers to develop our SEND support we will be launching an SEN Forum. (Flier with dates - Appendix 3)

1.15. Staff and their Development

- The school supports requests for staff development in accordance with the school's CPD and Staff Development Policy, Team Development Plans and individual performance management outcomes.
- In-house staff development is arranged by the SENCO in such areas as Pen Portrait planning, support strategies, classroom management, teaching strategies for specific needs or students when meeting the requirements of those with SEND. The school recognises that high quality teaching that is differentiated and personalised will meet the needs of the majority of children and young people. Special educational provision is underpinned by high quality teaching and is compromised by anything less (SEND Code of practice 0 -25 2014 p14)
- In-house staff development is organised based on the outcomes of our own self-evaluation.
- All new staff will have SEND and safeguarding procedures introduced as part of their induction.
- Resources, reference books and magazines for staff are available from the SEND department.

1.16. Allocation of Resources

- The SEND budget will reflect the wide range of strategies, programmes and support for students with SEND.

- Resources are according to the school's annual budget. Money specifically delegated and allocated to provide for SEND support is used to meet a wide range of needs in a flexible and responsive way to achieve support using the annually produced provision map to guide decision making.
 - For example:
 - employing specialist SEND teachers;
 - providing Teaching Assistant and Higher Level Teaching Assistant Support;
 - providing staff development opportunities;
 - providing the resources for individual learning and support programmes;
 - providing administrative assistance;
 - SEND resources.
- Contact between Learning Support staff and subject staff is ongoing, with the day to day transfer of information and the collaboration that is a necessary part of the whole school approach of dealing with special learning, disability, emotional and behavioural needs.
- Information is exchanged via meetings and close liaison with the Student Welfare Team (Including House Leaders and Tutors) and subject teachers. SEND agenda items can also be included in Policy and Team Leaders' Meetings.

1.17. Medical Needs Students (also see Medical Needs Policy)

1.17.1. Long Term Absence Through Illness:

- It is the school's aim to ensure that all students with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential (Supporting pupils at school with medical conditions, p5 2014)
- In the case of long term absence caused by illness, the House team will liaise with the School Attendance Officer to determine the probable length of absence. The school nurse may also act as a link professional. In the event that the student is SEND close liaison will take place with the SENCo and keyworker.
- In the event of a long term absence (more than 15 days), the procedures as set out in section 4 of the Medical Needs Policy will be followed.
- In the case of a student being hospitalised, the school - particularly the SEND department - will work to ensure it meets requests for work and offers close liaison to ensure a smooth planned entry back into school. The school nurse, medical services, Local Authority (Access and Monitoring) and Student Welfare staff will also be involved in liaison.

1.17.2. Shorter Periods of Absence

- The school may provide work for students who are absent for shorter periods when this is due to unavoidable illness. Requests for work will be made by contacting individual members of teaching staff through the student welfare team, once parents/carers have indicated the length of absence.

1.17.3. Medication Needs

- Certain students have to take prescribed medicines during the course of their school day. The Student Support Team will provide parents/carers with a medication consent letter that confirms dosage details, etc. as stated in our school drugs policy. The medicines for these students will be kept in the Student Support Office, securely stored and labelled. Students taking medicines will have to attend the Student Support Office to be given their allocated dosage by the staff on duty. No other member of the school staff will dispense any medicines to students.

1.18. Complaints Procedures (also see Complaints Policy)

- As is stated in the Complaints Policy “The school wishes to be responsive to all concerns and complaints. It is recognised that there is a difference between a concern and a complaint. Taking informal concerns seriously at the earliest stage will reduce the numbers that develop into formal complaints.”
- In the case of a complaint in relation to SEND in the school, the procedures as set out in the complaints policy will be followed.

The SEND Information Report is available via [this link](#) on our website:

<http://www.harlington.org/Mainfolder/2.%20Parents%20Information/SEND/SEND-INFORMATION-REPORT-2015-2016v2x.pdf>

My interests are

How I would like my achievements to be recognised

Review date:
Attendance:
Behaviour Choices:
Ach Points:

What helps me learn

What stops me from learning

What I'm good at

-

Where I need to improve

-

Name	
Form	
Key Worker	
SEN Needs	
Pupil Premium	Yes/No

Targets

1.

2.

3.

DATA

KS2 E: M: S:

LoP E: M: S:

IMPORTANT INFORMATION

TA SUPPORT

ACCESS ARRANGEMENTS

FUNDED HOURS

Understanding

Strategies for:

Additional Provision (s) received

Provision Type	Baseline	Duration (weeks)	Frequency	Staff/pupil ratio	Staff involved	Outcome	Review

Outside agencies involved

Agency/Support service involved	Lead professional	Date(s) involved