

Send Information Report

Harlington Upper School

This document contains information on our Local Offer for parents/carers of children who have Special Educational Needs and or disabilities (SEND) and all those who support children with additional needs. This information outlines the support and provision they can expect to receive if they choose Harlington Upper School for their children.

For further information please do not hesitate to contact our Acting

SENDCo Mrs G Billin (Deputy Headteacher)

gbillin@harlington.org 01525 755100

Below is a link to our SEND Policy

SEND Leadership Team

Mrs Billin
Deputy
Headteacher and
Acting SENDCo

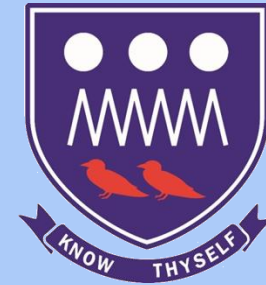
Mrs Dodds
Acting Learning
Support Manager



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Know Thyself



- At Harlington we welcome everyone into our community. We want to make sure that all young people can access the curriculum, including those with Special Educational Needs and Disabilities (SEND). We provide a broad and balanced education with access to the National Curriculum at an appropriate level, so that they can achieve their full potential.
- We are committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this. We are very proud of all our students and their achievements.
- The Special Educational Needs Coordinator (SENCo) coordinates all relevant support for students with SEND. This includes additional support, tracking progress, collaboration with outside agencies and communication with parents.
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Which students do we support?

We provide SEN support for students with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and /or Physical



Identifying and Assessing Needs

How will the school know if my child needs additional help and how will the school share information with me?

The school will know students need help if:

- We are provided information during the transition process;
- They do not receive results in tests/assessments which are in line with their peers or national expectations;
- A student is not making expected progress;
- We are contacted with concerns by a parent or outside agency;
- Their behaviour or progress in lessons changes.
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Transition

The Learning Support team at Harlington Upper School work closely with both feeder and non feeder schools during Year 8 to ensure that every student makes a smooth transition to Upper School. We take particular time to get to know students with SEND and their needs, working with key members of staff and meeting the pupils on several occasions.

We also arrange visits for those students who are identified as benefitting from extra transition work which includes a tour of the school, meeting their form tutor and vertical tutor group and taking part in activities with the purpose of removing any concerns and getting to know the Learning Support team.

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Teaching Students with SEND

Harlington are committed to high quality teaching which will support all students in making outstanding progress. This includes adapting lessons to the needs of the students within it (differentiation). Subject teachers will work closely with Teaching Assistants and the SENCo to ensure students with SEND are appropriately supported.

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How will the school support my child?

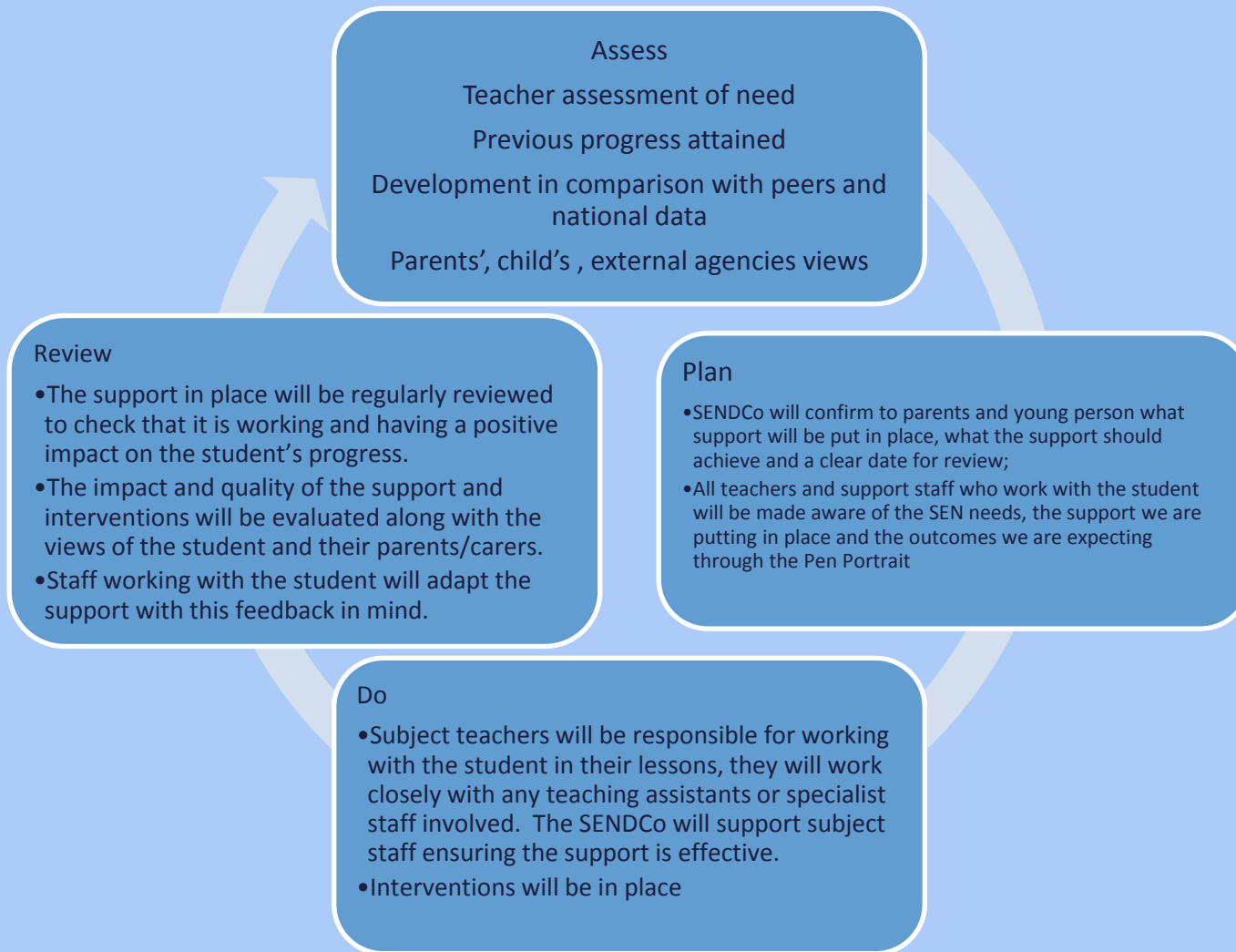
Harlington will offer a range of support for students with SEND which could include the following:

- All teachers will ensure they provide teaching which supports all young people;
- Teaching Assistant support in lessons e.g rephrasing questions, using strategies to support learning, breaking work down into smaller chunks, 1 to 1 work outside of the classroom, small group work to support progress in a particular subject;
- Access Arrangements in place for examinations and assessments which could include extra time, rest breaks or a scribe amongst others
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How will the school support my child cont...

- Interventions which are staffed by teaching assistants and coordinated by the SENDCo. Interventions are one-to-one or small group withdrawal of students, identified via testing, working below age related expectations in Literacy and Numeracy, and in need of additional support to help enable access across the curriculum through the development of basic skills;
- Social and emotional support in the Learning Support room during social times. PICTURE OF LS1





The Graduated approach at Harlington

This means we will continually reflect on what we are doing and ensure it is focussed on helping young people reach their potential.

How will the curriculum be matched to my child's needs?

Harlington believe in Quality First teaching ensuring all students' needs are met within the classroom. All work within the class is pitched at an appropriate level so that all students are able to access the work according to their specific needs.

Harlington does not believe in a one size fits all curriculum and will look to support students in a curriculum that suits their needs and aspirations.

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Communication with parents and carers

What opportunities will there be for me to discuss my child's progress?

- Mrs Billin will be available at all parents' evenings and will hold SEND drop in sessions throughout the year to allow parents to discuss any concerns which may arise.
- Students at SEND support and with a statement of Special Educational Needs or an EHC plan will have a *Pen Portrait* which will be regularly updated by a member of the Learning Support team. This will happen through a conversation with the student using information from subject teachers on their progress and looking at how we can best support them and ensuring that their views on the support available are taken into account. This will be communicated to parents and carers.
- You can contact Mrs Billin gbillin@harlington.org (01525) 755100

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How can I be involved in planning for my son/daughter's education?

- Attending Parents evening with either the Form Teacher or Subject Teacher;
- Discussions with external agencies;
- Attending regular Pen portrait review meetings to explore if your child's needs are being met;
- Discussing progress with your son/daughter after receiving their reports;

How can I support my son/daughter's education?

- Attend regular meetings with the school;
- Discuss work being completed in school, encourage your child to explain new topics that they are studying;
- Support them in completing their homework;
- Wherever possible encourage your son/daughter to read, whether it is a comic book, a novel or the sports pages of the newspaper this will help with raising their literacy levels;
- Wherever possible encourage your son/daughter to use basic maths in everyday life. Checking change in a shop, planning a meal and it's cost, working out measurements when cooking.
- If you have any concerns contact the school as soon as possible, you can contact their form tutor, Head of House

Hearing Impairment Provision

The Hearing Impairment Provision is a specialised unit for statemented students with a Hearing Impairment and is staffed by a full time Teacher of the Deaf and a team of Educational Communicators. The provision staff support students in mainstream lessons using a combination of sign language, additional clarification of tasks set and notetaking and also provide 1:1 direct support lessons to pre and post teach key concepts. The provision at Harlington is the only upper school provision for Hearing Impaired students in Bedfordshire.

If you have any further queries please contact Dominic Caswell, the Teacher of the Deaf by emailing :

dcaswell@harlington.org

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Governors' role in supporting students with SEND

- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.
- One of the Governors is responsible for SEND (Sharon Hose) and meets regularly with the SENCo. They also report to the Governing body to keep all informed.
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What the students say...

“Learning Support have helped me with my confidence, they have also helped in some lessons” Year 11 student

“The lunch club is a quieter place than the street” Year 10 student

“I’ve just joined Harlington and I already feel more welcome than in my previous school. I am always welcome at break and lunch in LS1 and the assistants are the nicest teachers I’ve ever met” Year 9 student

“ The Learning Support team have helped because when I came to Harlington I was very unsocial and nervous because I didn’t know many people in school” Year 11 Student

“TAs are always there to support me when I am stressed” Year 11 student with a Statement

“I’m in Year 9 and I found Harlington SENCo team really nice and friendly. They took me on a trip here to help me experience it. All the staff are nice and friendly and are always ready to help” Year 9 student

Central Bedfordshire Local Offer

The link below will take you to Central Bedfordshire's Local Offer:

<http://www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx>

This outlines the support available for SEND students throughout Central Bedfordshire.

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There are many SEN terms that are abbreviated which can lead to confusion.
Below is a glossary of the most used SEN terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Coordination Disorder
EAL	English as an Additional Language
EHCp	Education Health and Care Plan
EP	Educational Psychologist
EWO	Education Welfare Officer
FSM	Free School Meals

HI	Hearing Impairment
PFP	Personalised Focus Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PP	Pupil Premium
PSP	Pastoral Support Programme
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability

SENCO	Special Educational Needs Coordinator
SPLD	Specific Learning Difficulty
SMEH	Social Mental and Emotional Health
VI	Visual Impairment

Children and Families Bill 2013

- The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.
- The Government is transforming the system for children and young people with Special Educational Needs (SEN) including those who are disabled so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25 years, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

From September 2014 a new approach to SEN commences with these initial steps:

- Replacing Statements and Learning Difficulty Assessments with a new birth-25 Education Health Care Plan (EHC), extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need
- Improving cooperation between all the services and support children and their families and particularly requiring local authorities and health authorities to work together
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a "local offer" of support.
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