

SEND POLICY



ORIGINATOR: Rebekah Merrington

SLT LINK: Oliver Teasel

May 2023

CONTENTS

1. CONTEXT	1
2. PRINCIPLES	1
3. WHO IS RESPONSIBLE FOR CARRYING OUT THIS POLICY	2
4. IDENTIFICATION OF NEED	2
5. MEETING THE NEEDS OF THE STUDENTS	2
6. ASSESSING, REVIEW AND PROGRESS	3
7. QUALITY ASSURANCE AND COMPLAINTS	4

1. CONTEXT

Harington School is an academic sixth form in Oakham, Rutland. The School follows a broad and balanced curriculum and there are ample opportunities for extra-curricular activities, which develop a student's social and cultural understanding. Harington offers a wide range of A Level subjects with the curriculum based on students studying between 3 and 4 A Levels, suited towards those learners who may wish to pursue a demanding academic pathway. In particular, it is tailored to suit students who aspire to study at University or undertake a higher-level apprenticeship.

Most students travel from the local towns of Oakham, Melton, Stamford and Uppingham, although a smaller number do travel from further afield. The published programme of study includes a weekly activities programme and an academic enrichment session including volunteering, with which all students are expected to engage. The core purpose of the School is raising student achievement with staff working tirelessly to ensure that no one is left behind. The ethos of the School is one where all students are encouraged to build independent skills, whilst being part of a family ethos, with each student being known personally. We know that every student is talented, so our role as educators is to ensure these talents are fully realised. To achieve this, we have high expectations of every student, emphasising the importance of hard work and doing one's best in every circumstance.

2. PRINCIPLES

The guiding principles for this policy originate from guidance provided in the Special Education Needs Code of Practice 2015 (Section 7). We believe that all students should be provided with opportunities to access the A level curriculum, with SEND students expected to make the same levels of progress as other students.

The School work in partnership with students, teachers, parents/guardians and other external agencies, including the Local Authority, to ensure that individual learning needs are addressed within the context of the School's Programme of Study.

The core principle is to ensure that the right type of provision is given to students so that they can be stretched and challenged to achieve their full potential.

3. WHO IS RESPONSIBLE FOR CARRYING OUT THIS POLICY

The implementation of this policy in School will be monitored by the Governors of the School and remain under constant review by the Federation. The SENCO, senior leaders, individual teachers and form tutors are responsible for ensuring that the principles outlined in the policy are applied to individual students.

4. IDENTIFICATION OF NEED

Where a student has an Education Health Care Plan (EHCP), the School is committed to working with the Local Authority, family and external agencies to discuss the transition during the twelve months prior to starting at the School. The SENCO is available to attend transition annual reviews for all students with an EHCP if enough notice is provided by the secondary school.

Harington School recognises that a young person has the right to request that the School is named in Section I of their EHCP. In accordance with the SEND Code of Conduct 2015, we would expect the Local Authority to discuss the application with the SEND team in order to actively consider the suitability of the School for the young person. The consultation process involves gathering information to ensure the correct educational setting is agreed upon to ensure that the needs are met of the individual.

The School is committed to ensuring that any additional support can be discussed prior to the student starting. Our School application form provides the initial opportunity for needs to be identified. These identified needs are then discussed with the young person through an individual interview, with parents permitted to attend if that is their wish. On enrolment at the School students are required to submit any relevant paperwork, such as the Form 8.

We recognise that some needs may emerge after a student has begun our programme of study. Teachers are encouraged to discuss any concerns with the SENCO in the first instance who will provide guidance and support. This may result in additional diagnostic tests being considered and a discussion around potential next steps. The School are unable to diagnose learning difficulties but are able to provide evidence for other professionals.

5. MEETING THE NEEDS OF THE STUDENTS

The School receives support and guidance from the SENCO, who is fully qualified with The National Award for SEND Coordination.

The School uses a wide range of strategies to support students with additional learning needs with a strong emphasis on outstanding quality first teaching.

All those with EHC Plans will have a designated key worker within the School, who is typically the form tutor. This does not replace Health or Social Care key workers allocated by the Local Authority. Reviews and provision will focus on outcomes outlined in Section E of their EHCP and to ensure a successful transition to adult life.

Where a student has a learning difficulty or disability that calls for special educational provision, the School will use its best endeavours to put appropriate support in place. We believe that young people should be supported to participate in discussions about their aspirations, their needs and the support that they think will help them best. Support should be aimed at promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community.

Staff receive advice, training and information on how to support students with learning needs, e.g. dyslexia, in accessing the curriculum and supporting progress. At post-16 level many students understand the strategies that work for them and an open discussion between staff and students is encouraged. Where appropriate, students are allowed to access assisted technology, e.g. laptops, to support their learning.

Where a student fulfils the criteria outlined by JCQ regulations, access arrangements will be applied for and put in place for external exams. Please also see the Harington School Examinations Policy.

Post-18 careers advice is provided independently by a careers advisor who works across the Federation. Students or parents can request individual meetings throughout the year.

Our approach to teaching is that all students, including those with SEND needs, should be able to access a curriculum which is appropriate for their individual needs. SEND students will be expected to make the same levels of progress as all other students. We closely monitor and evidence this: the School will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the curriculum and sections E and F of the EHC Plan.

Training is provided to all staff as the need arises. We offer a comprehensive range of training sessions, which gives staff opportunities to develop their skills further. We have strong CPD and actively encourage staff to progress their professional development. Staff who are new to the School follow an induction programme which includes training and information on SEND.

We can also call upon the support from specialist organisations from within the Local Authority as and when the need arises.

6. ASSESSING, REVIEW AND PROGRESS

We communicate progress to parents/guardians for all students by regular reports which are sent home. Additionally, Progress Evenings are held twice a year when there is an opportunity to discuss progress, attainment and next steps for those students not making expected rates of progress. We also encourage email and telephone conversations.

The assessment reports will show student progress against their target levels and are colour coded to identify effort and prep. Our teams review the progress and attainment of

all students and put intervention in place where needed. The effectiveness of the intervention is monitored by the next set of reports.

We welcome the involvement of parents/guardians and want to keep them up-to-date and involved with their child's progress. Students with an EHCP are allocated a keyworker who will act as a point of contact for both student and parent and will oversee student progress and the annual review procedure.

We also provide information for parents through the website and VLE, newsletters and an annual Open Evening.

The School keeps a student's profile and record of support up-to-date to inform discussions with the student about their progress and support. This includes accurate information to evidence the SEND support that has been provided over the course of a student's time in the School and its effectiveness.

7. QUALITY ASSURANCE AND COMPLAINTS

All students, including those with SEND, are assessed on a regular basis, in accordance with the School's Assessment and Reporting Policy. Teachers continually assess and review student progress and attainment informally with assessment points and a key assessment (mock examination) is given at least once a year. All students with an EHCP have an annual review, where the student, keyworker, SENCO, SEND administrative assistant, and parents/guardians attend. Their SEND Case officer is also invited, as well as other relevant professionals.

If parents/guardians have a complaint this should be directed in the first instance to the subject teacher or their child's form tutor who may refer concerns to a more senior member of staff if needed. Alternatively, parents/guardians may choose to contact the SENCO. If there continues to be cause for complaint, parents/guardians can address their concerns in line with the Federation Complaints Policy.