



Originator: R Merrington

SEND INFORMATION REPORT 2023-2024

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 with students typically 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 student who aspire to study at Russell Group Universities or higher-level apprenticeships.

Most students travel from the local towns of Oakham, Stamford and Melton Mowbray. The curriculum 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.

Admissions and Entry

All students must meet the entry requirements for Harington School as outlined in the admissions policy published on the Harington School website. If a student has an EHCP, a consultation period is required for the SENCO team and Head of School to decide if the School is a suitable setting and the needs of the student will be met. Part of this process may involve further information gathering including discussions with the SEND Case Officer, SENCO team and an observation at the student's current educational setting, if appropriate. If it is agreed that the School is an appropriate setting, a decision will be sent to the student's Local Authority. If the School is oversubscribed, the student will be placed on a priority waiting list. More information can be found here:

<http://www.haringtonschool.com/wp-content/uploads/2022/10/Harington-Student-Admissions-Policy-2023-1.pdf>

If a student does not have an EHCP but requires additional SEND support, the SENCO will make contact within the first term to discuss the provision offered.

Types of SEND Provision & Teaching at Harington School

The foundation of SEND provision at Harington School is centred around the principal of Quality First Teaching. Due to this, all classrooms are SEND friendly classrooms with the

needs of students being met largely through this provision. In addition, further support may be provided with academic mentors, key workers and the student support advisor.

Our teachers have high expectations of all students and are always keen to discuss the learning needs of each student. Teachers are qualified and confident to adapt lessons and adjust resources where appropriate. This may include providing electronic resources, providing printouts, or using technology assisted resources. A focus of scaffolding of answers and exam technique is prioritised and a typical feature of most lessons. Students are expected to be proactive in all elements of the A Level curriculum including coursework requirements or practical elements. Throughout their time at the School, students are provided with a great deal of choice including that offered through Academic Enrichment and Wellbeing Activities.

It is important to note that due to the nature of our provision, all students must be able to access curriculum content and the demands that A level courses may bring. SEND support is provided for all students whether they have a diagnosis or are on the pathway to receiving one.

What approach does the School take to the identification and assessment of students attending the School?

As a post-16 provider, many SEND have been identified at an earlier stage in the student's education. Our preliminary identification is through information provided on the student application form, with further discussion at the pre-admission interview completed by a member of the senior leadership team. Communication may also be made the SENCO team, if appropriate to parents/carers of the student's previous educational setting. All staff closely monitor progress of students, including class teachers and the senior leadership team. This is largely provided through the rigorous assessment process, tracking and monitoring which may identify SEND. The School are able to supply testing through our access arrangements officer on site.

Information regarding SEND is safely recorded on our internal data systems, for staff to access. In addition, all staff have regular CPD to ensure that they are able to support the needs of all students within our setting.

SEND Communication with parents/carers

The School are keen to work closely with parents/carers. We encourage parents/carers to meet with a member of the senior leadership team prior to starting with the School. This is paramount to discuss the nature of our provision and to provide support regarding subject choices. We recognise the importance of choosing the correct A level options, as this is fundamental to the life choices of each student.

Throughout the academic year, all parents/carers are regularly updated regarding the progress of their child through reports and assessments. Tutor/progress evenings are pivotal in providing specific feedback and further meetings can be arranged if appropriate.

If the student has an EHCP a key worker will be identified who will provide regular feedback in addition to leading the annual review meeting. Parents/carers can also access Show My Homework, UCAS Apply and other systems to monitor and support their child.

Student Centred Approach

All students with SEND are regularly consulted to involve themselves in the process of their education. Students are asked their views about their education and those who have an EHCP are encouraged to share their experiences at their annual review, supported by their keyworker and SENCO. To support and integrate students, they are encouraged to become involved with all areas of School life, including extra-curricular.

This includes:

- Wellbeing Activities
- Leadership opportunities
- Academic enrichment
- The Harington Challenge
- Volunteering
- Duke of Edinburgh
- Completing termly and annual surveys

Reviewing Progress Towards Outcomes and Assessing SEND Provision

All students achieve academic target grades at the start of their A Level course. These are shared with students and parents/carers in term 1 and are based on prior attainment at GCSE. Progress is communicated home by four academic reports throughout the academic year, which include:

- Year 12 (1 mock report, 2 assessment reports, 1 tutor report)
- Year 13 (1 mock report, 1 assessment report, 1 tutor report)

We welcome discussion and involvement with parents/carers to discuss progress. Students with an EHCP will be allocated a key worker who acts as a point of contact for both student and parent/carer.

EHCP outcomes are closely monitored alongside progress and attainment to ensure that all requirements are being met. These may be adjusted or changed during the annual review process to ensure that they are still relevant and appropriate.

The School continuously review and monitor the provision offered to all SEND students to ensure the effectiveness of our practice. In addition, the School has a quality assurance process that assesses the effectiveness of teaching and learning for all students, including those with SEND. The outcomes of these evaluations are used to create and implement a Transformation Plan for all aspects of School life.

The SENCO and Head of School regularly meet to ensure provision is effective and in line with legislation alongside the SEND Code of Practice.

Transition Support and Preparation for Adulthood

Our Academic Enrichment programme starts as soon as students join the School in Year 12. The programme is intense and offers students the building blocks to ensure they are able to make a successful application to University or a comparable post-18 destination. Bespoke support is provided by our specialist members of staff throughout this process.

During tutorial, all year 13 students discuss the transition to University life including financing and living. The School also offers personalised support through our careers advisor who works alongside the post-18 lead.

If a student has an EHCP, a transition meeting will be arranged to discuss all post-18 options.

Social, Emotional and Mental Health Support

Students are able to access a wealth of social, emotional and mental health support throughout their time at Harington School. A central provision is the role of the form tutor/key worker who is a pivotal support for pastoral care. Where appropriate, we also liaise with external agencies such as CAMHS, social care, the Local Authority, SEND case officers and other professionals who may be required to support the wellbeing of students. Harington School benefits from the direct support of Teen Health, as part of Rutland County Council. They offer group sessions to support emotional and mental health including guidance around exam anxiety. They also offer 1:1 sessions with identified students if appropriate.

The School also benefit from a Student Support Advisor who is trained to offer specific wellbeing support. This may be requested by parents, students, the form tutor or a key worker and is offered on site.

Staff Expertise and Training

Harington School benefits from a Federation SENCO who supports the senior leadership team at the School. They provide guidance, support and training for all staff throughout the academic year, with the fundamental priority to ensure that all students with SEND make outstanding progress. Specific training regarding neurodiversity is also provided, with an assembly for students to access. The School have a strong professional development programme and actively encourage staff to further their professional development. All new staff follow an induction programme which includes training and information on SEND. We also liaise and welcome the support of specialist organisations from within the Local Authority as and when the need arises.

Complaints Policy Regarding SEND Provision

If a parent/carer has a complaint, this should be directed to the relevant member of staff in the first instance, such as the subject teacher, form tutor, key worker etc. They may then refer the complaint on to a member of the senior leadership team if necessary. Alternatively, parents/carers are able to contact the Federation SENCO. For further details regarding complaints, including how a complaint can be escalated, please refer to the Federation Complaints Policy.

Contact Details:

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Harington School: 01572 772579

Enquiries via email: office@haringtonschool.com

