

SEND INFORMATION REPORT 2025-2026



ORIGINATOR: Jasmine Jones

Harington School is an academic sixth form in Oakham, Rutland. Most students live in the local towns of Oakham, Melton Mowbray, Stamford and surrounding villages.

The School follows a broad and balanced curriculum and there are ample opportunities for extra-curricular activities, which develop students 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.

The curriculum includes a weekly activities programme and an academic enrichment session, with which all students are expected to engage. The core purpose of the School is for all students to fulfil their full potential 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, 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 and complete the full application form so that essential data is captured. This information is available on the 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.

To gain admission to the school, all students including those in which have named Harington School in an ECHP will need to meet the published admission criteria for that year.

If the School is oversubscribed, the student will be placed on a priority waiting list. More information can be found here: <https://www.haringtonschool.com/wp-content/uploads/2025/10/Harington-Admissions-Policy-2026.pdf>

If a student does not have an EHCP but requires additional SEND support, the SENCO will make contact within the autumn term to discuss the provision offered. During the application process, it is advisory to declare any SEND support that the student should receive including the support they gain at their secondary school. A copy of any diagnosis reports should ideally be sent to the SENCO to ensure a full understanding of needs, including information regarding pathways to receiving one.

TYPES OF SEND PROVISION AND TEACHING AT HARINGTON SCHOOL

The foundation of SEND provision at Harington School is centred around the principal of Quality First Teaching (QTF). Due to this, all classrooms are SEND friendly, with the needs of students being met largely through QTF. 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 on scaffolding of answers and exam technique is prioritised and a typical feature of most lessons. Teachers utilise the Rosenshine principle of Instruction to support both teaching

and learning, specifically revisiting previous topics to eliminate misconceptions and lead to a more effective and efficient learning to a high success rate. Students are expected to be proactive in all elements of the A level curriculum including coursework requirements or practical elements.

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 ASSESEMENT 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 meeting completed by a member of the Senior Leadership Team. Communication may also be made by the SENCO team, if appropriate, to parents/carers or the student's previous educational setting. All staff closely monitor progress of students, including subject teachers and the Senior Leadership Team. This is largely provided through the rigorous assessment process, tracking and monitoring which may identify SEND. The School is able to supply testing through our access arrangements officer. It is strongly advised that students visit Harington School before a consult to discuss provisions with the Head of School and the SENCO.

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

SEND COMMUNICATION WITH PARENTS

The School is keen to work closely with parents. We encourage parents 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. Students and parents are strongly encouraged to attend our annual Open Evening, Tasters Sessions and induction days in order to obtain a better understanding of life at the school.

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 key worker and SENCO. To support and integrate students, they are encouraged to become involved with all areas of School life, including extra-curricular.

This includes:

- Activities
- Leadership opportunities
- Academic enrichment
- The Harington Challenge
- Volunteering
- Completing regular 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 the autumn term and are based on prior attainment at GCSE. Progress is communicated home by 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 will act as a point of contact for both student and parent.

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 reviews and monitors 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 Deputy Head of School regularly meet to ensure provision is effective and in line with legislation alongside the SEND Code of Practice. This work is quality assured by the Head of School.

TRANSITION SUPPORT AND PREPARATION FOR ADULTHOOD

Our Academic Enrichment programme starts as soon as students join the School in Year 12. The programme allows students to submit a successful application to university or a comparable post-18 destination. It also equips them with the skills they need in order to be successful within that setting. 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 independently. The School also offers students personalised support with post-18 careers this is led by our tutors who work alongside a Deputy Head of School.

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 benefit 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, and a focus on emotional wellbeing to support those experiencing anxiety and stress. They also offer 1:1 drop in sessions with students if appropriate.

STAFF EXPERTISE AND TRAINING

Harington School benefits from a 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. The School has 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 has a complaint, they should follow the guidance set out in the Federations Complaints Policy.

CONTACT DETAILS

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