

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Document Control

Updated:	Next Review:	Review by:	GB / Committee Ratification Date:
	09/26	FGB	

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1. Introduction and Purpose

The Warnock Committee recommended that the majority of children with special educational needs (SEN) should be educated in mainstream schooling and the Education Act 1981 started to put this recommendation into practice. The Education Act 1993 took this principle further by enabling the Education Secretary to issue a code of practice for SEN. The code set out guidance on all the aspects of SEN provision in mainstream and special schools, including the responsibilities of governing bodies. Subsequent updates of the code have set the context for educating children with SEN firmly within mainstream education. Today it is believed that every child needs to fulfil their potential and that this must apply just as much to children with SEN as to everyone else. This principle is now enshrined throughout our educational system. Standards of attainment have risen across all groups of learners, including those with SEN. However, the gap in attainment between children with SEN and their peers is still large. In 2008, the then DfE established a committee of enquiry under the chairmanship of Brian Lamb. After a thorough investigation, recommendations were made for change in four key areas:

- Children's outcomes at the heart of the system.
- A stronger voice for parents.
- A system with a greater focus on children's needs.
- A more accountable system that delivers better services.

These recommendations were accepted in full and led to new guidance being issued by the then DfE in March 2010. Increasingly, particularly since an extended definition of the term 'disability' was enshrined in legislation, the needs of children with SEN are coupled with those of disabled children. In March 2011, the coalition government issued an SEN and disability green paper entitled 'Support and aspiration: a new approach to special educational needs and disability'. The green paper proposed wide-ranging reforms and revision of existing SEN legislation and practice. This was followed by a major consultation exercise with a large range of interested parties. At the same time, several 'pathfinder' schools tested some of the proposals in the green paper. An evaluation report of the pathfinders' experiences was published in 2013, and the outcomes of these findings have been incorporated into legislation. The Children and Families Act was passed in April 2014 and part three of that Act deals specifically with special educational needs. A new code of practice for special educational needs and disabilities came into force on 1 September 2014.

2. Key features of the SEND Code of Practice: 0 to 25 years (2015) and the SEND Regulations 2014

Under the SEND Code of Practice:

- Local authorities (LAs) must publish a local offer describing the facilities and support available in the area for children with SEN and disabilities. This has been published on our website.
- LAs must involve children, young people and their parents in developing SEN provision.
- A single assessment process has been introduced which is more streamlined, quicker, and which involves children, young people and families much more fully. This means replacing the previous system of statements and learning difficulty assessments (LDAs) by a '0 to 25' Education, Health and Care Plan (EHC plan) which extends the rights and protection of children and young people with SEN through their early years, primary, secondary and further education and beyond into adult life. Since April 2015, EHC plans are also extended to include children and young people under any form of statutory detention who have SEN or disabilities.
- Where a request for an EHC needs assessment is made, the local authority must decide whether to

carry out an assessment and notify the parents or young person within six weeks. Where it decides to issue a plan, the whole process from the request to the final plan being issued must be completed within 20 weeks, subject to the limited exceptions set out in the SEND Regulations 2014. Parents and young people must be given at least 15 calendar days to comment on a draft plan and to express a preference for a particular institution.

- The intention is that there will be improved co-operation between all the various services available to and dealing with children and young people with SEN, and very specifically between educational, health care and social care agencies.
- There is an offer of a personal budget for families that have a child or children who have an EHC plan.

The intended effect of the code of practice is to ensure that:

- Children's special educational needs are picked up early and support is routinely put in place quickly.
- Staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEN or are disabled, wherever they are.
- Parents know they can reasonably expect their local school, college and LA to provide support, either through SEN support or if necessary, through an EHC plan. Parents are more closely involved in decisions about services. The transfer of statements of SEN and learning difficulty assessments (LDAs) to EHC plans was completed on 31 March 2018. All children and young people who continue to meet the criteria now hold an EHC plan.
- Parents have greater control over the services they and their family use:
 - Parents and young people with an EHC plan have the right to request a personal budget for the special educational provision set out in the plan. The local authority must prepare one where a request is made and the conditions in the Special Educational Needs (Personal Budgets) Regulations 2014 are met.
 - Parents and young people may request that a particular maintained school, special school, academy, free school, further education institution or non-maintained special school be named in the EHC plan. Under sections 38 and 39 of the Children and Families Act 2014 the local authority must name that institution unless it would be unsuitable for the child's or young person's age, ability, aptitude or needs, or their attendance would be incompatible with the efficient education of others or the efficient use of resources.
 - Parents and young people may also request an independent special school or specialist college that appears on the list published by the Secretary of State under section 41 of the Children and Families Act 2014. They may make representations for any other independent institution, which the local authority must consider but is not under the same duty to name.

3. References

- Section 175 (health, safety and welfare) Education Act 2002, The Children Act 2004; The Equality Act 2010, including the Public Sector Equality Duty (s.149) and the duty to prepare an accessibility plan (Schedule 10).
- The Education Act 1996; the national curriculum in England (2014, as subsequently amended).
- The Children and Families Act 2014.
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015); The Special Educational Needs and Disability Regulations 2014 (SI 2014/1530); The Special Educational Needs (Personal Budgets) Regulations 2014; The Special Educational Needs (Detained Persons)

Regulations 2015.

- DfE SEND guidance.
- Keeping Children Safe in Education (September 2026) and Working Together to Safeguard Children 2023.
- The School Admissions Code 2021.
- Supporting pupils at school with medical conditions (DfE statutory guidance).

4. SEND POLICY FOR HARLINGTON SCHOOL (HS)

This policy is based on Part 3 of the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years (2015) and the Special Educational Needs and Disability Regulations 2014. At Harlington School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils whatever their needs or abilities.

This policy is intended to address students with special educational needs (SEN) and students who have disabilities.

From the end of compulsory school age — the last Friday in June of the academic year in which a student turns 16 — the rights and duties under Part 3 of the Children and Families Act 2014 that previously applied to the student's parents apply directly to the young person, provided they have the capacity to make the decision in question. Where a young person lacks capacity, those rights are exercised by their representative in accordance with the Mental Capacity Act 2005. The school seeks the young person's own views on all decisions about their provision and, where the young person wishes, continues to involve their parents.

5. Basic information about our SEN provision

The legal definition of special educational provision for children aged two or over is as follows: *'Educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in school (other than special schools).'*

At Harlington School, we interpret this as:

'Students have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

'Students with a disability have SEN if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.'

SEN Information Report

In accordance with section 69 of the Children and Families Act 2014 and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014, the school publishes an SEN Information Report on its website. The report sets out the information required by Schedule 1, including: the kinds of SEN provided for; policies for identifying and assessing students with SEN; arrangements for consulting parents and involving students; arrangements for supporting students in moving between phases of education and in preparing for adulthood; the approach to teaching, to adapting the curriculum and to adapting the learning environment; the expertise and training of staff and how specialist expertise is secured; how the effectiveness of provision is evaluated; how students with SEN are enabled to take part in all the activities of the school; support for improving emotional, mental health and social development; and arrangements for handling complaints.

The SEN Information Report is reviewed and updated at least annually, and is updated during the year whenever there is a material change. This policy is also published on the school website.

The school maintains a record of all students identified as having SEN (the SEN register), which is kept under

regular review. Personal data relating to students with SEN is processed in accordance with the UK GDPR, the Data Protection Act 2018 and the school's privacy notices.

6. Objectives

The specific objectives of our SEN policy are:

- To identify students with SEN and disabilities and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that all students make the best possible progress.
- To ensure that students with SEN and disabilities join in with all the activities of the school.
- To ensure that students express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and successfully liaise with outside agencies, especially in the cases of students who have an education, health and care (EHC) plan with health and social care providers.

7. Role of governors

The efficacy of the school's SEN policy and practice is judged against the objectives set out above. The following procedures take place at least annually:

- Success criteria will be reviewed annually.
- Where appropriate, new success criteria will be determined by the headteacher and governing body.
- The governing body reviews annually the implementation of the policy.
- The governing body reviews annually on the provision made.
- The governing body will ensure that appropriate special educational provision is made for all pupils identified as in need.

In accordance with sections 66 to 69 of the Children and Families Act 2014, the governing body: uses its best endeavours to ensure that the special educational provision called for by a student's special educational needs is made; ensures that a qualified teacher at the school is designated as SENCO; informs parents when special educational provision is being made for their child; ensures that students with SEN engage in the activities of the school alongside students who do not have SEN; and ensures that the school publishes and annually reviews its SEN Information Report.

The governing body co-operates fully with the local authority (LA) admissions criteria. The governors' admission policy has due regard for the guidance in the code of practice.

8. SEN leadership

The named SENCO for the school is Mr Ray Walsh. The SENCO is a qualified teacher working at the school and holds, or will obtain within three years of appointment, the National Professional Qualification for Special Educational Needs Co-ordinators (NPQ SENCO). The SENCO is supported by Ms Lynne Riley and Ms Rai-Sah Khan as inclusion coordinators. The governing body ensures that the SENCO has sufficient time and resources to carry out these functions, including dedicated time away from teaching to manage provision, maintain the SEN register and records, and liaise with parents, staff and external agencies.

- The named member of the governing body who takes a special interest in SEND is Ms Catherine

Mosdell.

- The governing body as a whole is responsible for the provision for pupils with SEND.

Specific responsibilities of SEND management include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for all students with SEN.
- Liaising with and advising fellow teachers.
- Managing teaching assistants.
- Overseeing the records of all students with SEN.
- Liaising with parents.
- Contributing to in-service training of staff.
- Liaising with the LA in initiating and supporting students who already have or need an EHC plan.
- Working with the designated teacher for looked-after and previously looked-after children, and with the designated safeguarding lead, where a student has SEN alongside other vulnerabilities.

9. Admission arrangements

We welcome students with SEN into our inclusive, mainstream school. Where this school is named in a student's EHC plan, the governing body is under a duty to admit that student in accordance with section 43 of the Children and Families Act 2014, and will do so whether or not the year group is at its published admission number. We fully support the inclusivity principles underpinning the code of practice. Applications from parents of students with SEN but no EHC plan will be considered based on the LA's published admissions criteria. We have a carefully constructed programme of SEN support in place for these students.

10. Identification and assessment of students with SEN

Harlington School is committed to the early identification of SEN and adopts a focused response to meeting special needs in line with the code of practice. It assumes that students' SEN requirements fall into the following four broad areas:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

A range of evidence is collated through teacher assessment and monitoring and consultation with the SENCO, to decide whether additional and/or different provision is necessary or if an EHC assessment is needed.

High-quality teaching, adapted for individual students, is the first response to any student making less than expected progress. Every teacher is a teacher of every student, including those with SEN. All teachers are responsible and accountable for the progress and development of the students in their classes, including where those students access support from teaching assistants or specialist staff.

11. The Graduated Approach

Where a student is identified as having SEN, the school takes action to remove barriers to learning and puts effective special educational provision in place through a four-part cycle of assess, plan, do and review:

Assess – the class or subject teacher, working with the SENCO, carries out a clear analysis of the student's needs, drawing on teacher assessment and experience, the student's previous progress and attainment, comparison with peers and national data, the views and experience of parents, the student's own views, and advice from external support services where appropriate.

Plan – the teacher, SENCO, parents and student agree the adjustments, interventions and support to be put in place, the expected impact on progress, and a clear review date. All staff working with the student are informed.

Do – the class or subject teacher remains responsible for working with the student on a daily basis and for the impact of the support provided, working closely with teaching assistants or specialist staff and with the SENCO.

Review – the effectiveness of the support and its impact on the student's progress is reviewed on the agreed date with parents and the student, and the support is revised in light of the student's progress and development.

The cycle is revisited with increasing detail and frequency where a student continues to make less than expected progress. Where, despite the school having taken relevant and purposeful action, a student has not made expected progress, the school, the parents or the young person may request an EHC needs assessment from the local authority.

12. Allocation of resources to and amongst students with SEND

- We recognise the legal duty on governors to inform parents when special educational provision is being made at school for a student.
- We inform parents/carers when special educational support is being made through face-to-face meetings with the SENCO. If such meetings are not possible, then alternative arrangements are made including electronic conferencing.
- We encourage parents/carers to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision which is being made for them as part of our continuing dialogue.
- We ensure that the significance of individual EHC plans is carefully explained to parents and students.
- We use the school's notional SEN budget to meet the first £6,000 of additional support costs for each student with SEN, and apply to the local authority for top-up funding where a student's needs require provision beyond that level. Pupil premium funding is allocated separately, on the basis of disadvantage rather than SEN, although many students are eligible for both.
- We adopt a graduated response to help students with SEN, recognising that there is a continuum of special educational needs.
- Where students' progress is not adequate, we confer with the students, parents and staff to request an EHC needs assessment from the LA. An EHC plan is then drawn up and jointly agreed. We then work with the other plan commissioners to ensure that it is followed, monitored and reviewed.

Reviewing EHC plans

Every EHC plan is reviewed at least every 12 months, in accordance with section 44 of the Children and Families Act 2014. The school convenes the annual review meeting on behalf of the local authority, seeks written advice from all parties at least two weeks in advance and circulates it, and invites the parents, the student, the local authority SEN officer and the relevant health, social care and education professionals. A report of the meeting and its recommendations is sent to the local authority within two weeks. The review considers progress towards the outcomes specified in the plan, whether those outcomes and the provision supporting them remain appropriate, and any amendments required.

Preparing for adulthood

From Year 9 onwards, annual reviews include a specific focus on preparing for adulthood, covering employment and higher or further education, independent living, participation in society, and health. Planning is built around the student's own aspirations, is reviewed and updated each year so that it is meaningful by the time the student leaves school, and draws on careers guidance, supported work experience and, where appropriate, transition planning with adult health and social care services.

13. Arrangements for providing access for pupils with SEND

We take full account of the Equality Act 2010 and other linked legislation in describing arrangements for providing access for students with SEN and vulnerable or disabled students to a balanced and broadly-based curriculum.

Under the Equality Act 2010 the school must not discriminate against, harass or victimise disabled students, and has an anticipatory duty to make reasonable adjustments, including the provision of auxiliary aids and services, so that disabled students are not placed at a substantial disadvantage compared with their peers. The school also complies with the Public Sector Equality Duty (section 149) and publishes equality objectives at least every four years.

In accordance with Schedule 10 to the Equality Act 2010, the governing body prepares, publishes and keeps under review an Accessibility Plan setting out how the school will increase disabled students' access to the curriculum, improve the physical environment of the school so that disabled students can take better advantage of the education and services provided, and improve the availability of information to disabled students in accessible formats. The current Accessibility Plan is published on the school website and is reviewed at least every three years.

14. SRP Provision

Harlington School is funded by the LA to provide a Specialist Resource Provision for pupils with disabilities and sensory impairment. Trained support staff and specialist facilities are on site to meet the needs of these pupils, and Ofsted has commended in three separate inspections the inclusive ethos fostered by the school. Students with disabilities are involved in every aspect of school life, and full integration is a strength of the school across a wide range of needs, with staff and students all working closely alongside each other in a very positive learning environment.

LSAs support students with additional needs in lessons and around the school. Welfare Assistants are responsible for all aspects of care for disabled, visually impaired and hearing-impaired students. In addition to general welfare duties, they also track student performance; oversee daily transport arrangements; and ensure safety around the school. They are also fully timetabled for classroom support and work with all pupils with special needs, including those with learning difficulties, and those who speak English as an additional language.

15. Designated Unit

Harlington School is funded by the LA to provide a Designated Unit to support students with a Primary diagnosis of ASD. Students are allocated places directly through the LA as part of a separate consultation process to our mainstream provision. The designated unit has been commissioned to support 15 students across 2-year groups (in the 2026/27 academic year these will be Year 9 and Year 10, moving to Year 10 and Year 11 in 2027/28). Specialist trained teachers and LSAs work closely with the students within the designated unit; supplemented by specialist teachers from specific aspects of our mainstream provision – this is particularly relevant for ‘talent based subjects’.

16. Criteria/methods for evaluating success of education provided for students with SEND

- Successful integration of students at points of transition.
- Parental comments and feedback.
- Successful collaboration with external agencies for students with or without an EHC plan.
- The maintenance of accurate, up-to-date records by the SENCO and other staff.
- Evidence from monitoring classroom practice by the school’s senior leadership team and the SENCO.
- Analysis of student tracking data and test results (for individuals and groups of students).
- Monitoring procedures and practice by the designated SEND Governor.
- School’s self-evaluation.
- Evidence from inspection and review, including Ofsted school inspection (and its evaluation of inclusion), local area SEND inspections carried out jointly by Ofsted and the Care Quality Commission, and local authority reviews and audits.
- School improvement plan.

17. Complaints procedure

Our school’s complaint procedures are set out on the school website. Each child’s form tutor/year head works closely with parents at all stages in his/her education and should always be the first port of call in case of any difficulty. Parents/carers of students with SEN or disabilities, whose concerns cannot be resolved by the usual school procedures, can request independent resolution. Parents and young people are entitled to information about the local authority’s disagreement resolution and mediation services, which are set out in the Local Offer. Where the local authority refuses to carry out an EHC needs assessment, refuses to issue a plan, or where parents or the young person disagree with the content of a plan or the school named in it, there is a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). Mediation must normally be considered, and a mediation certificate obtained, before an appeal is registered, except where the appeal concerns only the school named in the plan. The school can make further information about the process available on request.

18. In-service training/continuous professional development (CPD)

Our school makes an annual audit of the needs for all staff considering school priorities as well as individual professional needs. Our school uses funding each year to meet identified training needs. Particular support is given to ECTs and other new members of staff. Our SENCO has responsibility for prioritising the training needs of staff.

19. Arrangements for partnership with parents and students with SEND

We recognise how essential it is to actively seek to work with parents and value the contribution they make in terms of their unique strengths, knowledge and experience. Our school works closely with the local SEND Information, Advice and Support Service (SENDIASS), which replaced the former parent partnership service. Information about this service is always available from the SENCO. Parents of any student identified with SEND, whether they have an EHC plan or not, may contact SENDIASS directly for free, impartial and confidential information, advice and support.

20. Student welfare

We endeavour to show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child. We ensure that all students have a mechanism for expressing their views through the school council/student voice.

Where a student has a medical condition, the school complies with its duty under section 100 of the Children and Families Act 2014 to make arrangements for supporting that student, in line with the statutory guidance 'Supporting pupils at school with medical conditions' and the school's separate policy on that subject. Where a student has both SEN and a medical condition, provision is planned and delivered in a co-ordinated way alongside the EHC plan or SEN support arrangements.

21. Links with other services such as health, social care and voluntary agencies etc.

We work jointly with health and social care professionals in supporting all our students with EHC plans. But we also liaise with these and other agencies as appropriate for all our students with SEND. For example, the school receives regular visits from the borough SEND Advisory Service and educational psychologists (EP) for our area. We liaise, as appropriate, with the LA VI Unit, SENDIASS and another local establishment that has an autism speciality (HACS). Our speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties. Multi-agency liaison meetings with the representation from social services and the health service are held on a regular basis, not only for our EHC plan students, but for all who need support to secure effective collaboration in identifying and making provision for vulnerable students.