

Harlington School SEND Information Report

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1. Introduction

Harlington School supports the inclusion of all students including those with Special Educational Needs and Disabilities (SEND). This report includes all the information required as set out in the Special Educational Needs and Disability Regulations and in accordance with the SEN and Disability Code of Practice.

2. What types of SEND does Harlington School provide?

The school supports students with a wide variety of physical, sensory, learning, emotional and mental health needs. The school also has a dedicated SRP (Specialist Resource Provision) funded by the Local Authority to cater for the needs of up to seven students with Physical Disability and/or Sensory Impairment. We also have a designated unit for students with ASD; it is funded by the Local Authority to cater for the needs of up to 16 students across two year groups. These will be in Years 9 and 10 from September 2026.

3. How will Harlington School identify and assist my child's needs?

Students are identified as having additional needs in a variety of ways. In line with the school's SEND Policy, teachers are responsible in the first instance for implementing high-quality teaching. Where students fail to make progress, teachers may decide to refer the case to the Head of Year and/or SENDCo. In a few cases the school will engage external professionals such as Educational Psychologists or make referrals to Health services. The school implements the **Assess, Plan, Do and Review** model (SEND CoP):

- **Assess:** the class teacher and SENDCo clearly analyse a student's needs before identifying a child as needing SEND support.
- **Plan:** parents are notified whenever it is needed that a student is to be provided with SEND support.
- **Do:** the subject teacher remains responsible for working with the child daily and retains responsibility for the student's learning and progress.
- **Review:** the effectiveness of the support is reviewed in line with an agreed date.

4. How will Harlington School consult parents of children with SEND and involve them in their children's education?

At Harlington, the first point of contact for families is the Form Tutor. The first formal meeting with the Form Tutor is at the 'Meet the tutor evening' early in the academic year, when families can discuss their aspirations or concerns with their child's form tutor. Daily contact can then be made via phone calls, email or using the student's planner. Families receive a termly data report which gives an overview of progress in all subjects, and are invited to a Parents' Evening to discuss their child's progress. The school regularly contacts parents of SEND students for meetings with a range of professionals, including but not limited to teachers, Triple S staff, Heads of Year and the Local Authority. At the Parents' Evening, parents receive a school questionnaire that helps the school to

target any areas of concern and identify any areas of good practice.

Students who have an EHCP are fully involved in the review process with their parents. Triple S runs an open-door policy and parents with concerns can request a meeting with the SENDCo at any time.

5. How will Harlington School involve my child in their education?

At Harlington we feel that students need to know what they are aiming for, what they are going to be learning, and how they can improve in each subject area. House points are awarded to acknowledge students' successes both in work and in their social skills. We celebrate children's successes within classes, Year and House assemblies, as well as an Annual Achievement Evening. SEND students are guided to use their voice and take an active part in the options process as they transition from KS3 to KS4, and into KS5. For those students who require support that is additional to, and different from the ordinarily differentiated curriculum, focused interventions run at times when it is considered least disruptive to the student's general education and overall well-being. Occasionally students are disapplied from a subject or take fewer options at KS4 to enable more focused support to take place.

6. What are the arrangements for assessing and reviewing progress towards outcomes?

The school reviews the effectiveness of its SEND provision by considering pupil progress against starting points, using classroom data and intervention(s) tracking. Our SEND provision is regularly quality assured by external partners, including Ofsted and the London Borough of Hillingdon.

7. What is the school's approach to teaching children and young people with SEND?

Harlington School makes reasonable adjustments to ensure that students with SEND are enabled to engage in activities available to children in the school who do not have SEND. For example, risk assessments for students with physical and sensory disabilities enable them to be supported in activities such as PE, gardening, trips to the seaside and theatres. Some SEND students meet with support staff during form time to do other interventions such as practise reading.

8. How does the school support students in moving between phases in education?

There will always be support in preparation, for both the school and your child, before he or she joins the school. This support may be in the form of a school visit, visiting Triple S, meeting LSAs and other SEND students. Our school staff may also visit the child's present school, and attend Year 6 Annual Review Meetings if they are joining us in Year 7.

Your child is prepared for moving on to the next stage of their education through meeting(s) with the Independent Advice and Guidance Adviser, who meets with all students individually prior to transitional Annual Reviews. Students attend options assemblies and Options Evening with their parents when they are choosing their GCSE/Post-16 subjects. If a child moves schools within a key

stage, all relevant documentation would be forwarded to the new school. Everything held on the school's system would be forwarded to the new school or college. The school will prepare your child fully for the transition to further education and/or employment.

9. How does Harlington support students' emotional and social development?

We continually celebrate students' achievements in class and in the wider school. There is a range of strategies and interventions to help students who experience difficulties at times in their social development. For example, several students benefit from mentoring in small groups or one to one as their needs require. The school also uses other agencies when necessary, for example Early Help Assessment to gather a *Team around the Child* when there is concern about a student's emotional and/or physical well-being. We have a school Safeguarding Team who will refer students believed to be at risk of harm. We procure the services of Speech and Language Therapists, Occupational Therapists, Clinical Psychologist(s) and we have an onsite Mental Health and Well-Being Officer should the need arise. The school works closely with the LA Advisory teachers, for example for students with Sensory Impairment. The school is aware of the Local Authority's Local Offer and directs parents to additional support in the Borough.

10. What are the arrangements for handling complaints from parents?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs. We seek to resolve complaints as soon as possible in school and follow our complaints policy and procedure.

11. Expertise and training at Harlington School for SEN students

We have three members of staff currently studying towards their NPQ SENDCo qualification. The school commissions an Educational Psychologist and Occupational Therapist who assess individual student needs and provide relevant support. The teaching staff, learning support assistants and lunchtime staff are equipped with the skills required to support all students. They receive SEND training through the SENDCo, outside agencies (Educational Psychologist, Speech and Language Therapist), and training from the LSAs on strategies to support identified students. There are school systems in place to support students with special needs during unstructured time (e.g. break, lunchtime). LSAs are deployed for Homework Club and during break/lunchtime(s). Teaching staff are informed about the individual needs of students with SEND or who require SEND support. Teachers are made aware of students' needs and strategies through the SEND Register and linked documents, such as student passports, on the school management information system (BROMCOM).