

Harlington School Local Offer (SEND Provision)

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1. Mainstream Schools Local Offer - Harlington School

Schools are asked to give their responses to the following questions for publication in *Hillingdon Council's Local Offer*. This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

2. Identification of Special Educational Needs and Disabilities (SEND)

The school receives transfer information from Primary schools and uses baseline testing in Year 7 e.g. MIDYIS Tests; Reading and Spelling tests to identify SEND students. We continue with Reading and Spelling Tests also at the start of Years 8 and 9 and on-going tests for mid-term arrivals. We also use information from Primary Schools and parents. Another way of identification is through Teacher referrals and regular assessment. If a parent/carer thinks their child has SEND, they would be advised to contact their child's Form Tutor and ask for a meeting with The Triple S staff (SENDCo).

3. Support for children with special educational needs

If a child is identified as having SEND, the SENDCo or delegated professional will oversee and plan their education. Parents will be informed / consulted about the ways in which their child is being supported, through letters, reports and phone calls from school. Most students with SEND will want to increase / develop independence as they get older. This will be encouraged by Learning Support Assistants (LSAs). Support will be sensitive to the child's needs and inclinations and will be discreet. Triple S informs and discusses needs with teachers who implement recommended strategies.

Teachers deploy a range of differentiation tasks for students with learning difficulties, including autistic spectrum disorder, hearing impairment, sensory impairment and speech and language difficulties. This includes:

- Simplifying and differentiating the curriculum to suit student needs.
- Using visual cues to enhance comprehension skills.
- Cloze procedure directed activities related to text (DARTS), word banks, writing frames.
- Careful use of questioning - closed questions and forced alternatives maybe more helpful than open ended questions.
- Allowing longer response time for a student to respond to questions, complete assignments and make decisions when offered choices.
- Allowing extra time for tests where practical.
- Using all channels i.e. do it (model activity), see it (show pictorially), hear it (repeat instructions).
- Using gesture to engage.
- Repeating instructions.
- Withdrawal from agreed subjects to provide opportunity for extra teaching of basic skills.
- Mind mapping – useful, highly visual technique to help students organise their ideas and revise for exams.
- Providing laptops for classroom use where appropriate.
- Highlight key words or phrases in a text.
- Using a whiteboard to write down key words, learning objectives.
- Limiting verbal instructions, keep them brief and simple.
- Providing opportunities where practical to practise, consolidate and over-learn information.

There are specific intervention programmes the school offers to students with SEND. These are delivered on a one-to-one basis or in small groups:

Type/Title of Intervention	On Offer
Withdrawal Literacy/Numeracy groups	Small group
Speech and Language programmes	Small group or one-to-one
Programmes to support Occupational Therapy and Physiotherapy	One-to-one
Pupil Premium Catch-up programme	Small group tuition programme
Reading Club	Small group
Homework Club	Small group
Teacher/SLT Mentoring	One-to-one
Support/Supervision during the day for personal care	One-to-one
Communication with parents /professionals at meetings	One-to-one
Access to medical interventions	One-to-one
Emotional Literacy interventions	Small group or one-to-one
Handwriting or Touch-typing interventions	Small group
Therapeutic play interventions	Small group or one-to-one

Some of the resources and equipment the school provides for students with SEND are listed below:

- Computer Suite(s) and programs such as IT Word shark, Number shark, Myon, RML, Accelerated Reader
- Reading Schemes e.g. Simply Letters and Sounds & Reciprocal Reading
- Spelling schemes and games such as Scrabble.
- Literacy and Mathematical games.
- Minibus with Tail lift.
- Physiotherapy room for physical therapy.
- Disabled toilets.
- Lockers for disabled and other vulnerable students.
- Hoist.
- Accessories for toileting disabled students.
- Specialist PE equipment.
- Wheelchairs.
- Specialist Resources for SI students, including Braille facilities

As students approach public examinations, they will be formally assessed by the designated, suitably qualified person and an application for access arrangements is sent to Joint Council for Qualification (JCQ). They may be allowed extra time (up to 25%) and/or a reader, scribe, prompt, word processor may be provided with supervised rest breaks. If applicable, there may also be supportive arrangements that can be made for your child when taking examinations, such as students sitting exams in smaller supported groups.

4. My child's progress

The school monitors student progress and parents are encouraged to be involved in the following ways:

- Students are assessed in all subjects and a termly data sheet is sent home.
- Students who are achieving below their target grades are identified for support and intervention if required.

- Teachers work with the SENDCo and LSAs to provide support for identified students.
- We involve parents and other professionals if a student's progress continues to cause concern.
- Annual Reviews for students with an Education, Health & Care Plan (EHCP) where parents, student, teachers and other professionals are invited to discuss progress and overall well-being.

In addition to the school's normal reporting arrangements, opportunities will be made available for you to discuss your child's progress with school staff. Parents are encouraged to contact the SENDCo/Form Tutor if they have concerns about their child's progress and welfare. The school has arrangements for regular home to school contact. Phone calls and emails are other ways of communications between the school and home.

You can help support your child's learning by doing the following:

- Check 365, our online learning platform and ensure your child has recorded homework and completes homework to the best of his/her ability and on time.
- Organise a meeting with your child's form tutor as soon as you have any queries/ concerns

The school offers help for parents/carers to enable them to support their child's learning by introducing parents/carers to Parent Partnership and directing parents/carers to appropriate professionals/agencies to help support their children. The school also assesses the overall effectiveness of its SEND provision and how parents/carers and young people can take part in this evaluation. Whole school questionnaires are distributed at Parent Evenings and are used to gain views on overall school provision.

We offer accredited courses for young people with SEND. All students are set target levels in each subject which should be achieved by the end of the academic year. Student whose attainment falls below the predicted level/grades will usually be invited to attend flexi sessions (after school or lunch time catch up lessons). Parents will be contacted by subject teachers and/or the SENDCo for their views and support. SEND students also have access to a Homework Club after-school, and a Year 11 Revision Club to support parents and teaching staff, to ensure students make the necessary gains towards their academic progress.

5. Support for my child's overall well being

Support is available to promote the emotional and social development of student with SEND. The school has a supervised area at lunch and break time where vulnerable children sit to eat, meet and socialise. We also hold a games club during lunch time within Triple S. Triple S also offer a supervised lunch and break time to help promote emotional and social development of children with SEND.

For children who find it difficult to conform to normal behavioural expectations, support is available to avoid exclusion. There is a separate provision for children who display behaviour difficulties; where personalised timetables and small groups or one-one teaching, counselling and nurture groups take place. These are always designed to be a short term, temporary provision aimed at supporting students to re-engage effectively within our mainstream provision. Members of staff mentor and monitor individual students. We additionally have trained Well-Being Peer Counsellors who provide support. There is medical support available in the school for children with SEND. This support is available via the Medical Room which is staffed daily from 8.15am to 2.40pm. The school manages the medication via the school Welfare Officer: written consent from parents is needed if medication is to be administered in school and medication is locked away.

The school also provides help with personal care, where needed, for students who have been commissioned a place within our SRP e.g. help with toileting and eating. Welfare Learning Support Assistants support students requiring

personal care. They liaise as needed with parents and professionals (for example physiotherapist, occupational therapist etc.) who may advise on programmes of therapy to be carried out in school. Regular moving and handling training is provided and appropriate equipment purchased.

6. Specialist services and expertise available at or accessed by the school

Specialist support teachers, educational psychologists, teachers for hearing impairment and sensory impairment, Autistic Spectrum Disorder advisory teachers and behaviour support teachers are some of the SEND support services the school uses. The Educational Psychologist visits for at least 20 days per year. The Speech and Language Therapist (SaLT) visits termly to work with individual students and consult with staff. Sensory Impaired Advisory teacher initially visits weekly until child is settled. Other support staff liaise with welfare and teaching staff as and when required.

Visiting professionals such as Speech and Language Therapists, Occupational Therapists and Physiotherapists work with named students usually known through primary links and the Child Development Centre (CDC). If a parent/carer thinks their child may need to be seen by a Speech and Language Therapist, Occupational Therapist or Physiotherapist they should seek a GP referral. The school also has a Designated Safeguarding Officer for liaison with children's social care services.

7. Training school staff in SEND

SEND training is provided for all school staff and we currently have 3 staff completely their NPQ SENDCo qualification. LSA's have appropriate and professional development on various aspects of SEND e.g. Training on autism, Sensory Impairment.

8. Activities outside the classroom including school trips

The school ensures that students with SEND are fully and equally included in out of school activities and trips. The school has use of wheelchair accessible minibus. Welfare staff accompany disabled students on all school trips. Parents/carers are involved in planning the support required for their child to access activities and trips.

9. Accessibility of the school environment

There is a lift to the first and second floor if required. Within Triple S, there are accessible changing and toilet facilities available for SEND students. The school regularly communicates with parents/carers who have a disability by writing letters, making telephone calls, or email. The school regularly communicates with parents/carers whose first language is not English via multi-lingual members of staff if necessary and community workers with links to the school. Parents have the options to bring along to meetings their own translators if they so wish.

10. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

Support is provided 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 in our facility. Our school staff may also visit the child's present school and attend Year 6 annual review meetings. Your child is prepared to move on to the next stage within school, e.g. class or key stage, through meeting(s) with the Independent Advice and Guidance Adviser, who meets with students prior to annual review meetings. Students attend Options Assemblies and

an Options Evening with parents. If a child moves schools within a key stage, all relevant documentation would be forwarded to the new school. The school will prepare your child for the transition to further education or employment via appropriate advisers who work closely with our SEND students.

11. Personnel to contact about my child's progress

If parents have any concerns about their child, they should always contact the school. In the first instance parents should meet with either the appropriate Head of Year, or for more general matters, the child's Form Teacher. If parents feel that the situation is serious or urgent, they should arrange to see the SENDCo or a member of the senior leadership team. The Headteacher will meet with parents, but would normally expect the Deputy Headteachers, to try to resolve matters before they are escalated.

Please note that all staff have teaching timetables, and it is not always possible to speak to someone if you arrive unannounced at the school. We would therefore ask that you make an appointment to see a member of staff so that they can arrange a time when they are not teaching to meet with you.