

Shaftesbury High School

**Our Special Educational Needs and Disability (SEND)
Offer**

**All Harrow schools will aim to meet the needs of pupils with
Special Educational Needs and/or Disabilities
to ensure that they make
the best possible progress in school.**

September 2017

All Schools must:

- **Shaftesbury High School will ensure provision is made in accordance with the SEN and Disability Codes of Practice**
- **Invest in whole school and targeted training for staff.**
- **Ensure inclusive and outstanding teaching and support practice are embedded throughout the school**
- **Provide information on school arrangements to support pupils to parents, carers and governors**
- **Publish on a school website the school SEN policy and a description of the arrangements and specialist provisions made for its children and young people with SEN.**

Our commitment and aspirations

Shaftesbury is a fully inclusive special school for pupils with *learning difficulties, sometimes associated with behavioural, communication, emotional, physical, sensory or social needs*, which aims to ensure that all pupils, no matter what complexity of need they have, achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs)

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

We aim to ensure that all young people at Shaftesbury make good progress. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our young people. Children's and young people's views are also critical in ensuring the right provision to meet their needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including the Educational Psychology Service), who assess children and advise parents and schools.

Other useful documents such as our SEND policy and Disability Accessibility Plan and School Prospectus are available on the school website. If you would like further information about what we offer here at Shaftesbury, then please do not hesitate to contact us directly.

Who are the best people at school to talk to about my child's SEN?

- **Class teacher** - responsible for:
Planning the curriculum and differentiation and assessing your child's progress
- **Head teacher** - responsible for:
Co-ordinating all the support and intervention in the school, keeping parents informed, holding the reviews and liaising with all agencies involved in your child.

The day to day aspects of the school and all the arrangements for all children. The Head teacher has to report to the Governing Body on all aspects school provision

- **SEN Governor** - responsible for:
Making sure the necessary support is made for every child with SEN, who attends the school.
- **Family liaison and transition advisers** – responsible for:
Providing advice and support to families in all issues they face in ensuring their child/young person gets the provision he/she needs – in and out of school, at home and in the community.

Leadership of SEND Provision

Our Headteacher co-ordinates support and interventions across the school, and from outside agencies. The Headteacher will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where progress continues to be less than expected the class or subject teacher, working with Headteacher, will assess as to possible reasons

- The school, in partnership with parents/carers and pupil, will work through a four step graduated response: **assess, plan, do, review**, which is cyclical – termly reviews leading to revisions in plans and interventions. These termly plans will reflect the annual targets and outcomes set out in our students' Education Health Care Plans.
- Where a pupil is reaching a point of transition (from primary to secondary school, or secondary to Further Education) the school will work with the parents, students and school staff in both settings to ensure a smooth and successful transition (please refer to www.shaftesbury.harrow.sch.uk for in school transition and year 7 transition details).
- Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority re-assessment or for an Education and Health Care Plan to be completed (EHCP).
- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
- The school will annually monitor and evaluate the effectiveness of its provision for pupils, by reporting on the progress of our young people and the quality of the provision for their special needs to the governing body.

How will I know how well my child/young person is doing at school?

At Shaftesbury High School we have:

- An open door policy - parents welcome to make an appointment at any time
- Partnership between parents and teachers - we will communicate regularly
In via a school diary, email or phone
- Meetings with relevant staff at least once a term
- The statement or EHCP will be reviewed at formal meetings where progress is reported on, a report written and sent off to the Local Authority.

What are the different types of support that may be available for students at this school?

This is provided by the school staff teams, and especially the PALS (pupil additional learning support) team who provide individualised interventions in addition to the support required as outlined in the pupil's individual statement or Education and Health Care Plan.

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHC
Social, mental and emotional health needs	<ul style="list-style-type: none"> ● Consistent application of the school's behaviour policy ● A positive supportive and nurturing environment ● PSHE curriculum ● SEAL ● Family group ● Drama and Art therapists ● Counsellor 	<ul style="list-style-type: none"> ● Identification in school ● Additional advice and support from outside agencies ● Adaptations to the curriculum to secure engagement ● Support to build relationships and engage ● Trained Learning Mentors, counsellors, and therapists, to overcome barriers to social inclusion ● PALS 	<ul style="list-style-type: none"> ● Interventions follow an "assess, plan, do, review" cycle ● Work with parents to refer to CAMHS ● Targeted intervention to promote social skills and emotional resilience in SEAL group sessions ● Adaptations to physical environment eg change of seating arrangements. ● Monitoring and support in unstructured time eg breaks/ lunch ● Behaviour Support Plan/Pastoral Support Plan
Speech, language, communication and interaction Shaftesbury High School is a 'communication friendly school' awarded by ELKLAN June 2017	<ul style="list-style-type: none"> ● Strong emphasis on speaking and listening, through individual programmes ● ELKLAN trained staff 	<ul style="list-style-type: none"> ● ELKLAN trained staff ● 1-1 phonic or whole word support ● Personalised support within the class ● Language monitoring learning systems ● SALT interventions delivered by SALT/School staff ● PALS 	<ul style="list-style-type: none"> ● Access to small teaching and learning groups ● Additional in class TA support ● Alternative communication systems ● Access to personal ICT/ adapted ICT equipment ● Speech & Language Therapy planned and delivered by a qualified therapist or therapy assistant ● Advice and support via EPS
Autistic spectrum	<ul style="list-style-type: none"> ● Structured day ● Positive behaviour management ● Student's preferred learning style understood. ● Differentiated lessons 	<ul style="list-style-type: none"> ● Curriculum modified to take account of learning styles ● Individual coaching and support from the class teacher and our PALS Team ● Use of appropriate resources e.g. visual timetables, social stories, work stations. 	<ul style="list-style-type: none"> ● Key teacher ● Small group targeted intervention. ● ICT used to reduce barriers ● Alternative communication systems ● Advice and intervention from Harrow EPS/PALS

<p>Cognitive and Learning/Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> ● Differentiation of the curriculum and teaching ● Teaching resources are skills based and appropriate ● Multi sensory approach to learning ● Visual, auditory, and kinaesthetic learning is developed 	<ul style="list-style-type: none"> ● Curriculum is adapted to meet the needs of pupils ● Targeted intervention programmes Independent Learning Plan ● Specific goals- short steps ● Differentiated resources are provided as appropriate ● Learning support via in school Inclusion ● 1:1 reading alongside intervention programmes ● Access to personal ICT/adapted ICT equipment alternative methods of recording ● PALS 	<ul style="list-style-type: none"> ● Access to smaller teaching and learning groups ● Additional in class TA support ● Additional specialist teaching support ● Educational Psychology assessment / support ● Access to personal ICT/ adapted ICT equipment ● PALS/ ARC as appropriate
<p>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)</p>	<ul style="list-style-type: none"> ● Provision of specialised equipment ● Seating position within class ● Differentiated curriculum ● Sensory needs profile ● Sensory theatre ● Medical care plans ● ELKLAN trained staff ● AS resource base ● Liaison with Harrow's SACT team 	<ul style="list-style-type: none"> ● Modified learning environment. ● Learning support via our Inclusion team. ● Occupational Therapy and Physiotherapy from experienced TAs & inclusion team working from Therapy plans ● Mobility and care plan management ● Liaison with a range of medical professionals as needed assistance via School Nursing Team ● PALS 	<ul style="list-style-type: none"> ● Individual protocols and plans for children with significant physical and or medical needs. ● Additional modifications to the school environment ● Additional resources to reduce individual barriers to learning ● Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants ● Access to external advice and assessment. ● Advice and outreach from Sensory Team ● PALS/ ARC as appropriate

What happens if my child/young person makes very little progress at school?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.
- Where a child/young person continues to make little progress despite the support provided by the school, including external support and advice, and there is increasing evidence that the child has needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory re-assessment of the child's SEN statement or EHC plan or consider whether the current placement is still as relevant as it was for the child/young person on entry to Shaftesbury High School.
- Governor Involvement: All schools have a designated SEN Governor responsible for making sure the necessary support is available for every child who attends the school

If you need to complain

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)