



Adopted:	September 2015
Last reviewed:	September 2018
Next Review:	September 2019

INCLUSION DEPARTMENT

SPECIAL EDUCATIONAL NEEDS POLICY DOCUMENT **(updated 2018)**

***“Learning first*”**

We will work together to raise the achievement of all students, thereby improving their life chances.

We believe that high quality teaching, learning and leadership are fundamental to our success.

By ‘embedding ambition’ in our students we will enable our young people to lead a balanced life as adults, capable of contributing positively to their community.

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PROVISION

Our Special Needs arrangements for the school aim to:

- (a) Identify need, through a programme of diagnostic testing, assessment, and recording including MIDYIS, Wrat 4, New Group Reading tests, Lucid Exact and DASH. This work starts in KS2 as part of the outreach programme.
- (b) Implement individual work programmes, if required. Within this policy, individual progress is monitored by all staff and a record maintained of the progress achieved. As a priority, we aim to improve the basic skills (reading, writing, comprehension, numeracy) of our students with learning difficulties and address the needs of students with behavioural difficulties through good practice from all staff, use of the whole school behaviour policy as well as personalised packages.
- (c) Allocate the additional resources for students with existing Educational Statements of SEN/ Education, Health and Care Plans and monitor and record student progress and impact.
- (d) Identify students for whom Education, Health and Care Plans should be initiated.
- (e) Ensure that the Curriculum and the resources used are appropriate for students with Special Educational Needs, through modification by department staff working in close collaboration with the Assistant Head/SENCO and teaching assistants. In exceptional circumstances, the National Curriculum may be deemed inappropriate for particular pupils necessitating their disapplication and a personalised package put in place.
- (f) Offer in-school specialist training and advice to individual teachers and teaching assistants as appropriate.
- (g) Explain the practice of our school support to parents and students so that home and school can work together in partnership to improve student progress.

The school contributes to helping children with learning needs through:

The Achievement Assistant Head/SENCO– Sue Wilkinson and the Achievement team by enabling: -

1. An awareness in all teachers to the needs of a wide range of those with learning difficulties in their classes and a commitment to find strategies to support them.
2. The experience of the Assistant Head/SENCO in:
 - (a) Identifying students and advising staff on how to differentiate to meet their needs.
 - (b) Providing resources and advice to support additional adults on how best they can meet the demands of SEN students.
 - (c) Personalise provision, when required.
 - (d) Regular staff training on all aspects of supporting students with special educational needs.
3. Providing teaching resources resulting from the specific needs of a named individual. Teaching Assistants need to be pro-active - preparing resources and suggesting action.

4. In-class support for individuals or small groups.
5. Additional activities organised by the Inclusion Department E.g. Reading Intervention, Lexia Phonics Programme, Independent Learning Club, Breakfast Club, Mentoring Scheme, Break club, Lunch club, Dyslexia Screening, Travel Training, Lego Therapy, SEAL, Handwriting intervention, additional support for EAL students, English and Maths after school intervention and professional counselling services.
6. Asking for advice from outside agencies when required.

Identification of SEN

1. Early identification, assessment and provision for any SEN child is very important for the following reasons:
 - To minimise the difficulties that can be encountered when interventions and provision occur
 - To maximise the likely positive response of the child
 - To allow for a temporary learning difficulty to be overcome and for future learning to be unaffected
 - Allowing external agencies can be brought in earlier with a greater likelihood of success
 - To set appropriate challenges and levels of study for each individual student
2. The SENCO will be responsible for identifying students with SEN in the first instance, sometimes after requests from parents.
3. For students at primary school, the SENCO will attend the final transition review meeting for those students who have special educational needs. The SENCO will liaise with relevant Primary School Key Workers to ensure that all students on the SEN register have been identified and that suitable provision has been made for entry at Harrogate High School.

SEN CODE OF PRACTICE AND THE IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Schools and teachers must be aware that:

- Provision for students with Special Educational Needs is a matter for the school as a *whole*. All teachers are teachers of students with Special Educational Needs.
- Students' learning difficulties may not result solely from problems within the young person.
- Students' rates of progress can sometimes depend on what or how they are taught.
- Effective management, school ethos and the learning environment, curricular disciplinary and pastoral arrangements can help prevent some Special Educational Needs arising and minimise others.
- Differentiation of learning activities within subjects will help meet the learning needs of students.
- Differentiation can be addressed by considering the nature and variety of activities and the intellectual demands placed on the student.
- Subject teacher planning should be flexible to recognise the needs of all students as individuals and to ensure progression, relevance and differentiation in class and following on from intervention.
- Teachers should use National Curriculum programmes of, including P Scales, to teach knowledge, understanding and skills using a variety of methods that are appropriate to the abilities of individual students.
- Where setting or streaming is used, consideration of placement in a set should be made subject by subject. The curriculum content or the pace of lesson delivery should still vary to reflect the needs of the individuals within the group.

Main Features of Support

The main features of learning support provided by the Inclusion Department are:

- ❖ Collaborating with all colleagues to ensure the identification of students with special educational needs and the recognition of the strengths and weaknesses of individuals.
- ❖ Supporting colleagues with strategies, ideas and techniques for teaching the whole range of students with special educational needs.
- ❖ Working with teachers using teaching approaches suited to the needs of students, through in-class support, team teaching or advice.
- ❖ Supporting and helping students with academic, learning, social, behavioural and physical difficulties within the classroom and through small group or individual work.
- ❖ Advising colleagues on support strategies for students with a range of difficulties across the curriculum.
- ❖ Advising colleagues on effective differentiation of resources and working with colleagues to produce them. Matching appropriate resources to students' learning requirements.

- ❖ Informing colleagues of the range of materials and approaches available to facilitate learning.
- ❖ The administration of standardised and non-standardised tests and advising on appropriate assessment materials and procedures.
- ❖ The preparation and implementation of individual programmes for students with particular difficulties.
- ❖ Liaison with multi agencies where appropriate including the Educational Psychologist, Pupil Referral Service, Speech and Language therapist, CAMHS (Child & Adult Mental Health Service), Advisory service for Hearing and Visual Impairment, Social Care, Harrogate Collaborative, Enhanced Mainstream schools for Autism and Cognition and Interaction difficulties, Prevention Service and Just B Counselling.

Annual Reviews:

A student's Statement of Educational Needs/Education, Health and Care Plan is reviewed each year.

The meeting is held at the school and is organised by the SENCO. The meeting is chaired by the SENCO. Informal reviews of students needs can be held at any time. These can be initiated by the school, parents or support services.

The purpose of the meeting is to review the educational provision of a student and to address any changes which may need to be made to current provision.

The named SEND Co-ordinator for the school is Ms. S Wilkinson, Achievement Team Leader and Assistant Headteacher.

Contact details as follows:

Tel: 01423 548800 ext. 249

Email: swi@harrogatehighschool.co.uk

The named SEN Governor is Mrs. Tracey McWilliams.

**Harrogate High School SEN Information Report
Date: September 2018**

SEN Policy (please view on the Harrogate High School website located in 'About us – Policies and Procedures')

This is what we provide in our school

Harrogate High School's minimum expectations of good practice

1. What kinds of SEN are provided for in your school?

There is a diverse range of SEN found within school and we use our best endeavours not only to meet the needs of every student but to unlock their potential. The 2015 SEND Code of Practice outlines four broad areas of need:

Communication and Interaction

The school receives excellent support from the Autism Outreach Service and referrals can be made to a Speech and Language Therapist from Harrogate Healthcare Trust. A broad range of interventions and strategies have been developed.

Cognition and Learning

The school has invested considerably in the development of quality teaching with a focus on Dyslexia friendly classroom strategies and range of differentiation techniques for students with weak literacy skills. Wave 2 and Wave 3 literacy and numeracy interventions are in place.

Social, Emotional and Mental Health Needs

Support provided by our Pastoral teams has been recognised as being of the highest quality. Well-defined routes for referral are in place to support students with more complex needs. Involvement of a wide range of services enables the school to be more proactive.

Sensory and / or Physical Needs

We work very closely with specialists from the Sensory and Physical needs support service to ensure that we continuously up-dated on

Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a student with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.

<p>best practice for supporting students with physical or sensory needs. Learning walks are undertaken to ensure maximum access. Specific examples of SEND at Harrogate High School are as follows: Severe Dyslexia, hearing impairments, visual impairments, students on the Autistic spectrum and physical conditions. We operate an inclusive mainstream model of provision.</p>	
<p>2. What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCO's name and how can I contact them?</p>	
<p>It is a priority that SEN is identified as early as possible so that appropriate assessment, advice and provision can be implemented without delay. Identification of Special Educational Needs is made through:</p> <ul style="list-style-type: none"> • Liaison with feeder primaries. • Receipt of transition information from the Local Authority • Liaison with parents. • Monitoring of progress data every six weeks via whole school tracking processes. • Monitoring through vulnerable learner meetings • Regular liaison with Learning Managers, Achievement Team, VMG Tutors, Teaching Staff, Teaching Assistants, regular liaison with outside agencies and support services. • The Inclusion Department uses a range of standardised assessments to identify and clarify needs across learning, social and emotional domains. <p>We take into account a wide variety of factors before putting any student on the SEN Support Record, however if a student is making inadequate progress because of SEN, the student is placed on the SEN Support Record.</p>	<p>The name and contact number of the SENCO should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map. This should include:</p> <ul style="list-style-type: none"> • Details of any strategies being used to support your child in class. • Details of any extra support or interventions for your child as well as impact. • Details of any agency support your child receives. <p>Most students will benefit from SEN support, but some students who need high levels of support, or who have complex needs will need to be referred for an Education, Health and Care Plan where necessary.</p>

All teachers and key staff are informed of the needs of individual students via the SEN Support Record and are involved in their progress reviews as part of whole school monitoring. It is important to note that students may receive additional support and interventions as part of whole school provision, however this alone would not place them on the SEN Support Record.

Most but not all of our learners have their SEND identified at primary school, therefore we ensure that we have robust transition procedures in place so that as a secondary school we are aware of learners needs at an early stage in the process. This includes a bespoke SEN Transition Programme, run in the summer term for those who have SEN or are identified as vulnerable.

For some students, subject teachers or support staff may be the first to notice a difficulty with learning. At Harrogate High School we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teachers. The Special Educational Needs Co-ordinator (SENCO) will also support with identification of barriers to learning and we have a range of assessment tools available.

Key Contacts

SEN Governor – Mrs. Tracey McWilliams

Assistant Headteacher/SENCO – Mrs. Sue Wilkinson

Learning Manager – Mrs. Tracey McWilliams

Learning Manager – Mr. Kevin Shattock

Learning Manager – Miss. Amanda Reeve

Learning Manager – Mrs. Barbara Williams

SEND Administrative Support – Mrs. Sally Huby

Staff can be contacted via telephone on: 01423 548800

3. What arrangements do you have for consulting with parents of children with SEN and involving them in their child’s education?

The school and Inclusion Department welcome contact from parents. Senior Teaching and Learning Assistants within the Inclusion Department provide an increased opportunity for parents to liaise with a staff member who knows their child well.

Parents are invited to participate in review meetings where students have an Education, Health and Care Plan.

The school recognises that the knowledge and understanding that parents/carers have of their child’s needs is essential in supporting the school in making the best provision. We value and take account of the views of parent and child’s hopes, personal goals and interests. We value the support and advice from all parents and aim to work in partnership to ensure the best outcomes for the student. Parent/carers of students on the SEN Support Record are involved in discussions about their child’s progress and the impact of interventions on outcomes. These may take place during consultation evenings or during reviews.

At times some students may have a home-school book to enable staff to keep parents/carers informed of how their child is doing on a daily basis. In addition to scheduled parents’ evenings and reviews; parents/carers will have the opportunity to meet teachers and staff from the Achievement Team upon request.

School communicates regularly with parents via three parents’ evenings a year, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For students with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child’s needs is essential to support the school in making the best provision for them. This should also take account of yours and your child’s hopes, personal goals and interest.

This will allow the school to regularly explain to you where your child is in their learning and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- Regular contact through a home-school book or by email to keep you informed of things that are going well or particular successes.
- More regular meetings to update you on your child’s progress and whether the support is working.
- Clear information about the impact of any interventions.
- Guidance for you to support your child’s learning at home.

4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

Students are invited to attend meetings as appropriate where their progress is being discussed. Students who have an Education, Health and Care Plan are formally consulted annually.

School will obtain the views of all children (student voice) to shape provision in school. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to

	and they are supported to achieve their aspirations as far as possible.
5. What arrangements are in place for assessing and reviewing children and young people’s progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review?	
<p>The review of progress for students on the SEN Support Record is not in isolation but monitored across the curriculum and in line with whole school monitoring and reporting systems. In addition, data such as whole school literacy testing, SEN assessments, reports from outside agencies, reports from teachers and key staff are taken into consideration.</p>	<p>All students with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child’s progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets and overall progress on the National Curriculum.</p>
6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?	
<p>There is clear evidence that students with SEND find transition particularly challenging so additional bespoke arrangements are overseen by the Learning Support Department.</p> <p>Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving to another school, training provider or moving into employment. Harrogate High School has well established programmes of support for all students at each of the transition points and is committed to working in partnership with students, families and other providers to ensure positive transitions occur.</p> <p>Y6 to Y7</p> <p>At Harrogate High School we are aware of learners needs at an early stage in the transition process. Primary SENCOs are asked to provide information about any Y6 student with SEND who has gained a place at Harrogate High School. Visits are then made to all Y6 SEND students’ feeder primary schools by Sue Wilkinson (SENCO) and members of the Achievement Team, under the direction of the</p>	<p>Your SENCO should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the student and are often accompanied by a well-known member of staff. The student should receive as much transition work as they feel necessary.</p>

<p>SENCO, Sue Wilkinson. This includes attending Y6 EHCP Annual Reviews. Additional visits and a more personalised transition programme are arranged for students with more complex SEND or for those who are more vulnerable. This includes a bespoke transition programme for a group of students which are tailored specifically to a student's needs.</p> <p>KS3 to KS4 Great care is taken to guide students through the GCSE options process and additional meetings are held to give parents of students with SEND more time to discuss their concerns. Parents are able to discuss the appropriateness of aspects of the Key Stage 4 curriculum in relation to their child's specific needs.</p> <p>Post 16/18 When students with SEND are moving to a post 16/18 placement, the SENCO liaises closely with careers professionals and post 16/18 providers to make the transition as smooth as possible.</p> <p>Moving schools Harrogate High School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Harrogate High School has an onsite careers advisor who works closely with the SENCO on careers options for students with SEND.</p>	
<p>7. What is your school's approach to teaching children and young people with SEN?</p>	
<p>Students with SEND are highly valued at Harrogate High School, where our aim is to empower students and develop the confidence they need to create and manage a life of their choosing. We are committed to ensuring the success of our young people who have SEND.</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping students with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support</p>

Through carefully tailored and closely monitored provision, we aim to support and enhance the inspirational teaching and learning that is characteristic of the school in its quest to ensure 'excellence for all'.

The vast majority of students with SEND are taught in mainstream lessons alongside their peers as part of our inclusive philosophy. There is an emphasis on high quality classroom teaching being the first important step to meeting the needs of learners with SEND. To assist teachers, the school Support Record contains a list of students in school with identified SEND. This means that they require some form of support or adjustment beyond the normal differentiation that teachers are required to make to meet the differing needs of all learners. The school Support Record is a working document and is updated regularly as and when the information changes.

Linked to the school Support Record are individual strategies, which give a more detailed description of the student's needs along with teaching strategies for those students who have more complex SEND.

In addition, generic information on specific conditions such as dyslexia, dyspraxia, autism, ADHD, social difficulties are issued so that teachers can refresh their understanding at any time. Some students may require additional support or curricular adaptations but are not on the SEN Support Record, for example a student with a medical condition may need support to help with reintegration after a long period of absence. There is a vulnerable list which contains information for the classroom teacher for such students without a SEND who may need some other provision within the classroom. A further example is that if a student has vulnerable home circumstances they would not automatically be categorised as

within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons. Schools use a range of evidence based interventions to support students with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- What interventions your child is receiving and what are the intended learning outcomes.
- When during the week any interventions will be delivered and for how many weeks.
- Who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom).
- How the interventions will relate to and support learning in the classroom.
- How they will be monitored closely to make sure they are helping your child to make accelerated progress.

<p>needing 'SEN' support. Their needs would be met by subject teachers' use of discretion once they were made aware of the difficulties.</p> <p>Some examples of additional and different SEN provisions include:</p> <ul style="list-style-type: none"> • Extra English or Maths intervention. • A highly personalised timetable, including alternative provisions. • A time-out arrangement whereby a student has a designated quiet area to sit if needed. • Modified and enlarged resources. • Specialised equipment. <p>We value high quality teaching for all learners and actively monitor teaching and learning in the school. We use a variety of methods to do this including regular lesson observations, work scrutiny and learning walks.</p> <p>We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners. Staff continually assess progress thus ensuring that learning is taking place.</p> <p>Our whole school system for monitoring progress includes tracking by subject teachers, Learning Managers, Heads of Departments and the Senior Leadership Team.</p>	
<p>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p>	
<p>Every teacher is required to adapt the curriculum to ensure access to learning for all in their class. The Teacher Standards 2012 detail the</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs in lessons. They may also be able</p>

expectations on all teachers and at Harrogate High School we are proud of our teachers and their development.

Our teachers use various strategies to ensure access to the curriculum, including:

- Differentiated learning objectives and resources.
- Dyslexia friendly classroom (Dyslexia Quality Mark approved).
- Visual timetables.
- Writing frames.
- Laptops and other alternative recording devices (e.g. Dragon software).
- Peer buddy systems.
- Positive behaviour rewards system.

Every effort is made to accommodate students with physical disabilities so that they can have as normal experience of school as possible. Groups are available at break and lunchtime for students needing additional support at these times, as well as homework club 5 days a week.

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' the universal differentiated curriculum. The type of support is dependent on the individual learning needs. School uses a range of evidence based interventions to support students with SEN to make better progress. The aim is always for the progress made in intervention to transfer into mainstream lessons:

- All interventions are structured; they demonstrate progression and are limited.
- Parents/carers are invited to discuss the particular intervention with a member of the Achievement Team.

to share with you the school's overall plan of support, which outline many of these strategies.

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

- Students are regularly assessed to ensure above expected progress is made and that the intervention meets the individual needs of the young person.
- All interventions are delivered by experienced staff, specifically trained to deliver the programme.
- Where progress is insufficient the student is transferred to another intervention.

Students with Social, Emotional or Mental Health needs have the opportunity to be referred to a specialist intervention – SEAL – Social and Emotional Aspects of Literacy.

Some interventions may be delivered by external agencies such as autism support or the sensory support service. Where this is the case parents/carers will be included in the planning of intervention.

Some students with SEND require special exam arrangements for internal and external examinations.

The range of actions and interventions we offer to support learners with SEND are described on provision maps. We modify the provision maps regularly and they changed every year, as our learners and their needs change.

The Inclusion Department

At times students with SEN may require additional adult support to make better progress and develop independence. We employ a team of highly qualified Teaching Assistants, who provide in-class support and provide personalised learning programmes and evidence based interventions under the direction of the SENCO.

Where teaching assistants work in class they will target specific groups who have been identified by the SENCO as needing additional support to make progress.

<p>The class teacher will share learning objectives and outcomes with the teaching assistant and direct them to work in a way which ensures all students become independent learners.</p> <p>For those few students where more help is needed than is usually available through the school's notional SEN budget, school, parents and outside agencies may decide that it is necessary to request an Education, Health and Care Plan (EHCP). Where this is the case the school will work in partnership with parents and agencies to focus on what provision is needed to secure positive outcomes for the student both short term and long term.</p>	
<p>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</p>	
<p>As a teaching school continuous professional development is integral to our culture and ethos.</p> <p>The Learning Support Department has a high level of expertise and specialist training. The SENCO has a range of qualifications including B.Ed, M.Ed and Post-Graduate Diploma (SEN) and is qualified to assess for exam access arrangements.</p> <p>Some of the teaching assistants are qualified to level 3 standard and one holds the Higher Level TA accreditation. Most have undertaken specialist training in areas such as dyslexia, autism, adolescence and mental health, counselling and sensory needs. Most members of the Inclusion Department are qualified and experienced to deliver in-house training on a range of special educational needs to teaching and support staff.</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a student has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>

Any additional specialist expertise is sought and secured from the wider North Yorkshire Specialist Network of services and increasingly the volunteer sector.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

Monitoring progress is an integral part of teaching and leadership within Harrogate High School. The progress of all students, including those with SEN is evaluated every six weeks through rigorous data monitoring.

If a learner has an Education, Health and Care Plan the same review conversations will take place but the EHCP will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by teachers, teaching assistants, senior leaders and Governors. Our school data is also monitored by Ofsted.

The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track student progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods. Such as: measuring how the intervention accelerated progress over a given time or before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information.

The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.

11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

Other opportunities for learning

All extra activities are open to all students. Where activities are provided for students with SEN, students without SEN are welcome to attend in the majority of cases.

The school's policies should all state how all students are actively included in a wide range of curriculum and extra-curricular activities. Including school trips. Students with SEN should be equally represented in positions of responsibility e.g. student voice.

As part of our commitment to making reasonable adjustments to maximise participation for all, a number of additional clubs and extra-curricular activities are available for students who find large groups overwhelming. For further details, please see our enrichment programme on the school website.

12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

The school invests in a wide range of pastoral roles including Attendance Manager, full-time Learning Managers, Health Support Officer, who meet weekly to discuss students’ needs and concerns. SEN awareness and anti-bullying are incorporated into the whole school VMG programme. The counselling charity ‘Just B’ provides regular support for students with emotional difficulties. The Inclusion Department operates a Quiet Room for vulnerable students at break and lunchtime. Support staff are available every break and lunchtime to meet with students. As well as a breakfast club option on a morning. Students may be offered a mentor with whom they can meet on a regular basis. Assemblies which have an anti-bullying message and focus on celebrating individuals’ differences and delivered by senior staff. Students participate throughout the year in fund raising activities to support associated charities.

Some of the interventions implemented should be for emotional support e.g. SEAL, the provision of a key worker.

13. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families?

In addition to the special education provision available within school we may wish to seek advice from specialist teams. We work closely with our external professional partners from Education, Health and Social Care as well as consulting voluntary

The Local Authority offers a range of specialist support and outreach services., including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions. Other specialists such as speech and language therapists can also support schools in this. If the school feels that the

agencies and specialist charities such as the National Autistic Society. Colleagues from Educational Psychology, CAMHS, Disability Children’s Team, Local Authority Support Teams, The Prevention Service, Speech and Language Therapy and Careers are regularly consulted.

This collaborative multi-agency approach ensures that our assessments, advice and interventions are well-informed by experts in each field. Outside agency representatives are invited to play a role in the Annual Reviews of Education, Health and Care Plans. Parents/carers are consulted and asked to sign a consent form before specialist agencies become involved with the student.

A full description of all the specialist services and provisions in the area which are universally provided by North Yorkshire County Council are described on their **Local Offer** website.

involvement of another agency will help them to meet your child’s needs, you will be informed and asked to give your consent.

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

Have your say
 If you have any concerns about the provision made for a student with SEND, the first point of contact is Ms Sue Wilkinson, Achievement Team Leader/SENCO/Assistant Headteacher.
 At Harrogate High School we are committed to working together with all members of our school community and would welcome your feedback.

We seek to constantly evolve and develop provision for all our learners, ensuring excellence for all. This SEND information report declares our annual offer to learners with SEND but to be effective it needs the views of all parents/carers, learners, governors and staff.

There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.

15. Local Offer

A link to NYCC 'Local Offer' can be found here:

<http://www.northyorks.gov.uk/article/26714/The-North-Yorkshire-County-Council-local-offer>

Other useful links:

Parents/carers of students with SEND might find the following whole school policies useful, which are available on the school website:

SEN Policy

Behaviour Policy

Anti-bullying Policy

Equality Policy

Further support and guidance is available from:

- NYCC SENDIASS (Special Educational Needs Disability Information Advice and Support Service)
- Our SENDIASS link is Janet Allen:
Janet.Allenz@northyorks.gov.uk
- Government Advice: The Department for Education: 'SEND: Guide for parents and carers' – Publications – gov.uk