



HARROW
SCHOOL
ONLINE



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

CONTENTS

1. POLICY OVERVIEW	3
2. DEFINITIONS	3
3. VISION	3
4. ADMISSIONS ARRANGEMENTS	4
5. MEETING THE SEND OF HARROW SCHOOL ONLINE LEARNERS	4
6. ROUTES TO IDENTIFY NEEDS	5
6.1 BEFORE ENTRY	5
6.2 DIFFICULTIES IDENTIFIED THROUGH SCREENING	5
6.3 DIFFICULTIES DURING A PUPIL'S TIME AT THE SCHOOL	5
7. ASSESSMENTS AND ADDITIONAL PROVISION	5
7.1 ASSESSMENTS ON ENTRY	5
7.2 ASSESSMENTS DURING ENROLMENT	6
8. LEARNING SKILLS SUPPORT AND SEND LESSONS	6
9. CHARGES FOR ADDITIONAL SUPPORT	6
10. PARTNERSHIP WORKING	7
11. SEND MONITORING	8
12. ACCESS ARRANGEMENTS	8
13. ALTERNATIVE ARRANGEMENTS	8
14. MANAGING COMPLAINTS	8
15. EXTERNAL LINKS	8
16. REVIEW	9
APPENDIX 1: ACCESS ARRANGEMENTS POLICY	10
SPECIAL EXAMINATION ARRANGEMENTS.....	10
ACCESS ARRANGEMENTS FOR US UNIVERSITY ADMISSIONS.....	11

1. POLICY OVERVIEW

This policy is:

- To ensure that all pupils at Harrow School Online who have special educational needs and disabilities (SEND) are identified and that their needs are met appropriately.
- To ensure that the School's systems and procedures meet the needs of pupils who require additional support or arrangements.
- To ensure that staff of the School are aware of the importance of their responsibilities in identifying and providing for those who have SEND.
- To help parents, guardians and nominated mentors of pupils who have SEND to understand their role in meeting the needs of their children.

As an independent school, Harrow School Online does not have a statutory obligation to comply with the SEN Code of Practice (2014), although the School follows the code closely as a model of good practice. This policy also has due regard to the statutory guidance contained in the Special Educational Needs and Disability Code of Practice (2014), the statute law of the Children and Families Act (2014) and adheres to the philosophy underlying the Equalities Act (2010). The School is committed to observing the principles of the Act and does not discriminate on any grounds.

Electronic copies of this document are available on the website. Relevant staff are notified of any significant policy changes.

2. DEFINITIONS

The Special Educational Needs and Disability Code of Practice (updated 2015) and The Children and Families Act (2014) define a Special Educational Need or Disability as a child or young person who has 'a learning difficulty or disability which calls for special educational provision to be made for him or her'.

A child with a learning difficulty 'has a significantly greater difficulty in learning than the majority of others of the same age'.

A child with a disability 'has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. VISION

Harrow School Online is an inclusive institution that is committed to equal opportunities for all. The School welcomes pupils who meet the admissions criteria, including those who have special educational needs and disabilities (SEND). The School recognises its duty to make reasonable adjustments for pupils who have SEND or additional learning needs, and is committed to understanding and meeting those needs during their time at the School. Pupils who are identified as having SEND will, like all others, be entitled to access the full School curriculum and be encouraged to take advantage of the opportunities on offer in all areas of School life.

All Teachers at the School are committed to understanding and providing for pupils who have SEND. Harrow School Online acknowledges that all Teachers are responsible and

accountable for the progress and development of the pupils in their classes. For those pupils identified as having additional needs or requirements, be that on entry or during their enrolment at Harrow School Online, the School is committed to providing support, to the extent that it is reasonably able, so that they can become independent, successful learners and confident young adults.

Harrow School Online's Success Coaches are SEND specialists who can provide support to pupils with a wide range of needs. The nature of the support will depend on the exact needs and will be determined in consultation with the pupil and their parents. This may include individual lessons, group study skills lessons or accommodations made by Teachers in the live lessons. As with a traditional school, the School is able to apply for accommodations to be made by the Pearson Edexcel examinations board which reflect the pupil's normal way of working when pupils take their International AS and A Level examinations.

4. ADMISSIONS ARRANGEMENTS

Admission to Harrow School Online is in accordance with the School's Admission policy. It is made on the grounds of academic performance, character, personality and the willingness and ability to make the most of the opportunities offered by the School.

The selection process takes into full account all assessments (i.e. any previous examinations taken, subject entrance tests, interviews and approved English language tests) together with the reported findings of any chartered educational psychologist, medical or allied professional who has been consulted about an applicant's additional needs.

The School can support pupils with a wide range of SEND. Parents of pupils who have SEND or any other additional needs such as medical or psychological needs, are required to inform the School about these on application. Academic referees are also required to disclose details of a pupil's specific needs and requirements on their written references.

It is important to note that Harrow School Online employs SEND specialists, but the School does not have the facilities to offer highly specialised and intensive support.

5. MEETING THE SEND OF HARROW SCHOOL ONLINE LEARNERS

By its nature, online schooling can provide a welcoming environment for pupils with SEND, as pupils study from the comfort of their own home with fewer distractions than a traditional classroom. Self-study lessons can be reviewed at a time and pace determined by the pupil, with breaks and scheduling that work effectively for that individual, and all live lessons are recorded and can be watched back if required. The Harrow School Online platform has been designed to meet accessibility requirements and our online self-study courses have undergone an external accessibility review check.

Provision for pupils with SEND is led by the Success Coach. Our Success Coach works in close partnership with the academic team and parents and mentors to ensure that pupils' needs are holistically understood and met during their time at Harrow School Online. The voice of the pupils is considered integral to the provision.

Pupils who have SEND at Harrow School Online are included on a register, which is available to Teachers via the School's SharePoint system. This register is formally reviewed each term and is regularly updated in line with pupils' needs or diagnoses. Teachers are expected to familiarise themselves with the information about pupils they teach to inform teaching and learning in the online classroom. Regular communication about the needs of pupils occurs through various forums at the School.

Pupils with additional needs will have their own personalised profile which looks at their needs, strengths, and types of strategies Teachers can use to help the pupil to thrive and

achieve their potential in the classroom. It will be reviewed frequently by the pupil, Teachers and parents and an ongoing support plan will be created to help them to succeed.

6. ROUTES TO IDENTIFY NEEDS

Harrow School Online recognises the benefit of identifying pupils who have SEND at the earliest possible point in their Harrow School Online career. This process usually begins before the pupil starts at the School, when we expect and welcome information-sharing between a pupil's parents, their previous school and Harrow School Online's Admissions team to support a positive transition.

Early identification is important to ensure that pupils with additional needs receive the appropriate support. Identification may occur through one of these routes:

6.1 BEFORE ENTRY

The School requests SEND information in the Confidential Reference form completed by the previous education setting, as well as from parents in the application form, and the medical form which is sent to pupils who have enrolled with Harrow School Online. The pupil's previous school must also complete the ISEB SEND Report form requesting access arrangements, and should outline the nature of any support received, the pupil's normal way of working and any anticipated needs for support upon transition.

In the case of those pupils arriving with a history of learning needs and provision, the Success Coach will review the pupil's needs and their name will be added to the School's SEND Register. Where appropriate, bespoke implications and strategies for teaching and learning will be detailed on the pupil's personalised profile available to Teachers on the virtual learning environment to support differentiation in the online classroom. Depending on the pupil's particular needs, further support may also be put in place.

6.2 DIFFICULTIES IDENTIFIED THROUGH SCREENING

All pupils undergo baseline testing (Alis) in the first term of year 12. A pupil entering the School mid-year will also undergo the same baseline test. The Principal and Success Coach will use the resultant data to identify pupils at risk of having potential learning difficulties and thereafter further investigation, support and assessment will be considered. The administration of a dyslexia screener may be considered appropriate in certain circumstances.

6.3 DIFFICULTIES DURING A PUPIL'S TIME AT THE SCHOOL

For some pupils, their SEND will become apparent while enrolled at the School. Where no previous additional needs have been identified, Teachers have responsibility for noting a pupil's possible SEND and referring them to the pupil's Success Coach through the standardised referral procedure. Parents, too, may highlight concerns about possible SEND and should discuss these with the Success Coach.

7. ASSESSMENTS AND ADDITIONAL PROVISION

7.1 ASSESSMENTS ON ENTRY

In cases where a full diagnostic assessment, other SEND assessment or specialist provision is required, the Success Coach will discuss the pupils' requirements on a case-by-case basis with parents. By agreement, any necessary assessments and provision will be charged to parents with their prior agreement.

In cases where a pupil is receiving means-tested bursary support, proportionate financial support can be provided by the School.

7.2 ASSESSMENTS DURING ENROLMENT

In year 12, all pupils will be assessed and any pupil meeting the UK national criteria for help with a SEND issue will be initially assessed by the Success Coach free of charge. Pupils can also be referred to the Success Coach for assessment at any point during their studies. Through referral from their Teacher, House Tutor or parent, we can arrange for pupils to be assessed for dyslexia and other conditions that may impact on learning. Additional costs for diagnostic assessments will be agreed with and met by parents. Professional recommendations for specialist provision (i.e. physical or practical aids) may be met within or outside the School. Again, any additional costs will be agreed with and met by parents.

In cases where a pupil is receiving means-tested bursary support, proportionate financial support can be provided by the School.

8. LEARNING SKILLS SUPPORT AND SEND LESSONS

All full-time pupils at Harrow School Online have fortnightly one-to-one lessons with their Success Coach in which they receive coaching and mentoring support. They additionally attend group lessons on a Study Skills and Mindset programme which runs across the autumn and spring terms for year 12 and 13.

Whilst most Harrow School Online pupils who have SEND will have their needs met in the online classroom and through the coaching and learning skills provision outlined, the School can also provide individual or small group online lessons for full time pupils at Harrow School Online if the Success Coach feels these are required. In line with guidance from the English Department for Education and in compliance with the Equalities Act 2010, these lessons are provided free of charge to those with identified and documented Special Educational Needs and/or Disabilities.

Provision is carefully considered on a needs-led basis for each pupil and, where necessary, a bespoke plan of support is established. The actual nature of the support will vary according to the needs of the pupil. This may include strategies being communicated to Teachers to support their teaching of a pupil, individual or group lessons, or additional help with homework or study skills.

Lessons are usually organised at the beginning of each term and they take place around the demands of a pupil's normal academic timetable and co-curricular activities. Individual or group lessons are normally only offered after the first half term of teaching, to help determine what support, if any, would be beneficial to a pupil. If a pupil is considered to have needs that require more support than can ordinarily be provided, their timetable may be adjusted to ensure their needs are met.

9. CHARGES FOR ADDITIONAL SUPPORT

Pupils who are enrolled on individual A Level courses rather than in our full-time programme do not have access to a Success Coach or our learning skills provision. For any pupils enrolled on individual A level courses who would like wider access to our support programme, the school offers the 'Enrichment Programme' for which there is a supplementary charge. The Enrichment Programme provides access to:

- Fortnightly coaching sessions with a Success Coach

- Regular parent or mentor liaison with the pupil's Success Coach
- A House and fortnightly meetings with a House Tutor
- Access to the Study Skills and Mindset programme
- Access to the extra-curricular and elective programmes
- Access to the weekly School Assembly
- Any support lessons required for SEND, for pupils with identified and documented learning needs and/or disabilities.

Full-time pupils (including pupils studying individual A levels who have paid for the Enrichment Programme) who have no SEND but would like additional Learning Skills lessons from the Success Coach are charged a fee. Lessons last 30 minutes and are charged at £45 for an individual session or £30 for a group lesson involving two or three pupils.

Any full-time pupil (including pupils studying individual A levels who have paid for the Enrichment Programme) may be referred to the Success Coach by their Subject Teacher or House Tutor. The first appointment made with the Success Coach is not chargeable. Following the consultancy stage, the Success Coach will then decide on one of the outcomes outlined below.

1) The pupil has no SEND but would like additional support. The pupil will, therefore, receive Learning Skills lessons with a termly charge made to the parent.

2) The pupil appears to exhibit evidence of SEND. A professional assessment will be considered. If an assessment is carried out and shows that the pupil has an identified and documented learning need or disability, any Learning Skills lessons required will be free. If the assessments show the pupil does not have SEND but they still want to have additional support, the pupil will be able to receive Learning Skills lessons with a charge made to the parent.

All lessons in the Learning Skills department will be timetabled in advance. If a pupil misses a timetabled chargeable lesson without sufficiently good reason in the judgment of the Success Coach, the standard charge will be made on the termly bill.

10. PARTNERSHIP WORKING

Working in partnership with parents is at the heart of our Learning Skills provision at Harrow School Online. To this end, every pupil has an allocated Success Coach who is the point of contact for parents and the nominated mentor in the case that this is not a parent. The views of parents are warmly welcomed, encouraged and sought at regular stages of their child's time at Harrow School Online.

For pupils who have SEND and additional health conditions, provision is planned and delivered in a co-ordinated way with parents and colleagues at the School. The Success Coach works in close collaboration with external medical and other professionals, where required, to meet a pupil's needs.

The team are aware of the need to observe parents' and pupils' wishes for confidentiality. However, unless asked specifically not to do so, information that is given to the School will be shared on a 'need-to-know' basis so that individual pupils' needs can be met, monitored and reviewed.

11. SEND MONITORING

The Success Coach conducts termly teaching observations following a group of pupils with identified learning needs. The purpose of this is to monitor the effectiveness of reasonable adjustments, access arrangements and teaching strategies on pupil progress. Feedback and suggested actions are passed to the relevant Teachers, and to the Principal where appropriate.

12. ACCESS ARRANGEMENTS

Harrow School Online has a partnership with the British Council enabling our pupils to take their Pearson Edexcel International AS and A Level examinations in British Council exam centres. Where there is no appropriate British Council centre, use of an alternative centre is explored.

The pupil's Success Coach in collaboration with the Examinations Office will apply for any access arrangements required by the pupil.

Once the access arrangements have been approved by Pearson, they will be communicated to the exam centre in advance of the exam who will then put in place the access arrangements.

See also Appendix 1: Access Arrangements Policy, and additionally the Harrow School Online Word Processor Policy for further information.

13. ALTERNATIVE ARRANGEMENTS

After making reasonable adjustments and exhausting appropriate strategies, the School reserves the right, following consultation with parents/guardians, to ask for the withdrawal of a pupil from the School if:

- Information has been withheld from the School which, had the information been provided, would have made a significant difference to the School's management of the pupil's difficulties; and/or
- The pupil's special educational needs and/or disabilities require a level of support which, in the professional judgement of the Principal, the School is unable to provide, manage or arrange.

In such circumstances, Harrow School Online will do what is reasonable to help find an alternative placement that will provide the pupil with the appropriate level and type of teaching and support.

14. MANAGING COMPLAINTS

Please refer to the School's Complaints Policy, which is available on the website.

15. EXTERNAL LINKS

JCQ Access Arrangements and Reasonable Adjustments

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2019-20>

16. REVIEW

The Principal and Success Coach regularly review this policy to ensure it remains effective, operational and compliant. Any changes will be recorded with a new policy issued.

A formal evaluation of the policy takes place every two years in co-ordination with the teaching team, with approval required from the Harrow School Online board.

The delivery of this policy is monitored by the Principal and Success Coach. If necessary, an internal or external audit is undertaken to assess formally the policy's implementation.

Policy approved:	March 2021
Review date:	March 2022
SEND Board Member	James Healey
Policy authors:	Susi Pinkus, Dale Krause, Heather Rhodes
Policy review, Harrow School:	Susi Pinkus

APPENDIX 1: ACCESS ARRANGEMENTS POLICY

The School's allocated Success Coaches and the Examinations Officer are responsible for managing applications for access arrangements for public examinations.

Access arrangements are defined by the UK's Joint Council for Qualifications (JCQ) as pre-examination reasonable adjustments that allow candidates/learners with special educational needs, learning difficulties, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements exist to enable those candidates to access examinations who would otherwise be unable to do so. They do not exist to give candidates an unfair advantage over their peers in examinations, nor do they exist to 'maximise the potential' of a given candidate.

The Success Coach will lead on determining a pupil's eligibility for any examination access arrangements – this will be carried out in full compliance with the regulations found within the annually updated JCQ publication Access Arrangements and Reasonable Adjustments, which is available online.

Evidence of pupils' special educational needs, learning difficulties, disabilities or temporary injuries will be held on file to support the access arrangement application; evidence of a pupil's difficulties and their 'normal way of working' in the classroom will also be gathered from consultation with Teachers and via in-class observations carried out by the Success Coach. A JCQ personal data consent form will need to be signed by a pupil prior to the Success Coach making an online access arrangement application on their behalf.

SPECIAL EXAMINATION ARRANGEMENTS

In accordance with the JCQ publication Access Arrangements and Reasonable Adjustments, the following arrangements may be put in place by the exam centre to support a specific need or disability:

- amplification equipment
- bilingual dictionaries
- bilingual dictionaries with extra time
- brailers
- braille transcript
- closed circuit television
- colour naming by the invigilator
- communication professional
- computer reader/reader
- extra time
- live speaker
- low vision aid/magnifier
- modified/enlarged/coloured papers
- non-interactive electronic PDF question papers
- modified language papers
- optical character reader (OCR) scanners
- oral language modifier
- practical assistant
- prompters
- read aloud/examination reading pen
- scribe/speech recognition technology
- separate invigilation
- supervised rest breaks
- transcription

- word processor

At Harrow School Online, all decisions regarding access arrangements are carefully considered and taken by an Access Arrangements Board (AAB), which is a panel composed of three academic staff, including the Success Coach, and two other Teachers. Where a parent is dissatisfied with the decision taken, they can appeal to the Principal as the Head of Centre, who will arbitrate on the decision in consultation with the Success Coach. In all cases, the Success Coach, as the SENDCo of Harrow School Online, will be actively involved in every related discussion.

ACCESS ARRANGEMENTS FOR US UNIVERSITY ADMISSIONS

Pupils who currently have access arrangements at the School and who wish to apply for access arrangements for American university standardised tests (e.g. ACTs/SATs), may require a fuller body of documentation than the School would normally hold. In these circumstances, the pupil and their parents should liaise directly with the Success Coach to ascertain if additional documentation or assessments are required and to discuss the potential consequences for any existing access arrangements that a pupil may hold for UK public examinations. This should take place in year 12.

If a pupil does not have access arrangements at the School but wishes to apply for them for their American standardised tests, the pupil and their parents should discuss this directly with the Success Coach in the first instance.



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