

Frequently asked questions

1. How does your school know if my child needs extra help?

If your child is transferring to Nower Hill High School and already has special educational need, your primary school will inform the Special Educational Needs Co-ordinator at Nower Hill High School. These students form the majority of SEND students at the school.

There is planning between the schools and with families in Year 6 to support the student's move from primary to secondary school.

On entry to the school, all students are screened on key cognitive skills, language skills and certain core academic skills. This system can pick up potential difficulties at the earliest stage.

Some students do well at primary school but find the transition to secondary education more difficult. The teachers are highly aware, so such areas of need are spotted early and referred to the Student Support Team so that support can be coordinated promptly.

The school listens to families. Sometimes, the first signs of difficulty are picked up through conversation at home so families are always welcome to contact the school to talk about concerns.

2. What should I do if I think my child may have a special educational need or disability? Who can I contact for further information?

If you are concerned about your child's abilities, the school will listen to your concerns, discuss them with you and agree on a plan that might need light monitoring or might require assessment by specialist staff or external agencies.

You can contact the school by phone, letter, email or fax (please see contact details on the home page of the school website).

It will be appropriate to contact the school through a family friend or professional translator if you feel more comfortable using a language other than English

If your child is still at primary school, talk to your child's teacher there. They can help you look at any issues and make links with Nower Hill High School to help prepare for the next year.

3. What is an EHCP?

An EHCP is a legal document that identifies a student's SEN needs and focusses on the support required to meet agreed outcomes. The key difference between a statement of SEN and EHCPs is that, as well as the educational elements covered in statements, EHCPs also outline the student's health and social care needs, outcomes and support. Statements have now been phased out.

4. How will I know if your school is supporting my child? How will I know how my child is doing? How is student progress monitored?

All students:

The school will always send you a letter to let you know if we are proposing to offer your child support that is additional to or different from what is already in place for all mainstream students.

Target setting days and parent consultation evenings are both opportunities to discuss your student's progress and needs and to find out about support options.

Families are always welcome to contact their child's Form Tutor at any time to discuss particular concerns as they arise.

Students with EHCPs:

Your child will have identified needs and an education plan in place from the time they start at Nower Hill High School. Their support lessons will show on their timetables and families receive news on outcomes of this extra intervention at parents' evenings.

In addition to the target setting days, students will have an Annual Review of their progress and needs. This comes in the form of a full written school report in advance of a specially arranged face to face meeting between families and staff. During this meeting, students, parents and staff have the chance to express their views about the progress being made and the provision they are receiving at school.

5. How will the curriculum be matched to my child's needs? How are the school's resources allocated to these needs?

All staff are trained, (through a yearly programme of Continuing Professional Development), in adapting lesson plans to increase the use of elements known to support students who need extra help. For some students with lighter needs, this is all that is required to help them make progress.

Teachers also have access to the profiles of students known to have specific needs and they can collaborate with the specialist staff to build adaptations to activities especially for those individual students. The details of student's SEND and strategies are detailed on MINT Class, our online seating plan tool.

Many lessons benefit from having a Teaching Assistant in the class who can spot difficulties and help to give instant support.

You will have opportunities to discuss exam choices in Year 8 with the aim of selecting subjects based on your child's strengths and interests.

If your child is specifically funded through their statement or EHCP, meetings with the SENCO will include discussion and agreement about how that funding is used and monitored.

Teachers plan lessons and homework according to the specific needs of all groups of student in their class and will ensure that a student's needs are met.

Specific resources and strategies will be used to support a child individually and in groups as is judged appropriate to meeting a student's needs.

We provide targeted support with homework.

Timetables are adjusted to support pupils with SEND, for example the Transition Group and Study Plus.

Specific subjects and qualifications are offered in Y10 and Y11 including Functional Skills and Entry Level qualifications if appropriate.

6. Will my child be able to access the school environment?

Please see link to 'Sensory and/or Physical Needs' and the school's Medical Needs and Disability policy and the Access Policy/Plan.

7. How is progress monitored by the school?

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8. What specialist services and expertise are available at the school?

Each of the SEND teams employ staff who have received additional formal training in their area of specialism learning/literacy, speech/language/social communication needs (SLCN), mentoring for social/emotional/mental health.

All Teaching Assistants receive regular Continuing Professional Development training and coaching for specific issues / students, from the relevant specialists.

The school brings in additional expertise (assessment, staff training and intervention) from outside agencies, including:

- Educational Psychology Service
- Harrow Autism Support Service
- The Wish Centre
- First Rung Mentoring Service
- Compass 'ASK' Drugs and Alcohol Mentoring
- Occupational Health Therapist
- Teacher for the Visual Impaired
- Teacher for the Deaf
- Blue LGBT Counselling and Youth Service
- Harrow Young Carers
- Harrow Virtual School for Looked After Children
- Harrow Horizons

9. How will you help me in supporting my child's learning at home?

The school provides families with advice on how to support your child's homework. Families are always welcome to contact their student's Form Tutor for more specific advice at any time.

Families will be invited to attend other specific events during the year e.g. Options Evening which give further support to parents and students.

Annual review reports written at Nower Hill High School contain advice that will be discussed and developed with you at the face-to-face Annual Review meeting.

Families are always welcome to contact the Student Support Team for ongoing advice.

10. What support will there be for my child's well-being?

- It is vital that all students in our school feel valued, cared for, confident and supported

Staff providing additional support to students with special educational needs automatically include:

- Ensuring that the student knows who they can talk to if they have any worries
- Lessons about making and keeping friends, having successful
- Conversations, independence in school
- Students who have social, emotional and mental health issues or develop them later on are offered additional measures to help them cope

11. How will the school help prepare my child for transfer to post 16 education or to another school?

In Year 10/11 all students do have at least one meeting with our independent careers education information advice and guidance provider. Parents are also invited to attend this meeting to discuss the students' aspirations, achievements and different Post 16 options. We do support with completion of post 16 application forms. Visits can be arranged to local colleges.

With regards to work experience – a small number of year 10 students participate in this scheme including SEN students. From names provided to us we liaise with Inclusion, Head of Year and Assistant Headteacher KS4 as to their suitability. We then liaise with parents with regards to a suitable placement and inform employers of students' needs. In some cases a Teaching Assistant will support the student whilst at their placement. Also, with regards to preparing students for the world of work, all students compile their CV in Year 9 and in Year 10 take part in the 1:1 mock interview event.