



Special Educational Needs & Disability Information Report 2020/21

Overview of SEN

Welcome to the Harborne Academy Special Education Needs & Disability Annual Information Report. All governing bodies of schools have the legal duty under the Code of Practice (2015) to publish information on their website about the implementation of the policy for young pupil with SEND.

Harborne Academy recognises and celebrates the individuality and diversity of all our young people. There are no restrictions on entry. Every young person is entitled to a broad, balanced, relevant and differentiated curriculum. The academy believes in an inclusive ethos with high expectations where everyone can achieve their full potential.

The department is overseen by:

Matthew Fortune – SENCo / Assistant Head Teacher.

What does inclusion mean at Harborne Academy?

The Harborne Academy is an inclusive community where we welcome all pupils. The academy provides for inclusion offering a broad and balanced curriculum where no individuals are discriminated against. All pupils benefit from a supportive philosophy. The Harborne Academy aims to provide an appropriate education for all learners within the school regardless of additional needs they may have.

The young people within the academy are consulted regarding the SEND provision at the academy via the Pupil Voice. The academy also communicates directly with parents/carers, governors and members of staff to enable the provision to continue to develop.

The SEND provision at the academy wants to flourish and therefore feedback is always appreciated. Please e mail;

matthew.fortune@harborneacademy.co.uk

Additional Policies

The SEND Information Report should be read in conjunction with the following policies that can be found on the schools website:

SEND & Inclusion Policy

Accessibility Plan

How does academy identify SEND?

Special Educational Provision may be triggered when a pupils fails to achieve adequate progress, despite having had access to a differentiated programme. Progress at Harborne academy is measured regularly by all staff. Parents/carers and staff will be informed via a letter that the child has special educational needs and the appropriate provision identified to meet the student's individual need(s). There will be the opportunity to discuss the needs in more detail.

Lack of adequate progress, as defined in the academy policy, may be indicated by:

Primary school/in year transition information

Little or no progress despite the use of targeted teaching approaches, High Quality First teaching and a differentiated curriculum;

Working at levels significantly below age expectations, particularly in Literacy or Numeracy;

Presenting persistent emotional and behavioural difficulties which have not been managed by appropriate strategies usually employed;

Sensory or physical impairments that result in little progress despite the provision of appropriate aids and equipment;

Poor communication or interaction skills, requiring specific interventions and adaption's to access learning;

Reading age below the age of 9 years

Cognitive Assessment Test Scores below 84

Behaviour Watch analysis

Attendance

Classroom observations

The SENCo has the responsibility for monitoring the data of pupils within the academy and working closely with all stakeholders to make sure that pupils are making progress.

The SEND Register at the school is a 'live' document and can be amended at any time. Parents/carers of any young person on the SEND register will be notified in writing via the SENCo with the overview of need clearly highlighted.

Parents and carers have an active role in the identification of SEND and it is vital they share any information or concerns they may have with regards to their child. If parents/carers notify the academy of any concerns or additional support their child may have had at a previous school, it will help ensure a young person is supported appropriately

SEND Register (November 2020)

Pupils Identified SEND Support – K Status

	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory/Physical	Medical
Year 7	6	9	8	0	0
Year 8	11	14	4	1	0
Year 9	4	7	0	0	0
Year 10	3	6	1	3	0
Year 11	3	2	4	0	0
Totals	27	38	17	4	0

Statutory Assessments – EHCP

	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory/Physical	Medical
Year 7	0	0	0	0	0
Year 8	1	0	0	0	0
Year 9	0	1	0	0	0
Year 10	1	1	0	0	0
Year 11	1	0	1	2	0
Totals	3	2	1	2	0

Year on Year Comparatives – SEN Status:

	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory/Physical	Medical/other
1920-21	27	38	17	4	0
2019-20	24	37	10	4	0
2018-19	10	48	19	3	0
2017-18	9	46	19	2	0
2016 -17	7	47	17	3	0
2015-16	4	51	16	2	3
2014-15	2	47	15	2	2

Year on Year Comparatives – Statutory Assessment - EHCP:

	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory/Physical	Medical	Total
1920-21	3	2	1	2	0	8
2019-20	2	1	2	4	0	9
2018-19	1	1	2	4	1	9
2017-18	2	2	1	3	1	9
2016-17	2	1	1	3	1	8
2015-16	0	1	1	1	0	3
2014-15	0	2	1	0	0	3

How do we support the needs of pupils with SEND?

Harborne Academy endeavours to meet the needs of our all young people with High Quality First Teaching. The most recent OFSTED monitoring visit (March 2017) identified Teaching & Learning to be good. Internal quality assessment and external review shows that Teaching and Learning continue to improve across all areas towards Outstanding. High Quality First Teaching has the greatest impact on progress for young pupils with SEND. High Quality First Teaching is an established aim of the academy that is identified within the school's Teaching & Learning Policy.

All pupils' needs are supported through effective pastoral care system at the academy. Each person has an identified Progress Leader, Mentor and Form Tutor. These members of staff are full aware of the needs of the individual pupil. In addition, young people with SEND can be supported by the SEN Support Base; this provides the students with a safe space and opportunities to speak with key staff regarding any concerns they may have in or outside of school. For children with Interaction and

Communication needs a Key Worker role has been established to provide a “meet and greet” opportunity for pupils every morning.

The academy also uses additional strategies which can be found in the SEND & Inclusion Policy. The support on offer includes: in class support, literacy (Lexia) & numeracy interventions, exam access arrangements, emotional and behavioural support and access to external services. The academy has developed excellent relationships with the Educational Psychology, Pupil Support Service, Physical Disability Support Service, Visual Support Services and Community Autism Team.

Some pupils with SEND do require an adapted curriculum to meet their needs. This may include sessions around pre/post tutoring, bespoke interventions or alternative curriculum studies.

Support at Key Stage 4

As a key part of transition into Key Stage 4 the school works closely with the Birmingham Careers Service to offer independent advice. In order to achieve full potential some pupils may be offered an option of Supported Study. This may include:

Pre/post tutoring

Re-enforcement of learning

Lifeskills Development

Vocational Learning Opportunities

Support into Further Education

Pupils with SEND will have careers guidance supported both within the academy and by Birmingham Careers Service. There are opportunities for pupils to work closely on applications and CV with named staff members. The academy Careers Office may book individual tours of further education establishments and support through interview processes.

SEND Attendance Trends

Attendance 2019/20

Year Group	All	NSEN	E (S) - EHCP	K – SEN Support
Year 7	95.43%	95.74%	95.43%	94.34%
Year 8	95.45%	95.55%	97.03%	94.45%
Year 9	93.81%	94.58%	67.92%	90.46%
Year 10	94.43%	95.41%	90.57%	84.75%
Year 11	94.85%	96.11%	95.80%	87.17%
Whole School	94.80%	95.47%	88.68%	91.09%

Attendance 2018/19

Year Group	All	NSEN	E (S) - EHCP	K – SEN Support
Year 7	96.0%	96.0%	94.7%	96.7%
Year 8	93.8%	94.2%	83.9%	91.9%
Year 9	95.6%	96.1%	93.5%	90.3%
Year 10	95.1%	95.6%	93.2%	91.7%
Year 11	89.1%	89.7%	90.5%	84.7%
Whole School	94.0%	94.3%	91.1%	90.9%

Attendance 2017/2018

Year Group	All	NSEN	E (S) - EHCP	K – SEN Support
Year 7	94.2%	95.5%	89.0%	87.6%
Year 8	93.8%	94.5%	92.5%	88.0%
Year 9	93.3%	93.3%	95.1%	91.4%
Year 10	92.9%	93.2%	98.1%	90.0%
Year 11	92.7%	92.5%	N/A	94.9%
Whole School	93.4%	93.8%	93.7%	90.4%

Academic Progress of SEN Pupils:

Year 11 2019/20 (Results)

Headline Measures	All	NSEN	K – SEN Support
English 9-4	71.1%	80.3%	55.6%
English 9-5	51.2%	56.6%	42.2%
Maths 9-4	62.8%	68.4%	53.3%
Maths 9-5	57.0%	63.2%	46.7%
Basics 9-4	60.3%	65.8%	51.1%
Basics 9-5	46.3%	52.6%	35.6%

Year 11 2018/19 (Results)

Headline Measures	All	NSEN	K – SEN Support
English 9-4	71%	72%	64%
English 9-5	55%	56%	43%
Maths 9-4	58%	62%	29%
Maths 9-5	39%	42%	21%
Basics 9-4	52%	56%	21%
Basics 9-5	30%	33%	14%

Year 11 2017/18 (Results)

Headline Measures	All	NSEN	K – SEN Support
English 9-4	69%	72%	29%
English 9-5	42%	59%	0%
Maths 9-4	65%	68%	14%
Maths 9-5	52%	54%	14%
Basics 9-4	60%	64%	0%
Basics 9-5	42%	46%	0%

Staff Training

All staff at the academy have been trained to plan and deliver High Quality first Teaching. This has a positive effect on the progress of all learners. Teaching staff attend weekly CPD sessions to develop classroom practice. In addition to that staff are aware of how to meet the needs of SEND learners through the sharing of strategies and disseminated of information such as pupil profiles.

The SEND department has a team of Teaching Assistants and curriculum areas have Learning Mentors that are trained to meet the needs of a range of learners. During 2018 the Teaching Assistant team have been trained to deliver Precision Teaching, Dyslexia support strategies and to develop the role of “Key Workers” in Literacy, Numeracy and Interaction and Communication. The SEND team have had additional training on Effective Mentoring & Developing One Page Profiles. The SEND department meets weekly with a full agenda and minutes being produced.

School Trips & Enrichment Opportunities

The academy offers a wide range of extracurricular activities and visits, some of these take place during the school day i.e. at lunchtime or after school. All of pupils at the academy are given the opportunity to take part in the activities on offer, with reasonable adjustments made to all include all young people with SEND when possible.

Accessibility

The Harborne Academy is situated in a purpose built environment that supports the needs of all of our learners. The academy Accessibility Plan gives a clear overview of how the environment is adapted for pupils with SEND. Please refer to the website for Harborne Academy's full Accessibility plan.

How are resources allocated?

The academy allocates its resources to pupils with SEND through its graduated response to need. The SEND Policy has a clear overview of the steps that it will take when moving through this stepped approach to supporting learners needs. Where the academy believes additional support is required to meet a pupils that exceed the notional SEND funding for a child then an application for additional funding may be instigated. In collaboration with all stakeholders a decision may be taking to request an EHCP for a child.

Parental Involvement

The academy encourages parents/carers to make contact regarding any concerns or questions they have regarding their child's education. Parents with pupils who have an EHCP will be invited into the school every term to discuss progress with a member of staff who works most closely with the individual.

During this academic year the academy is looking forward to hosting coffee morning events for parents of pupils with identified SEND.

Consulting Young People

The academy works towards offering a child centred approach to developing SEND provision within the school at both an individual level and whole school level. The academy has opportunities for pupil voice within:

- Access to key staff to share information
- Target Setting
- Mentoring sessions

- Pupil Survey
- SEND representation at school council

The views of learners with SEND at the academy are taken seriously and without prejudice.

Local Offer

The academy works closely with Local Authority and Linda Jones is the academy's Principal Officer at SENAR. Through continual review processes and monitoring of work the academy makes sure that is working within the Birmingham Local Offer. A brief overview of this offer can be found of the following link:

<https://childrens.mycareinbirmingham.org.uk/media/87127/colour%20local%20offer%20sheet.pdf>

Complaints

The academy encourages parents/carers to contact the academy with any concerns/complaints regarding SEND and the first point of contact would be:

Mr Matthew Fortune – Assistant Head teacher /SENCo

matthew.fortune@harborneacademy.co.uk

Telephone: -0121 464 2737

If parents are not satisfied with this outcome they are welcomed to contact Mrs Jessie Elbaz – Head teacher and follow the academy complaints procedure.

Useful Links

SENDIASS – advice for parents with children with SEND:

https://www.birmingham.gov.uk/info/50034/special_educational_needs_or_disabilities/851/help_and_advice_for_children_and_young_people_with_special_educational_needs_sen_or_disabilities

SENAR – Birmingham Local Authority

<https://childrens.mycareinbirmingham.org.uk/local-offer-main-page/assessment-of-needs/assessment-and-education-health-care-plan/education,-health-and-care-plans.aspx>

Department for Education – Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25#>

NASEN -

<http://www.nasen.org.uk/>