



Special Educational Needs and Disability Information Report **2018/19**

Overview of SEN

Welcome to the Harborne Academy Special Education Needs and 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 pupil 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?

Harborne Academy is an inclusive community where we welcome all pupils. The Academy provides inclusion through a broad and balanced curriculum where no individuals are discriminated against. All pupils benefit from a supportive philosophy. Harborne Academy aims to provide an appropriate The Academy communicates directly with the pupil, parents/carers, governors and members of staff to enable continuity; Pupil/Parent Voice are used as action points to maximise the pupils performance and progress across the Academy enabling them to have fulfilling lives beyond KS4.

The SEND provision at the Academy wants to flourish and therefore feedback is always appreciated. Please email: 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 Academy's website:

SEND and 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 pupil'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 adaptations to access learning;

Reading age below the age of 9 years

Cognitive Assessment Test Scores below 84

Culture for learning 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 Academy 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 the pupil is supported appropriately.

SEND Register (December 2018)

Pupils Identified SEND Support – K Status:

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory/Physical	Medical
Year 7	1	9	0	1	0
Year 8	2	11	7	1	0
Year 9	3	11	3	0	0
Year 10	2	9	5	1	0
Year 11	2	8	4	0	0
Totals	10	48	19	3	0

Statutory Assessments – EHCP:

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory/Physical	Medical
Year 7	0	0	0	1	0
Year 8	0	1	0	1	0
Year 9	1	0	1	2	0
Year 10	0	0	1	0	0
Year 11	0	0	0	0	1
Totals	1	1	2	4	1

Year on Year Comparatives – SEN Status:

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory/Physical	Medical/other
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:

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory/Physical	Medical	Total
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 pupils with High Quality First Teaching. The most recent OFSTED monitoring visit (March 2017) identified Teaching and 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 pupils with SEND. High Quality First Teaching is an established aim of the Academy that is identified within the Academy's Teaching and Learning Policy.

All pupils' needs are supported through an effective pastoral care system at the Academy. Each pupil has an identified Progress Leader, Mentor and Form Tutor. These members of staff are fully aware of the needs of the individual pupil. In addition, pupils with SEND will be supported by the SEN Support Base; this provides the pupils with a safe space and opportunities to speak with key staff regarding any concerns they may have in or outside the Academy. 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 and Inclusion Policy. The support on offer includes: in class support, literacy (Lexia) and numeracy interventions, exam access arrangements, emotional and behavioural support and access to external services. The Academy has developed excellent relationships with the Educational Psychology Service, 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 Academy 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

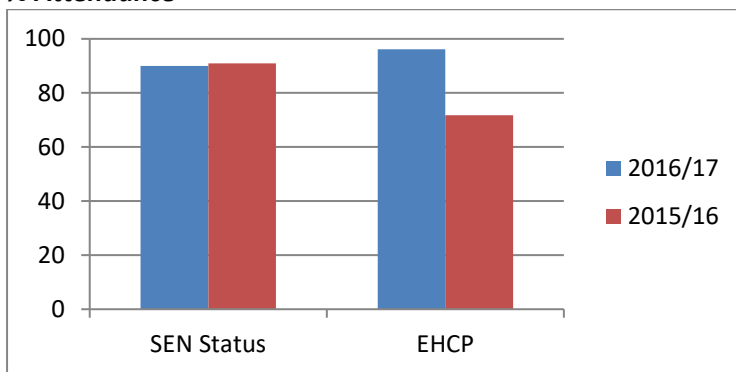
Pupils with SEND will have careers guidance supported both within the Academy and by Birmingham Careers Service. There are opportunities for pupils to work closely on application forms and CV's with named staff members. The Academy Careers Programme may book individual tours of further education establishments and support through the interview process.

SEND Attendance Trends

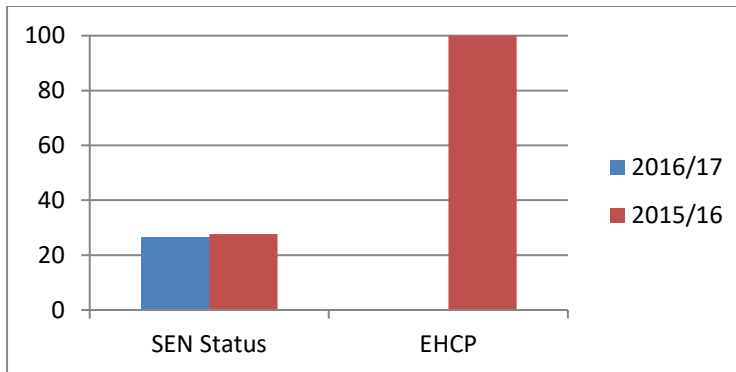
Attendance 2017/2018

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%

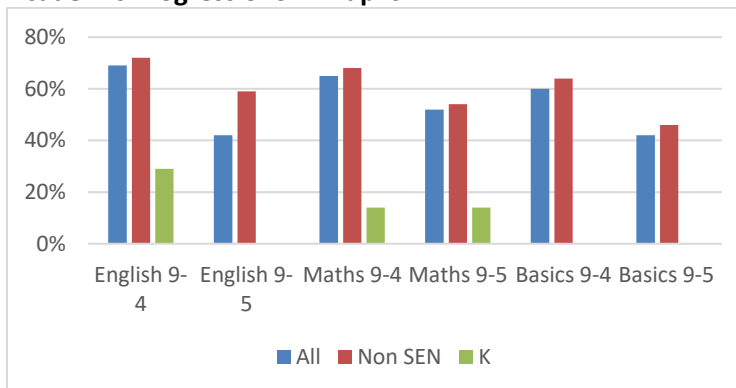
% Attendance



Persistent Absence



Academic Progress of SEN Pupils:



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%

Year 11: 2016/2017 (Results)

Progress 8 Vs SEN Status						
	Students	P8 Score	English P8	Maths P8	Ebacc P8	Open P8
S	1	1.93	1.46	3.46	2.89	0.26
N	63	0.14	-0.09	0.24	-0.14	0.51
K	13	-0.02	-0.41	-0.24	-0.77	1.15

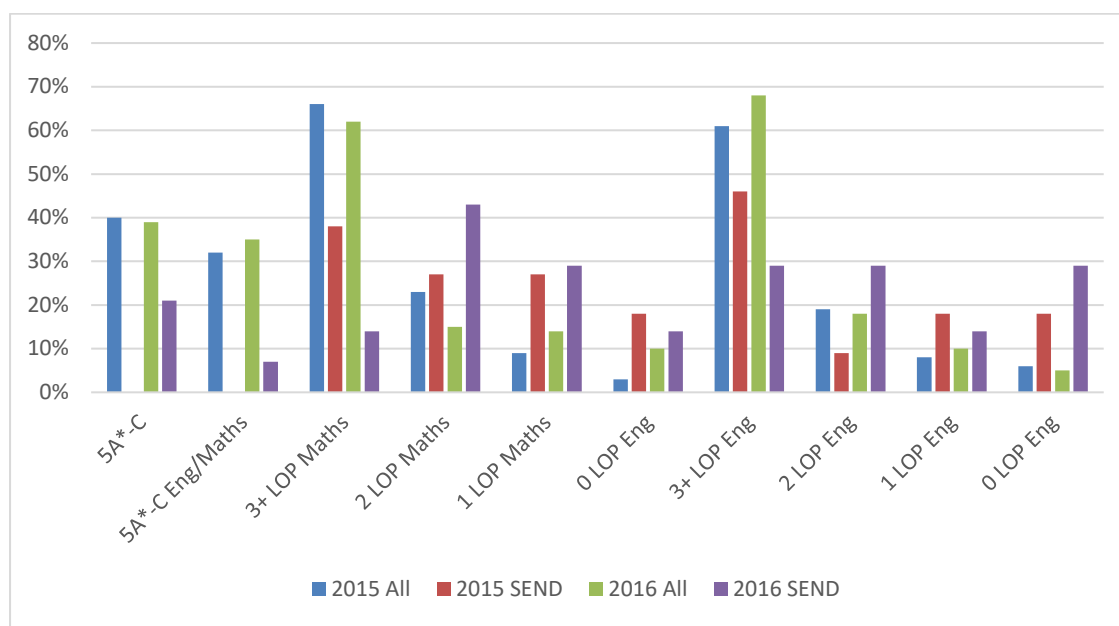
Attainment 8 Vs SEN Status								
	Students	A8 Score	English A8	Maths A8	Ebacc A8	Open A8	Open A8 (GCSE)	Open A8 (Non-GCSE)
S	1	41.00	8.00	10.00	13.50	9.50	4.00	5.50
N	87	44.65	9.10	8.62	11.11	15.81	7.80	8.01
K	18	32.46	6.11	5.56	6.58	14.21	4.58	9.63

A*-C Threshold Vs SEN								
SEN Status	Students	Basic Rate [1]	Ebacc	English A*-C [..	Maths A*-C [1]	Sci A*-C	Lang A*-C	Hum A*-C
S	1	0%	0%	0%	100%	100%		100%
N	87	34%	13%	51%	44%	50%	56%	51%
K	18	17%	0%	17%	17%	30%	100%	23%

Year 11 Outcomes: 2015/16

	2015 All ((%)	2015 SEND (%)	2016 All ((%)	2016 SEND (%)
5A*-C	40	0	39	21
5A*-C Eng/Maths	32	0	35	7
3+ LOP Maths	66	38	62	14
2 LOP Maths	23	27	15	43
1 LOP Maths	9	27	14	29
0 LOP Eng	3	18	10	14
3+ LOP Eng	61	46	68	29
2 LOP Eng	19	9	18	29
1 LOP Eng	8	18	10	14
0 LOP Eng	6	18	5	29

Year 11 Outcomes: 2015/16



Staff Training

All staff at the Academy have been trained to plan and deliver High Quality First Teaching. This has had a positive effect on the progress of all pupils. 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 dissemination 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 pupils. During academic year 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 and Developing One Page Profiles. The SEND department formally meets weekly to address strategy and individual pupil provision.

Academy Trips and Enrichment Opportunities

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

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. The SEND Policy has a clear overview of the steps that it will take when moving through this stepped approach to supporting pupils needs. Where the Academy believes additional support is required to meet a pupil that exceeds the notional SEND funding for a pupil 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 pupil.

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.

Consulting Young People

The Academy works towards offering a child centred approach to developing SEND provision within the Academy 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 Merlin Logan is the Academy's Principal Officer at SENAR. Through continual review processes and monitoring of work the Academy makes sure that it 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 4642737

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/>