

Special Educational Needs & Disability

Overview and Ethos of 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.

How does the 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. For Cognition and Learning this progress will be significantly below that of the average range, taking into account lower attaining pupils are included in the average range. Progress at Harborne Academy is measured regularly by all staff and integral to this process is the responsibility of the class teacher to conduct a plan, do and review cycle over two academic terms. This will lead to intervention from the SEND department. Pupils with other SEND needs and/or complex needs which could include physical disability, ADHD and ASD (Autism) will have a diagnosis from a GP or paediatrician.

Who are our SEND pupils?

All of our SEND pupils and their level of need are identified on the P Drive in the SEND section. Here you will find individual codes and areas of need listed and some pupils will have further support strategies and pupil profiles hyperlinked.

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. 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. The SEND team also provide additional support in the following ways;

- Classroom support.
- 121 and small group withdrawal.
- Literacy and Numeracy Intervention.
- Key Worker support for pupils with SEMH, Interaction and Communication and Physical Disability needs.
- Outside agency support from Pupil Support Service, Pupil Disability Support Service, Educational Psychology Service, Visual Impairment Service and CAT (Community Autism Team)

Meet the Team

Matthew Fortune – Assistant Head Teacher/SENCo - picture

Farrah Ahmed – Assistant SENCo - picture

Himani Lal – Teaching Assistant - picture

Fitzroy Johnson – Teaching Assistant -picture