

Harborne Academy Local Offer

1. What kinds of Special educational Needs does the school make provision for? What type of provision does the school make and how do they know it works?

Types of need and what that could look like	Examples of support in our school	How we check it is working
Cognition and Learning	Differentiated curriculum through Quality first teaching. Small teaching groups Literacy support e.g. Beginning Reading, Fresh Start, Accelerated Reader PSS Intervention Dyslexia filters/reading ruler External Agencies TA Support	Observations/Learning Walks Assessments End of Year Reports SEN targets reviewed Online testing Reading & Comprehension Ages External Agencies Assessments Parent/Child Views
Communication & Interaction	Social interaction and communication groups Social Clubs Level 1 ASD Training – all teaching staff including lunchtime staff Level 2 – TAs & Lead Practitioners Speech Language Therapy (bought-in) CAT	
Social, emotional and mental health difficulties	School mentors Social Time Clubs School Counsellor School Nurse School Ed Psych/PSS CAMHS	
Sensory and/or physical needs	Appropriate outside agency involvement Sensory Audit VI Risk Assessment & adjustments to school: Ramps/accessibility via lift/health & safety Specialist personalised resources	

How do we know our provisions work?

The SENCO regularly observes SEN students in the classroom, there are termly reviews and assessments. All SEN report actions are revisited, refined & revised regularly throughout the school year. Staff, parents and students are involved in the review process and their wishes and feelings are paramount.

2. How does the Academy identify and assess Special Educational Needs?

Harborne Academy will look at any concerns from students, parents and members of staff. Where a student is identified to benefit from additional provision, which is different from the provision made generally for those of the same age, we will follow the 4 point plan- Assess, Plan, Do and Review.

3. How does the Academy know how much progress is being made by pupils with special educational needs?

The Academy uses a rigorous system of half termly assessments, testing, and views from parental meetings.

4. What extra-curricular activities can a pupil with special educational needs access at the Academy?

The academy actively encourages all pupils with Special educational needs to participate in extra- curricular activities.

There are a variety of clubs during and after the school day.

Risk assessments are carried out and reviewed regularly to ensure the needs and safety of all pupils is met.

5. Does the Academy have a Special Educational Needs co-ordinator? If so, who are they and how can someone get in touch with them?

The special Educational Needs co-ordinator for the Academy is Mrs Abbas, She can be contacted on 0121-464-2737 .

6. What training does the staff in the Academy have in relation to pupils with Special Educational Needs?

- Staff have annual training for identified medical needs
- Annual training around identification of children who need Special Educational needs support
- Intervention training for HLTA's, TA's, Mentors and Academic Mentors.
- Inclusion staffs receive regular updates on educational changes and new initiatives and developments.
- Training from outside agencies to enhance the Inclusion team's practice.

7. How does the Academy get more specialist help for pupils if they need it?

Agency or Service	Who they work with	How school can get in touch with them
Pupil and School Support	Any pupil referred to them as a concern	Referrals from the SENCO/ Director of Inclusion
Educational Psychologist	Any pupil referred to them as a concern	Referrals from the SENCO / Director of Inclusion
Speech and language therapy	Only those Pupils who have a medical diagnosis	Referrals from the SENCO / Director of Inclusion
Communication and Autism Team	Only those Pupils who have a medical diagnosis	Referrals from the SENCO / Director of Inclusion
School Nurse	Any pupil referred to them as a concern	Referrals from the SENCO/ Director of Inclusion/Director of year
IASS (Social services)	Pupils with potential child protection issues	Referrals from the Designated Senior Lead for child protection
CAMHS	Pupils that display mental health and emotional issues	Referrals from Inclusion Director
Sensory Support	Needs related to hearing or visual impairment	Referrals from SENCO/HLTA's

8. How are parents of children and young people with Special Educational needs involved in the education of their child?

Parents are encouraged to work in collaboration with the Inclusion Team/Year Heads to provide pupils with special educational needs the relevant support that they need. Parents are invited to come into school every term to talk about and review their child's progress.

9. How are pupils with Special Educational needs involved in their own education?

- Pupils at Harborne Academy are involved in school council which gives them a voice about their education
- Pupils are present in meetings regarding their progress and are always asked to contribute their thoughts and feelings about their academic progress.
- Pupils may need personalised intervention to help with accelerating their progress
- Access to the SENCO when issues arise

10. If a parent with a child with Special Educational needs has a complaint about the school, how does the governing body deal with the complaint?

The Academy makes every effort to listen to concerns of parent/Carers, and act upon them, however if a parent/carer does have a complaint we would follow the academy's complaint procedure.

11. How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs including the support for families?

The Governing body is kept up to date on the how the Academy is meeting the needs of children with Special Educational Needs. The Head Teacher provides a report to the board of governors every half term which outlines provision and action taken to improve their outcomes. The governing body is aware of all external agencies involved with pupils in the Academy. We also have a dedicated Governor for SEND.

12. Who are the support services that can help parents with pupils who have Special Educational Needs?

- PSS- Pupil and School Support
- Educational Psychologist
- Communication and Autism Team
- Behaviour Support Service

13. How does the Academy support pupils with Special Educational Needs through transition?

Members of the SEN department visit pupils in their school setting before they come to us in year 6 transition.

Pupil centred reviews for SEN pupils

Passport for Learning for all SEN pupils

Transition week, for all year 6 pupils

Transition evening for parents

14. How can parents find Birmingham Local Authority's local offer?

The Birmingham Local Authority's Local Offer can be found at:

www.mycareinbirmingham.com. This will be available from 18 September 2014.

