



# **HARMONIZE ACADEMY**

## **SPECIAL EDUCATIONAL NEEDS and DISABILITY OFFER**

**Trust, Respect, Compassion, Forgiveness**

## **Harmonize Academy Special Educational Needs and Disability Offer**

### ***Who are the best people to talk to in this school about my child/ward's difficulties with learning?***

The person you would need to approach if you have concerns about your child/ward is:

**Miss Emily Maxwell, SENDCO**

**T 0151 203 1934**

**E [emily.maxwell@harmonizeacademy.org](mailto:emily.maxwell@harmonizeacademy.org)**

### ***How can I let the school know that I am concerned about my child/ward's progress in school?***

If you have concerns about your child/ward's progress in a specific subject you should contact your child/ward's subject teacher or SENCO.

### ***How we identify young people with SEN and assess their needs?***

The kinds of Special Educational Needs that Harmonize Academy provides for are in line with the new Code of Practice (2014) and have been identified as:

- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs
- Cognition and learning

Pupils are highlighted as having an additional need by one or more of the following

- The Previous School / Referring agency
- Parent / Carer
- Subject Teacher
- Mentor
- Screening Test
- Key Stage 2 Raw scores
- The Pupil Voice

Following identification, the precise nature of the child/ward's needs will be assessed by the Inclusion department through diagnostic tests, pupil observations, questionnaires, liaison with parents/carers and an individual interview of the pupil.

Following this assessment parents will be contacted by the SENCO and invited into school for a meeting to discuss the child/ward's needs and the intervention the school intends to put in place complete with a timescale.

***What adaptations are made to the curriculum and learning environment to ensure all pupils can access learning and how will the teaching be adapted for my child/ward with learning needs?***

All teaching staff are made aware of the individual needs of pupils, (via the pupil passport), including their individual learning styles. Subject teachers are responsible for the progress of all pupils.

Subject teachers are responsible for adapting their teaching and the learning environment accordingly. This will be achieved through differentiation, catch up sessions and booster classes, settings / groups, also access to resources, ancillary aids and technology.

Pupil progress will be monitored departmentally through our 4 weekly department accountability meeting and weekly via our subject teacher pupil progress meetings. After each meeting, if required, intervention plans will be put into place. All interventions are monitored by SLT.

The quality first teaching is monitored through lesson observations, work scrutiny and performance management.

***How can children access ancillary aids and technology to support their learning***

All teachers and support staff regularly use technology to develop learning. Pupils have access to:

- Spell checker
- Lap-tops
- I-pads
- Software programmes

***What extra support is available to my child/ward should it be required?***

A Graduated Approach Support System is put in place for all pupils requiring further support to enable them to make expected progress.

There are 4 stages to this:-

- **Assess** – This is when we assess the individual needs of each pupil
- **Plan** – This is when we use the results of assessment to plan intervention strategies
- **Do** – Students together with teachers and Teaching assistants complete the intervention
- **Review** – All interventions, when completed, are reviewed in order to assess further pupil needs

***Who are the other people providing services to children with SEN in this school?***

Many agencies are used in supporting your child. These include external agencies or professionals such as:

- Education Psychologist
- Clinical Psychologist
- School nurse
- Speech & Language Service
- Outreach support service for Mainstream Education – OSSME
- Child and Adolescent Mental Health Service – (CAMS)
- Independent Careers Information, Advice and Guidance

***How will the school let me know if they have any concerns about my child's learning in the school?***

You will receive a report on your child/ward's progress in all subjects every term.

If subject departments have concerns over your child/ward's progress you will be contacted and advised of planned interventions.

Monitoring of progress across the curriculum will take place weekly at progress meetings (Both subject specific and whole school). Pupils who are highlighted as struggling to make progress will be targeted for intensive Wave 2 intervention with the guidance of the SENCO.

Parents will be consulted at all stages.

***How will we measure the progress of your child/ward in school?***

Pupil progress is monitored through assessments at the end of each half term.

Harmonize Academy also recognises that for some pupils it is necessary to track progress outside of academic attainment.

***How will we support your child/ward when they are leaving the school?***

Throughout Year 10 & Year 11 the Careers Advisory Organisations will work with your child/ward to provide guidance and direction with their future option choices. The SENCO will also arrange visits to local colleges if required.

When pupils reach a stage when they are able to return to mainstream education the Vice Principal and SENCO will liaise with other involved agencies including the new school to make the transition as smooth as possible for the student.

***How can I be sure that the school has the appropriate knowledge and expertise to support my child/ward's needs?***

A continuous programme of professional development for all teaching and support staff is in place. This includes training from the various agencies involved in your child/ward's care.

Harmonize Academy employs high quality teachers and support staff and employs experts in the fields of Literacy and Numeracy. Staff members are trained to deliver effective intervention programmes and diagnostic assessments.

Where required, outside agencies are brought in to assist with the intervention as and when required.

***How do we ensure your child/ward is receiving quality provision?***

The SENCO personally monitors and tracks the outcomes for all children receiving additional support. You will be invited to meet with the SENCO on a termly basis to discuss all aspects of your child/ward's provision. Your child/ward will also be given an opportunity to express his/her views. The SENCO meets regularly with the SEN Governor and reports to full governing body annually.

***How have we made all opportunities in the school accessible to children with SEN?***

Harmonize Academy endeavours to meet the needs of all pupils to enable them to fully access the curriculum. We are a fully inclusive school giving SEN pupils the same opportunities as non-SEN pupils.

Along with the SENCO a number of staff members are involved in the pastoral programme supporting your child/ward. These include Vice Principal, Assistant Principal (Behaviour), mentors and other support staff.