



HARMONIZE ACADEMY

SEND INFORMATION REPORT

POLICY WRITTEN BY:	PRINCIPAL
DATE POLICY PREPARED:	
DATE FIRST RATIFIED BY GOVERNING BODY:	
DATE POLICY REVIEWED:	SEPTEMBER 2024
DATE FOR NEXT REVIEW:	SEPTEMBER 2025

Trust, Respect, Compassion, Forgiveness

Harmonize Academy

SEND Information Report

2024-2025

SENDCO: Ms. Emily Maxwell **SEND Governor:** Ms. Rebecca Latus

Contact: emily.maxwell@harmonizeacademy.org

Our contribution to the local offer is: [Harmonize Academy SEN and Disability Offer](#)

Our local authority's local offer is published here:

<https://liverpool.gov.uk/schools-and-learning/special-educational-needs/send-local-offer/>

Our Approach as a School:

Harmonize Academy is an inclusive alternative provision where every child is valued and respected. Through our school ethos of Trust, Compassion, Forgiveness and Respect we are committed to the inclusion of all of our SEND students and support them in their learning and well-being. This is outlined in our SEN and Disability policy. At Harmonize Academy we promote high standards of quality first teaching and deliver additional interventions to support our students' emotional and social development. A person-centered and whole-school approach is taken to ensure that SEND pupils have high aspirations and desire the best possible outcomes for themselves. The SENDCO works closely with parents, staff, and other stakeholders to ensure SEND pupils are offered a broad and balanced curriculum, which aspirational and caters to their individual needs. Their well-being is supported by a robust pastoral team. All students, including those with SEN, have access to learning opportunities without discrimination in compliance with the Equal Opportunities Act 2010 and The Children and Families Act 2014.

On arrival:

1. Students are added to Harmonize Academy's Inclusion Register.
2. They are baseline tested using Schonell Reading and Spelling Tests
3. SEN or relevant information is added to the SIMS SEN and intervention register.
4. The SENDCo gains the VOC to create a Pupil Passport and an Individual Learning Plan (if required)
5. The SENDCo liaises with parents/carers and professionals to obtain additional information.

Departmental Staff

The SEND department consists of the SENDCo, the Student Support Co-ordinator, and 21 teaching assistants.

The team of teaching assistants includes one intern, nine L2 TAs, ten L3 TAs, and one Student Support Co-Ordinator.

Three L3 teaching assistants are also working as unqualified teachers on partial timetables of 0.25/0.5 as they work towards their PGCE.

Regular facilitators who support include a literacy specialist for 3 days per week (Liverpool Tutoring and Dyslexia Centre) and a School Therapist for 2 days per week. (Integrative Therapist & Holistic Practitioner Accredited MNCPS)

Roles and Responsibilities:

Roles

SEND Governor

The member of the Governing Body linked with Special Educational Needs and Disabilities is Ms Rebecca Latus. E admin@harmonizeacademy.org

The SENDCO is Ms Emily Maxwell

The SENDCO is responsible for the coordination of SEND provision across Harmonize Academy. It is her responsibility to provide strategic leadership for the vision and implementation of SEND support across Harmonize Academy. There is consequently a whole school approach to monitoring, intervention and support strategies for SEND pupils

Responsibilities

- The SENDCo has a partial timetable of 6 teaching lessons and fulfils the additional responsibilities of: Designated Whole School Mental Health Lead, Safeguarding Officer, EHAT Lead and co-ordinates Access Arrangements.
- The Student Support Co-Ordinator oversees 1-1 support for EHCP Students.
- TAs are based in departments as per their expertise/subject knowledge.

Qualifications

Staff	Qualifications
SENDCo	BA Hons, PGCE, NASENCo Award, Level 7 Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A), NPQML, PGCERT in Special Educational Needs and Level 4 National Educational Leader in Mental Health Aware Leadership
Student Support Co-ordinator	Level 3 British Sign Language, Deaf Awareness, SEND Advocate
Team of Teaching Assistants	Various qualifications and expertise 6 teaching assistants hold high qualifications including a degree or PGCE. 1 Teaching Assistant holds L2 Counselling and NCFE CACHE L2 Cert Understanding Behaviour that Challenges 1 Teaching Assistant holds an Oral Language Modifier qualification (Access Arrangements) and an L3 PTLLS qualification 5 Teaching Assistants completed SCLN training. All Teaching Assistants have participated in School Improvement Liverpool's Maximising Impact of Teaching Assistant training, CAMHS Trauma Informed training, Practical Approaches to Inclusion, and Behaviour Management Training

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

Harmonize Academy will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Consultations meetings with the Local Authority. School and Local Authority work closely together.
- Referring schools indicate high needs at admissions stage.
- School Assessments
- Concerns expressed by staff.
- Concerns expressed by parents or young person.
- The use of the Assess, Plan, Do, Review (APDR) cycle.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Underpinning ALL our provision in school is the graduated approach cycle of APDR.

All staff are responsible for the planning, identification and teaching of SEND students and use the following approach when catering for their learning:

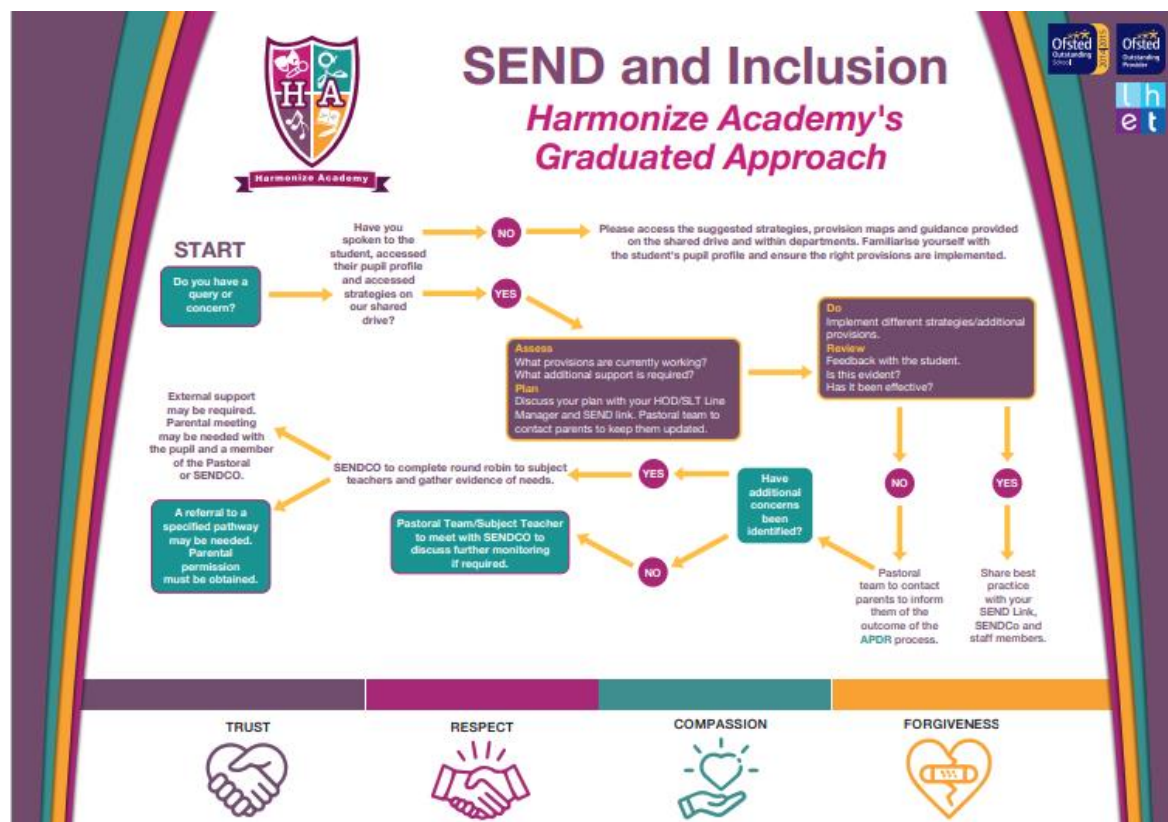
Assess: All staff are responsible for assessing, monitoring and tracking the progress of students. The School's Calendar provides a structure for this and each student is regularly formally assessed throughout the school year. Assessments take place in all subject areas and levels are recorded on the school's SIMS system and regularly reported to parents. All students are set achievable yet challenging targets which have high expectations for progress.

Plan: Class teachers, Heads of Departments and the Pastoral Team regularly check on the progress of students and concerns are raised if pupils are not making expected progress. All lessons are differentiated to meet the needs of each student and appropriate teaching methods employed. If a student is not making expected progress intervention strategies and mentoring sessions are put in place immediately. The SENDCO will apply accordingly.

Do: Harmonize Academy staff strive to provide High Quality First Teaching for all our students. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of varied resources. Once areas of concern are highlighted through the assessment cycle, teaching staff adapt their teaching and resources to suit the needs of all learners (known as differentiation). This includes pupils with SEND and may involve many adaptations and strategies, dependent upon the needs of the student.

Review: Through the use of the Assessment Cycle, staff review the progress of the students continuously during the year. Any concerns regarding a child's needs or their potential barriers to learning are referred to the SENDCO. The SENDCO is responsible for the co-ordination of SEND provision within the school. It is her responsibility to provide strategic leadership for the vision and implementation of SEND support in the school. There is consequently a whole school approach to monitoring, intervention and support strategies for SEND pupils. The school SENDCO is Ms Emily Maxwell and she can be contacted via the school website or by telephone. Having consulted with children and their parents, an action plan is put into place and the child's Pupil Profile is updated.

Harmonize Academy's response to the Graduated Approach



Profile of SEND – October 2024 (112 Students on roll)

N.B. It is important to note that the profile of SEND differs throughout the academic year depending on admissions and the number of students on roll at the given time.

Level of Need	Number of pupils	Nearest %
EHCP	22	20%
EHCP Applications	3	3%
School Support	7	6%
Students on Pathway	20	18%
Students with a diagnosis	32	29%
Information relevant to Inclusion Register	112	100%

4 Broad Areas of SEND needs

In line with the SEND Code of Practice 2015, Harmonize Academy provides additional and/or different provision for a range of needs, including:

(A) **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

(B) Cognition and learning, for example, dyslexia, dyspraxia, General/moderate/severe/profound or multiple learning difficulties

(C) **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), anxiety, depression

(D) **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, epilepsy, other medical issues

Areas of Need (As above) EHCP and SEN Support only	A (C&I)	B (C&L)	C (SEMH)	D (P/S)
Number of Pupils	7	6	16	0
% of cohort	24%	21%	55%	0

Identifying Pupils with SEN and assessing their needs

Pupils are highlighted as having an additional need by one or more of either, the Previous School / Referring agency, parent / Carer, subject teacher, mentor, screening test, or the pupil voice. The SEND Graduated Response of assess, plan, do and review is adhered to.

Working in partnership with parents

If a parent expresses concern about a child, this information is passed to the SENDCO and the process of assessment begins. If the concern about a pupil originates from teaching staff then the parent/ carer will be contacted for their views and permission sought before any assessment takes place. Involving parents and learners in the dialogue is central to our approach and we do this through:

Action	Who Is Involved	Frequency
Pupil Passport	Pupil Profile	Updated termly
Parents' Evening	Parents and Pupils	Once per year
Parental Meeting	Parents and Pupils	As requested or required
Educational Psychology Assessment	Educational Psychologist, SENDCO, Parents and pupil.	As requested or required
EHAT Meeting	Parents, Pupils, SENDCO and external agencies	As requested or required
Pupil Voice	Pupils	Termly or as required
Parent Voice	Parents	Yearly or as required

Learning

'Every teacher is a teacher of SEN'.

Teaching and learning across the school is to the highest standard - there is a 'not one size fits all' approach. The 5 'Key Principles of High-quality first teaching are embedded to enthuse interest and develop a love of learning. There is a strong emphasis on 'knowing your student' and building positive relationships in line with the school ethos.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

All teachers follow the Graduated Approach in their teaching (APDR) and cater for the needs of our students. The strategies listed below reflect the reasonable adjustments that can be offered by Harmonize Academy.

They are indicative of good, inclusive teaching and will benefit a range of learners, whether they have been identified as requiring SEND support or not. The strategies have been grouped to reflect the types of need identified by the Code of Practice.

Approaches to support Communication and Interaction

- Visual timetables and supports
- Outcomes modelled and demonstrated
- Clear classroom organization and structures
- Clear unambiguous use of language
- Opportunities to work independently without interruption
- Time provided for pupils to process language
- Teacher able to access and employ method of communication appropriate to pupil's need
- Clear simple instructions.

Approaches to support social, mental or emotional health

- Tactile sensory objects to calm student
- Adult directed time out and time away strategies
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made
- Positive regular communication with parents
- Personalised rewards and sanctions – including motivators
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Class and school mediation strategies
- Clear and understood Behaviour for Learning policy
- Solution focused approaches
- Approaches that develop emotional literacy
- Positive peer models
- Consistent use of language and expectations

Approaches to support cognition and learning needs

- Differentiated Curriculum, pertinent to pupils' level of attainment or development – through presentation and / or outcome
- Reading material accessible to students
- Students can present knowledge / views in a variety of ways
- Assessment for learning concepts – pupil aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines, memory prompts, etc.
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

Approaches to support sensory and / or physical needs

- Access to equipment to ensure mobility provided by health professionals
- Awareness of seating positions to consider sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology
- Support as detailed in access plan or health care plan

We will also provide the following interventions:

- Reading support
- Small group intervention support in English, Math's, Science.
- 1:1 intervention in required subject
- LSA support for students with EHC Plans

Adaptations to the curriculum and learning environment

- We make the following adaptations to ensure all pupils' needs are met:
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, access arrangements, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Provision Maps offer support through Pupil Passports, Individual Learning Plans and EHCP strategies and guidance for each student.

SEND Support

Once a pupil is identified as having Special Educational Needs and Disability an appropriate support plan will be put into place to achieve targeted outcomes.

SEND support is approached in waves:

Wave 1

- Quality First inclusive teaching approaches are identified to enhance the pupil's learning.
- Creation of a Pupil Profile that includes the voice of the child and targeted teaching strategies.
- Focused in class support from a teaching assistant (where needed) to facilitate pupil progress or enable curriculum access. Support should be directed by the teacher and ultimately aim to develop the pupil's independent learning.
- Interventions that have been identified to achieve specific targets. These will be delivered and monitored
- Direct teaching, SEND support groups and in years 9-11 Option SEND groups.
- Resources to ensure full access to the curriculum.
- Liaison with the parent / carer, pupil, staff and all other relevant agencies in the implementation of the individual's support plan.

Wave 2

- Targeted Support for Pupils who need additional help.
- Literacy and numeracy interventions
- Use of the external literacy intervention
- Targeted 1-1 Reading support.
- Adaptations to timetables and support.
- Use of outside services
- Use of school house mentors.
- Further assessment and tracking of individual pupils.

Wave 3

- Targeted support for pupils who provide additional intervention to that provided in Waves 1 & 2.
- Application for High Needs Funding.
- Application for an Educational Health Care Plan.
- Use of the School Therapist
- Use of an Early Help Assessment Tool- EHAT

Tracking Progress

All pupils will have their academic progress tracked as outlined in the school's Assessment, Recording and Reporting policy. This includes:

- Base line assessments
- Standardised assessments
- Learning walks and book scrutiny cycle.

Children with Special Educational Needs will in addition, have support plans identifying their progress targets. These will be drawn up with the pupil and the parent and will be reviewed regularly.

Promoting positive behaviour at Harmonize Academy for students with SEND

The school believes that all students should be supported to achieve high standards of behaviour inside and out of the classroom. However, we also recognize that some members of our school community with SEN or disabilities may have barriers to achieving these standards. We aim to support the behaviour of pupils with SEN by;

- making reasonable adjustments where possible to accommodate their needs;
- co-operating with the Local Authority and other authorities where the pupil has an Education, Health and Care plan (EHCP);
- remitting short planned breaks for pupils whose SEND means they find it difficult to sit still for a long period; and,
- training our staff to understand that all behaviour is a form of communication and can, at times, be indicative of unmet needs.

The views of our students and young people with SEND are paramount to us. SLT and pastoral team implement support to improve the emotional and social development of our SEND students throughout their time at Harmonize Academy.

Looked After Children / Previously Looked After Children with SEND

The SENDCO and the Designated Teacher work closely together for looked after children ensuring that relevant provision and support is accessed and maintained where a looked after pupil has SEN. Responding to the needs of children who are looked after is a crucial part of avoiding breakdown in their care placement. Therefore, the SENDCO, Designated Teacher, Social Workers, Virtual School and relevant local authority work together to avoid delays in assessing and addressing the needs of children who are looked after. The Designated Teacher and SENDCO ensures that the implications of a child being both looked after and having SEN are fully understood by relevant school staff.

External Agencies

The external agencies that have been requested to work with our SEN pupils include, speech and language therapists, educational psychologists, clinical psychologists, SENISS, Child and Adolescent Mental Health Service – (CAMHS), school nurses, and Independent Careers Information, Advice and Guidance

SEN Attendance

SEN attendance averages approximately 75%. The SENDCO and Inclusion Manager work closely with Virtual Schools and the Local Authority to tackle persistent absentees.

Careers and Post 16 for Students with SEND.

Students with SEND are supported to make decisions about their post-16 choices by:

1. One-to-one meeting with careers advisor.
2. Completion of Careers Units within Personal Development (PD).
3. Encouraged to attend Post 16 Open Evenings.
4. Post 16 Key Transfer EHCP Review. (Autumn term of Year 11)
5. Transition college visits and handover

Overview of recent implementations and plans for the future

What we have recently implemented	Plans for the future
<ul style="list-style-type: none">• Student Support Co-Ordinator• SEND Advocate Training• Dyslexia Screener (Induction)• Overlay boxes• Graduated Response• Inclusion Register – (Continued)• SIMS SEND Register (Teacher Registers)• Acronyms sheets• Daily Handle with Care communication• Introduction of new Quiet Area• New school therapist• External links – WAWY, Positive Futures, MYA, Liverpool Early Help Team	<ul style="list-style-type: none">• Harmonize Graduated Approach• Emotional Literacy Support Assistant Training (ESLA)• SENDCo to meet regularly with HODs• SEN referral form• Develop opportunities for SEN staff links at the Departmental level• Provision Maps (Replacing pupil passports)• Boxall Profile Testing• Strategies folder in Whole Staff SEN Folder.• SEND/Most Vulnerable Post 16 Visits• Developing Mental health (CAHMS Liverpool WSA Model – ROAR Response)

Quality of Provision

The quality of teaching for all pupils is monitored and reviewed regularly through leadership of the SLT and the pastoral team. Learning walks, lesson observations and TA observations are also conducted by the SENDCO to ensure quality of provision.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by reviewing pupils' individual progress towards their goals each half term, reviewing the impact of interventions every 6-12 weeks, using pupil voice, staff voice, data collections, and work-based evidence monitoring by SLT and SENDCo. Data on all pupils is readily available on SIMS. Pupil's progress, including those with SEND, is reviewed termly using the school's Pupil Progress Report by Subject teachers, Head of Departments and leadership at Harmonize Academy. SEND pupils' individual targets will be reviewed in meetings with the SEND department, pupils and parents.

Complaints about SEN provision

Complaints about SEND provision at Harmonize Academy should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and service