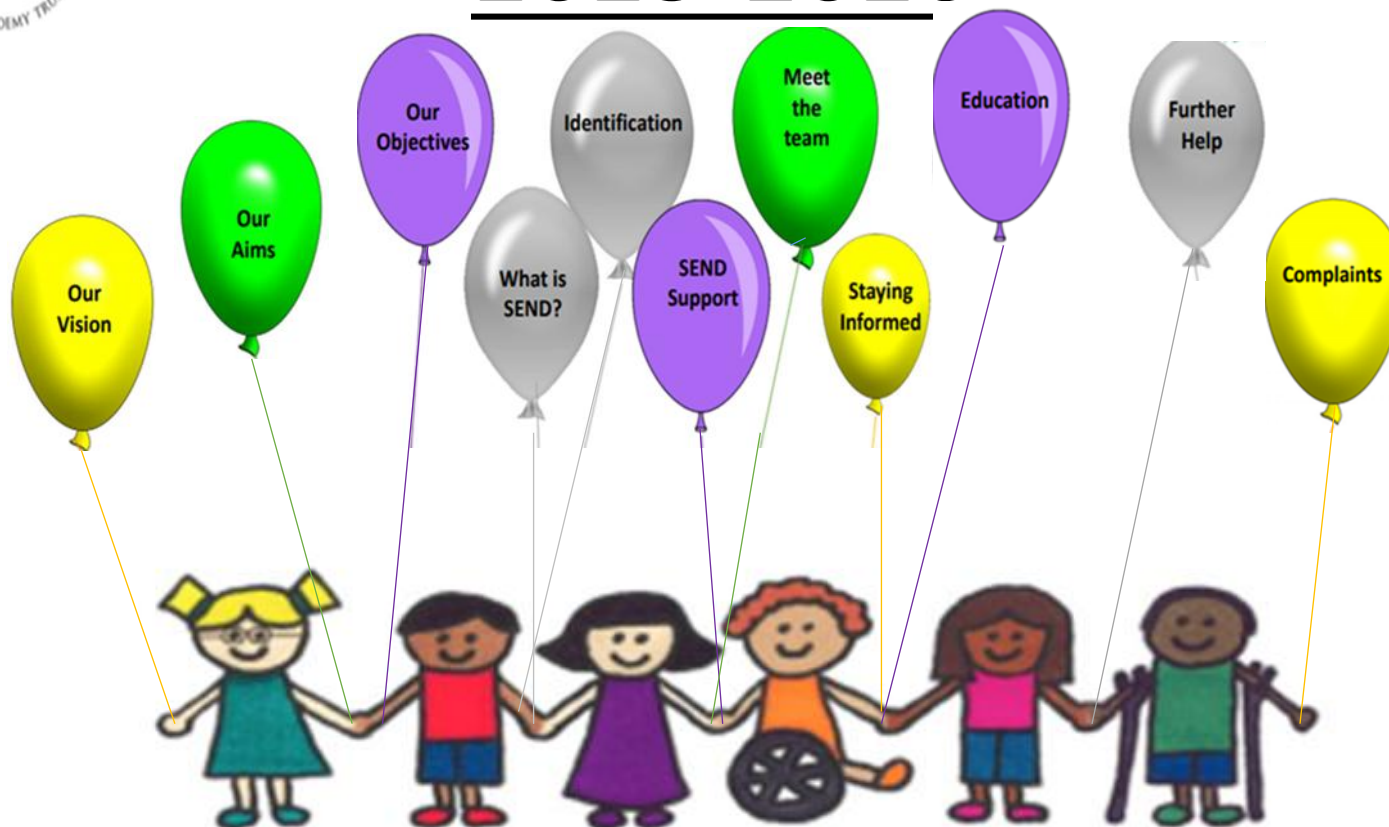




SEND Information Report 2025-2026



‘While we have time let us do good to all’



Our Vision



At Harris Church of England Academy we don't just accept difference – we celebrate it, we support it, and we thrive on it for the benefit of our students and our community. We are an inclusive academy that understands that **every child is different**, meaning every child's **educational needs are different**. We nurture all students' God given talents and support them to flourish In our academy we provide Quality First Teaching, together with chunking, modelling, retrieval and responsive teaching for all our students, alongside a range of provisions to help our students achieve.

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Our Aims



We aim to:



- Have happy learners who feel secure and safe.
- Ensure every learner is included.
- Raise the aspirations of, and expectations for all students with SEND.
- Support students to make progress in line with, or exceeding their expectations.
- Encourage students to become more independent in their learning in order to prepare them for life after school.
- Support students to make a successful transition from school to further and/or higher education and employment.

‘While we have time let us do good to all’



Our Objectives

- To identify and provide effective support for students who have Special Educational Needs.
- To work with the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to management and provision of support for Special Educational Needs.
- To provide support and advice for all staff working with students with special educational needs.



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What is SEND?

- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for provision different from and additional to the universal provision in school to make progress.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

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How do we decide whether a child has a special educational need?



All students are assessed throughout the school year by their teachers. Teachers are always checking how well the students are doing as they mark books, complete assessments and work with the class.

Some students will be making less progress than we would expect. With some extra help, most of these will begin to catch up. This extra help might be equipment in class time, strategies for staff or targeted intervention.

A few students will still struggle, even when this extra help has been put in place. When this happens, we would usually say that the child has a Special Educational Need (SEN).

The SENDCO will carry out more detailed assessments/observations to find out what type of SEN the child has. If we need more information about a child's needs or the type of support that they need, we may ask for help from other professionals such as The Learning Support Team, Specialist Teaching Service (STS) or Educational Psychologists (EP).

Once we have decided that a child has an SEN and after consultation with the parents, they will be added to the SEND register. This is a list of names that the SENDCO uses to monitor the progress of children with at the academy. The SENDCO will be tracking the child's progress and use conversation with parents and teachers to decide what different strategies the child needs.

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SEND Support



Harris Church of England Academy has an ethos of inclusion. We are committed to ensuring that every student has the opportunity to achieve their best, become confident individuals with fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

School-based support

All students with SEND

- Pupil passports
- Effectively planned lessons
- Quality First Teaching
- Reasonable adjustments in lessons to reduce barriers to learning

Some Students with SEND

- Specialist equipment or additional adult support
- Targeted interventions
- Work with outside agencies

External Support

- Educational Psychology (EP)
- Learning Support Team
- Hearing Impaired Team
- Visually Impaired Team
- CAMHS (Child and Adolescent Mental Health Services)
- Alternative provision
- School Nurses
- Specialist Teaching Service (STS)
- Circles



SEND Support



Harris CofE Academy: SEND Graduated Approach



Specialist

EHCP

AP

STS

EP

Usually external agencies used for advice and/or support as students are not progressing as expected with current provisions.

Targeted

Targeted support for students with SEND specifically. Referrals to targeted will have APDR cycle for evidence.

SEMH
Intervention

Dyslexia
Intervention

Literacy
Intervention

S&L
Intervention

Students can move between waves depending on their need and provision they are accessing

Universal

Quality First Teaching for all students through the Harris Principles of pedagogy on a daily bases. This is to allow all students to access an ambitious curriculum.

Retrieval
practice

Modelling

Chunking

Feedback

EEF's – 5 a day
approach to improve
SEND outcome

SEND Referral:
Referral made by
SENDSCO following
evidence from multiple
APDR cycles

SEND Referral:
1 APDR cycle
completed
with evidence
and signed
off by HoD.



Inclusion Team



Assistant Head for Inclusion: Mrs Laura Blackburn

SENCO: Mrs Laura Blackburn

Assistant SENCO: Mrs Julia Smith

SEND Admin Assistant: Mrs Anna Green

Inclusion Lead: Mrs Clare Capeling

Teaching Assistants:

- Ms Leilah Mansour-Webb
- Ms Beth Green
- Ms Anna Kovkova
- Ms Lisa Costello
- Mr Valie
- Miss Sharpe
- Mr Kelly



Staying Informed



We are proud of the strong partnerships we have created with parents, students and the community and place a high value on the comments and feedback that they provide, in helping us to improve the school even further.

Students are assessed in lessons regularly. Assessment data is formally recorded and tracked, so that students progress can be closely monitored. Reports on student progress are published each term to parents and each year there is a parents' evening where progress can be discussed, **The SENDCO is available to speak to at parents evening.**

The school regularly texts, emails or contacts parents by phone to discuss any concerns, discuss progress or give praise. Praise, rewards and behavioural concerns are logged and can be viewed by parents on Satchel.

An Annual Review meeting is offered to the parents of students who are supported through an Educational Health Care Plan. This meeting, which will include the student, will be to discuss and agree support programmes, or review the support offer.

There are a number of ways that parents can be involved in the school:

- Meetings with the SEND and Student Support Teams run throughout the year and can be requested by parents
- Parents' evenings with subject teachers
- Key information published by the school
- School newsletters
- Text, email and phone calls
- Parents can apply to become Governors when vacancies arise.



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Inclusive Education



We welcome students of all abilities and backgrounds into our caring and challenging learning environment and through our highly skilled and compassionate team of staff seek to create an exceptional learning community where everyone else can excel.

Strategies for the subject teachers are detailed on the Provision Map:

- Quality First Teaching alongside resources to suit individual needs of students.
- Our Teaching and Learning Policy of chunking, modelling, retrieval and responsive teaching is utilised to support our students.
- Alternative curriculum packages for individual students with specific needs

- Students with SEND have the same curriculum choices as all students.
- Knowledge organisers present a clear overview of key sides
- Teachers use accessibility tools to make lessons inclusive
- Quiet working spaces available for pupils with specific needs
- Pastoral support.

The Building

- Lift access to upper floors
- Disabled toilet facilities
- AVI Robots
- Able to support radio hearing aid use
- Assistive technology (laptop computers)
- Managed transitions for students if needed

Trips, visits and extracurricular activities are open to all students. Discussions with parents and providers take place as needed. And full risk assessments are carried out. Reasonable adjustments and additional staffing are utilised in line with specific student needs.



Further Help



Other sources of information (available via our website):

Disability and Accessibility Plan – this outlines our ongoing commitment to improve the physical environment of the school so that students with Special Educational Needs or Disabilities are able to fully access the educational curriculum, school facilities and our wider curriculum provision.

Exam Access Arrangements Policy – this explains how we assess for and award special arrangements to support students through exams.

SEND Policy – this provides further information about our aims for supporting students with Special Educational Needs and Disabilities.

SEND Code of Practice: 0-25 years this is the formal document that provides all educational providers with guidance on statutory provision.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Local Offer

<https://www.warwickshire.gov.uk/send>

Local Support

Rugby Autism Network (RAN); Roots to Branches (ASD); Warwickshire Parent Carer Voice; Special Needs Warwickshire Support Group; Parents United Warwickshire and West Midlands; ('contact' for families with Disabled children); Warwickshire SENDIASS

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Complaints



What can you do if you are not satisfied with a decision or what is happening?

- Your views are important, and it is important that people listen to them and that you are satisfied with what happens.
- If you have a concern, then the first point of contact is Assistant Head for Inclusion, Mrs Laura Blackburn. Explain your concerns to them first. You can contact her on laura.blackburn@harris.covmat.org or 01788 812549. If you are not satisfied that your concern has been addressed, speak to the Headteacher, Mrs Harrison.
- The Information, Advice and Support can be found on:
<https://www.warwickshiresendiass.co.uk/>

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