

**SEND Inclusion Award Case Study**

**School name:** Harris Academy Beckenham

**Location:** Beckenham, Bromley, Greater London

**Brief summary of your school:**

Harris Academy Beckenham is a secondary, non-selective coeducational sponsor led Academy that also includes a thriving sixth form. Students are from a variety of backgrounds: the number of students with special educational needs is broadly in line with the national average and the number of students eligible for pupil premium funding is currently higher than the national average.

**Why did your school decide to take the SEND Inclusion Award (SENDIA)?**

The Academy Leadership Team at Harris Academy Beckenham decided to apply for the SEND Inclusion Award as we felt it was a robust way of auditing, improving and rewarding the work of students, parents and staff with regards to the provision of teaching and learning for SEND students at the academy. We knew that our provision already encouraged students with SEND to be successful, however, our ethos encourages continuous reflective practice and we wanted to ensure that our specialist and universal provision was continuously improving and responding to the developing needs of our students.

**What particular issue(s) did the SENDIA help you to identify?**

The self-evaluation process enabled us to highlight that further work with parents would help to encourage further outstanding outcomes by our students with SEND.

**What changes did you make as a result of this?**

By highlighting areas in our provision that required further development, we were able to make more robust links with our parents of students with SEND and encouraged their attendance to the academy on a more regular basis. Parents have now been offered half-termly meetings with members of the SEND team and these meetings have focused on: providing parents with more detailed information about provision at the academy; offering strategies to support parents with homework and revision; and, offering specific sessions focused on the specific needs of their children. This development in provision, in line with research on parental involvement in education, will no doubt only support our students’ attainment and ensure that the life chances of students with SEND are continuously improved.

**What are your next steps?**

Since achieving the SEND Inclusion Award, we have continued to work tirelessly with our students, parents and teachers. We have since joined up with The Skills Network to provide free Level Two courses to our parents and teachers on specific SEND needs. Many parents have embraced this incredible opportunity as a way of better understanding the needs of their children and we have no doubt that this will improve our students’ chances of success in the future when they leave our academy. Many teachers, just like our parents, have also grasped the opportunity to formalise and further their skills and knowledge around SEND. This involvement will enable our provision to continuously develop and ensure that we are able to continue to provide inclusive learning environments where every student is able to succeed.

**Overall, how would you describe the whole experience from start to finish and achieving the award?**

The award process, while rightfully challenging, demanding and at times testing in its very nature, was an incredible journey for all stakeholders in our academy. The journey has meant that our students, the most important stakeholders in any educational setting, now benefit from the best possible provision in every area of academy life - a goal that was always within our sights, but one that the award process helped us to realise through a clear focus on specific standards. When reflecting on the fifteen-month process with the award in our hands, and analysing the development of our provision, we are able to say with confidence that the SEND Inclusion Award was a worthwhile and valuable experience for all.