

SEND Information Report 2023-24

At Strood Academy we value the abilities of all our students and strive to provide the best education to all our students so they can make good progress and achieve ambitious goals.

We strongly believe that it is our duty to provide equal opportunities for every child/young person in our care, and also provide a safe and fully equipped learning environment, which caters to the needs of every pupil/student as an individual. We are committed to providing excellent provision for all students with SEND by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all students to be included in all aspects of Academy life and work proactively to eradicate any barriers to academy life.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

1) The kinds of SEND that are provided for at Strood Academy are:

At Strood Academy we provide for the following main categories of Special Educational Needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health Difficulties
- Sensory and/or Physical Needs

2) Policies for identifying students with SEND and assessing their needs:

The following Policies and Documents are used to support the identification of SEND need and subsequent support:

- SEND Code of Practice (2015)
- SEND Policy
- Identification of need flowchart - *Appendix 1*
- Cause for concern
- One Page Profile (OPP) - *Appendix 2*

Throughout the Academic year, all departments complete formative and summative assessments that indicate the progress of students in the classroom.

When a teacher identifies a student who has struggled to make appropriate progress, in line with their academic potential, then they will raise their concern to the parents and the student and embed Quality First Teaching strategies.

If the student makes limited progress, the next step is to consult with other staff within Strood Academy via a School Robin on Edukey. Parents will be consulted and the initial teacher with concerns will complete a 'cause for concern' form. New in class strategies will be agreed and then recorded on Edukey under QFT Support Target. All staff will then be made aware of students' interventions/provision.

If still limited progress is being made, despite two cycles of Assess, Plan, Do and Review the SENCO will be consulted. The SENCO will then look at previous two cycles of APDR and consider next steps and inform all stakeholders of a way forward.

Students who are not making the expected level of progress and require more specialised support or assessments to identify their barriers to learning, may be placed on the schools SEND register.

At this point, a One Page Profile is created by the staff member who knows the student the best. The OPP outlines strengths, barriers to learning, concerns, the supportive strategies in place and set targets for the student to achieve; these are in direct relation to the difficulties and concerns identified.

If a student has a medical diagnosis and is identified as needing support that is over and above the Quality First Teaching approaches used within the classroom, then they may also be placed on the SEND register; this will be written in conjunction with our pastoral team who are trained to write medical plans and to risk assess students.

It is important to note that some students may have needs but they are not on the SEND register, as;

- Students are able to have their needs met through an appropriate, adapted curriculum and Quality First Teaching (QFT). These children are carefully monitored and, if necessary, are added to the SEN monitoring list.

2a) The name and contact details of the SENDCO:

If parents or carers have concerns relating to their child's wellbeing or progress, they are invited to contact their College Pastoral Team for advice and support. If required a Cause for Concern will be made to the Inclusion team for further investigation. We will endeavour to get back to you within 48 hours.

Additionally, parents or carers can contact the Inclusion Team directly on send@stroodacademy.org, to discuss their child's SEND needs.

3) Arrangements for consulting parents and carers of children with SEND and involving them in their child's education:

The SEND team are available to be contacted, via email or phone, should there be any concerns relating to special educational needs advice or provision.

OPP consultations with parents/carers and students, will take place 3 times within a year.

Throughout the course of the academic year, parents and carers are consulted to identify their thoughts and feelings around the support that their child is receiving. We will offer opportunities for consultation on what SEND looks like at Strood Academy and work with parents/carers and students, to strive to improve our provision and offer a well rounded selection of interventions that meet the needs of our diverse community.

4) Arrangements for consulting students with SEN and involving them in their education:

Students will be at the forefront of the decision making process ensuring that they are fully involved throughout the APDR process where appropriate. Discussions will be had with all stakeholders to ensure that it is in the best interest of the student.

5) Arrangements for assessing and reviewing student's progress towards outcomes:

Each Year Group has a Parents evening, where parents or carers are invited into the school to discuss the progress of their child.

Following data drops, Curriculum Leads, the Senior Leadership Team and the SENCO take the opportunity to review the progress of SEND students and analyse any educational gaps.

The SENCO will work with Curriculum Leads to identify underperforming individuals or groups of individuals, as well as, creating a department action plan.

Strood Academy works very closely with the Educational Psychologist and once a module an In School Review is held. At these meetings a range of professionals attend and the students' needs are discussed holistically. Meetings are then recorded and advice is given as appropriate.

Consultation of progress for EHCP students takes place during annual reviews and OPP reviews.

6) Arrangements for supporting students in moving between phases of education and in preparing for adulthood:

Transition phases of education are vital times for all our students but especially those with SEND. It is key that the right support is offered to develop the correct learning pathways and that our student's journey through Strood Academy and beyond is successful.

Primary schools are visited/contacted regarding the specific students in Year 6. Primary schools are given the opportunity to offer additional transition support. This is also the process for students that are leaving the academy in Yr 11 and Year 13, moving onto other settings.

The Local Authority will consult Strood Academy of any students who are transferring to our setting with an EHCP. Where possible a representative from the SEND Team will attend the PCAR (Person Centred Annual Review), at the primary setting, to ensure a smooth transition is made and the correct support is in place for when the student joins us in September.

We hold an In-School Annual Review dedicated to the transition year 6 into 7 to identify the high priority students, including those with SEND to ensure that all staff are aware of the needs and support mechanisms needed.

Throughout the duration of a student's school experience and depending on the needs of the student some or all of the following support is also offered to make transition times more manageable:

- 1:1 transition meetings and additional visits
- Group transition visits for vulnerable SEND students
- 1:1 support identifying and selecting GCSE options
- Yr11 College trips - KS4 careers interviews
- Travel support and practice opportunities
- Exam anxiety groups
- Transition meetings to colleges
- Transition meetings for Sixth form settings

7) The approach to teaching students with SEND:

Strood Academy offers high quality lessons to all. Quality First Teaching (QFT) approaches support students to access the curriculum and make progress. This includes teaching strategies that enable students to become more independent by understanding how to manage and take responsibility for their own learning.

With consistent and effective Quality First Teaching students should not need to be removed from lessons for additional interventions and support. Receiving the necessary support in lessons negates the need for anything 'additional to or different from' all of their peers.

Strood Academy aims to ensure that all students are independent learners. However, on occasions it may be deemed appropriate for the student to receive an individualised timetable of support, this will always be communicated to all stakeholders.

8) How adaptations are made to the curriculum and the learning environment of students with SEND:

Quality First Teaching is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching and access to the mainstream curriculum.

We regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This is inclusive of the learning environment to make sure that it is effective. Consideration and staff reflection is continually necessary; the physical space, the displays, the resources available and the use of those resources within the curriculum, the language used and the visual support on offer.

At Strood Academy we follow the advice of the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs.

We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs. Curriculum leaders are continually reflective about the appropriateness of the course content and the eventual implication when students reach KS4 or KS5.

9) The expertise and training of staff to support students with SEND, including how specialist expertise will be secured:

The Endeavour Centre

The Endeavour Centre is Strood Academy's new specialist mainstream resource provision for students with a diagnosis of Autism (primary need) and an Education, Health and Care Plan for Communication and Interaction.

- Students placed in The Endeavour Centre are members of Strood Academy and will be assigned to one of our three colleges: Victory, Hercules or Trafalgar.
- Our focus is on building successful inclusion in Strood Academy. Supported by our structured inclusion programme. The amount of time each student spends within their mainstream lessons is specific to their needs and what is outlined within their plan.
- Students will access specialist interventions and support in The Endeavour Centre, as well as in their mainstream lessons as appropriate. There are no lessons taught within The Endeavour Centre.
- The Endeavour Centre has been commissioned 25 places across KS3 and KS4. Following consultation, this can increase to 50 places.

Training for all of our staff within our Academy is a priority. It is our mission to ensure that all teachers are equipped with the appropriate strategies and knowledge to support their students in making progress in line with their academic ability, as well as holding high expectations and supporting their aspirational goals.

All staff have regular training on SEND, including the 4 broad areas of need and more specific Special Educational Needs is delivered regularly within the academic year during teaching and learning developmental sessions.

Further CPD is created by the Leigh Academies Trust and offered to staff. This allows staff to access courses that are relevant to their personal development and the needs of their cohort.

The Academy is also part of The Chartered College of Teaching, who provide a huge range of CPD training for teachers, and all members of staff have access to the full catalogue of the CPD offered by the National College.

Staff work closely with external agencies, for example Educational Psychologists, Speech and Language Therapists, Occupational Therapists and the school health team, among others, and implement plans and next steps that are agreed upon for support. We are able to access expertise from different outreach offers within the local authority and they are also able to support staff.

Key staff members have also attended specialist training and have become qualified Specialist Teachers, Emotional Literacy Support Assistants (ELSAs) or Emotionally Based School Avoidance (EBSA) practitioners. There are also members of the senior leadership team and pastoral teams, who have completed Team Teach training to support de-escalation and positive handling techniques.

Further to this, interventions that we offer at Strood Academy are:

- Social Skills Support
- Peer Mediation
- Targeted Literacy
- Targeted Numeracy
- Lego Therapy
- Social Stories
- Lexia
- Makaton and PECS
- Colourful Semantics

10) Evaluating the effectiveness of the provision made for students with SEND:

Progress data reviews take place, within individual departments, to identify underperforming subgroups, including SEND. Key questions are raised about how to tackle underachievement and celebrate successes.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

At Strood Academy we use a whole school inclusion tracking program; Edukey. Edukey allows all staff to see One Page Profiles of all students that are on the SEN register. Progress and attainment towards individual targets are measured using Edukey. All EHCP targets are also recorded via Edukey and again progress and attainment are recorded using this program.

We also offer several SEN coffee mornings for those parents who have children on the SEN register. These mornings are offered to all parents and gives them the opportunity to discuss their child and ask for additional support or guidance if required.

11) How students with SEND are enabled to engage in activities available with students in Strood Academy who do not have SEND:

There are a variety of trips and visits that are fully inclusive of all students, including SEND. All departments have a range of extra curricular activities to engage students.

Where necessary, support staff are used to support students on trips and visits to ensure that they have known and trusted support staff available in unfamiliar settings.

Risk assessments are carried out on all trips and visits to ensure that the needs of all students are fully considered and taken into consideration.

All students are invited to attend extra curricular activities and students are supported on an individualised basis if and when required.

12) Support for improving emotional and social development:

All students have Personal Development lessons (once weekly) as part of their curriculum time, which offer a broad range of learning opportunities. The Endeavour Centre student's receive adapted Personal Development lessons that identify and support any vulnerabilities

around sensitive topics, such as peer relationships or online content, as required by their EHCP.

The college model provides a significant amount of pastoral support for all students. The pastoral teams are available for wellbeing support, before school, during break, lunch and after school. They also attend all parental meetings to support students' wellbeing.

One Page Profiles are completed with all students on the SEND register and shared with all staff. This allows the student to provide their voice on the level of support they would like.

The Safeguarding Team display and share wellbeing guides to provide students with additional advice and guidance and signpost students to extra support that is available. We also have worry boxes outside all college bases, where students can drop off any concerns/worries. This allows students to post any concerns they may have, request for help or further support. students are also encouraged to raise any issues with their form tutor, who can then liaise with college teams

Regular meetings are held with the inclusion team to discuss individual students and provide recommendations of support for students who may be struggling or overwhelmed. Example of interventions:

- Strengths and Difficulties Questionnaire - Identification of needs
- SEND referrals for further investigation/identification
- ELSA
- EBSA
- Triple P parenting
- Early Help Support
- Resilience Interventions
- Social Skills Support
- Peer Mediation

13) How Strood Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student's SEND and supporting their families:

At Strood Academy we involve a variety of external agencies in our support offers, depending on the needs of the child.

We request support from external agencies when necessary. All stakeholders will be informed as appropriate.

Some of the agencies that we refer to and consult with are:

- Educational Psychology service
- Speech and Language Therapy
- Occupational Therapy
- Hearing Impairment Advisory Service
- Marlborough Outreach
- Fortiss Trust
- Early Help
- Youth Service
- Young carers
- School Nurse
- NELFT

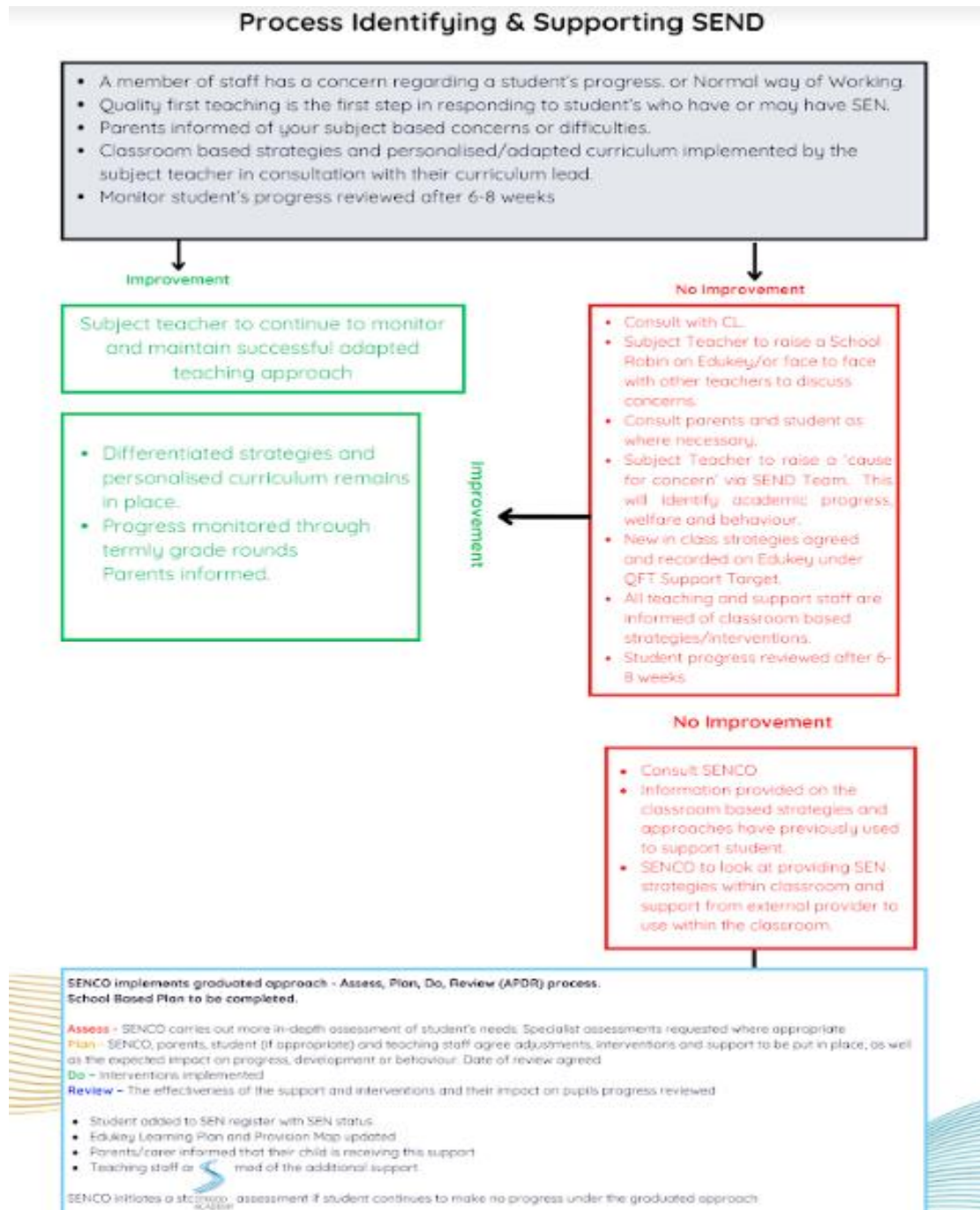
Our SENCo is in regular contact with the School Health team and students can be discussed and expertise shared to ensure that they are being supported effectively. It may be that referrals to external agencies are recommended, a diagnosis is being explored or additional support is required; if this is the case, parents and carers are consulted and consent obtained.

14) Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy:

First, we encourage parents to discuss their concerns with the subject teacher and Curriculum Lead. If they are still concerned, then they need to raise the issue with the SENCO. If the issue is unresolved they should then liaise with the Vice Principal of the college and finally the Principal to resolve the issue.

There are some circumstances, usually for children who have an Education and Health Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Appendix 1



Appendix 2

	One Page Profile	
Name		

What people like about me and what I like about myself?

How do I like to communicate?

What is important to me?

How best to support me?

My Targets (S M A R T E R)

Strategies of Support and Reasonable Adjustments (Equality Act 2010)

Parent/Carers Views

Created/Updated	Staff Initials
Created on: / /2	
Updated on: / /2	

END Support - Graduated Approach

Assess
<p>What are the current needs or barriers to learning? Build a picture taking into account - Baseline data, teacher assessments, attainment, behaviour, external agencies, students views and parental views,</p>
Empty space for notes

	Plan		Do		Review	
Area of concern	Target 1	Expected Outcomes	Additional Targeted Support	Individual Specialist Support	Impact	Review Assessment