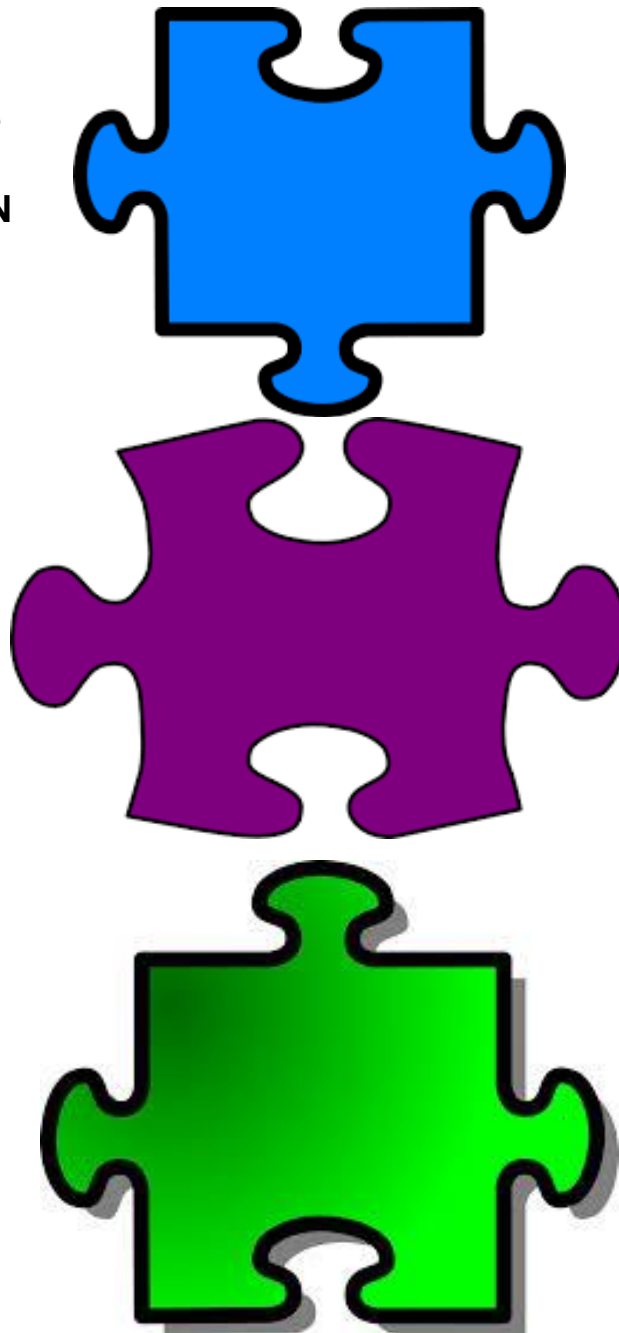
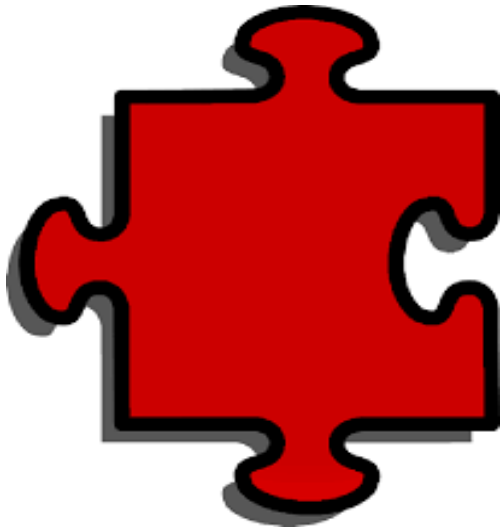


At Strood Academy we aim to develop a strong focus on progress and embedding a culture of high expectations for all students, including those with SEN or disabilities.



There are several steps that are taken to prevent students with SEN(D) from being treated less favourably than other students.

The name of the SENCO is Mrs G Cox

Email address is:
gail.cox@stroodacademy.org.uk

Phone number: 01634 717121

The SEN(D) Report can be found on the Strood Academy website:
stroodacademy.org.uk

Data from the school's tracking system is analysed every second term.

Pupil Profiles

Educational Psychologist Assessments

The kinds of SEN(D) that are provided for, along with the policies for identifying children and young people with SEN(D) and assessing their needs. This includes the name and contact details of the SENCO.

Concerns raised by parents or staff members are followed up.

Arrangements for handling complaints from parents of children with SEN(D) about provision at Strood Academy.

A range of diagnosed conditions including:

- ADHD,
- Autism,
- Dyslexia
- Dyscalculia
- Social interaction and communication difficulties

4 Areas of Need:

- *Cognition and Learning
- *Communication and Interaction
- *Physical and Sensory
- *Social, emotional and mental health

Hearing and Visual impairments as well as Moderate Learning Difficulties

The first point of contact is the SENCO. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Principal then ask for the Chair of Governors.

SENCO is a qualified teacher

SENCO attends Network meetings to share good practice and keep up to date with the latest developments within SEN(D)

All staff are highly experienced and trained to support students with a range of behavioural and learning needs. They also receive regular training opportunities within Strood Academy and the Leigh Academy Trust.

The expertise and training of staff to support children and young people with SEN(D), including how specialist expertise will be secured.

Evaluating the effectiveness of the provision made for children and young people with SEN(D) as well as their progress.

SENCO refers to outside agencies for additional expertise, when required.

Regular Parent/Tutor days to discuss the progress of students, and to identify if intervention or support is required.

When necessary, consultations are requested with Educational Psychologists, to offer advice and support strategies.

SEN(D) information report reviewed annually and made available to parents, staff and governors.

In class Teaching Assistant support, as well as small group intervention support, both in and out of the classroom.

One to one support and interventions given, when appropriate, to plug any learning gaps

Pupil profiles and reports from outside agencies shared with all staff, who support the student.

Differentiated teaching

SEN(D) students are identified on Strood Academy's tracking system and their progress analysed each term

Parent Tutor meetings held annually, to monitor the progress of all students and share success and concerns.

SEN(D) students identified on seating plans

Regular staff CPD sessions on SEN(D) support strategies

Approaches to teaching, and how adaptations are made to the curriculum and learning environment of children and young people, with SEN(D).

How the school involves outside agencies, including health and social care, local authority support services and voluntary sector organisations, in meeting student's SEN(D) as well as supporting their families.

Early Help referrals made when appropriate

All staff are made aware of the needs of students with SEN(D), so they can inform their planning.

Looked After Children Support services available to support students under the care of the Local Authority

Other professionals consulted as soon as a difficulty has been identified and investigated within school.

Support sought from local authority services and specialist teachers, when required, for training, and advice on SEN(D) related needs.

Interactive whiteboard backgrounds are changed to accommodate students needs.

Staff trained in various aspects of SEN(D) so that they understand the difficulties students may face and can plan how best to support them in partaking in activities

Scaffolding used within lessons to ensure all students make progress.

The accessibility of venues and the ability for all students to take part in trips are carefully considered in the planning stages

The guidance detailed in the Equality Act 2010 adhered to

Each student has a tutor who is responsible for their well-being

How children and young people with SEN(D) are enabled to engage in activities available to those who do not have SEN(D).

Support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN(D) and measures to prevent bullying

All staff are trained to support medical needs such as allergies and diabetes

Behaviour policy, which includes guidance on expectations, consequences and rewards is understood and implemented by all staff

Monitoring attendance and taking necessary actions to prevent prolonged unauthorised absence

Assemblies and Tutor Time used to discuss issues around bullying and cyber-bullying.

SEN(D) parent questionnaires

Reviewing the SEN(D) Information report and the SEN(D) policy

Email/phone contact with parents

Pupils are informed of their current and projected grades

Membership of Student Council

Creating Pupil profiles

Arrangements for consulting young people with SEN(D) and involving them in their education, as well as the involvement and consultation of their parents
Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.

Pupil voice included in Faculty reviews

Parent Tutor days held annually, where any concerns or successes are shared with parents.

End of term assessments

Mock exams

Teacher assessments throughout lessons to check progress and to plan for the next steps

Regular use of self and peer assessment

SENCO and key teachers observations

Guest professional speaker

Taster days for year 6 students

Senco and Pastoral team visit primary school

Introduction to form tutors

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, including higher education, employment, independent living and participation in society.

Parent Meetings

Thinking forward - Moving on

Extra transition visits

Question and answer sessions

Onsite careers advisor

Work experience for year 10 & 6th form students

Parent Information collection days

Taster days for Universities and colleges

Educational psychologist

Early Help referrals made when appropriate.

School Nurse available to give advice to students and parents.

Professional Meetings

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN(D) and supporting their families.

Contact with Medway SEN(D) Officers

Providing information about how equipment and facilities to support their SEN(D) needs will be secured

Support from Leigh Academy Trust and Local Authority services when required for training and advice.

Referrals made to;

- Speech & Language
- Occupational Therapy
- Visual impairment
- Hearing impairment
- Physical disabilities

When appropriate