

Strood Academy



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SEND Information Report

At Strood Academy, all students are equally valued, encouraged and supported to achieve academic success and emotional wellbeing. A strong emphasis is placed on an equal entitlement for students to be able to effectively access the requirements of the curriculums that they study, in relation to appropriate consideration of individual needs.

At the academy, pupils, parents, carers and staff should expect that the academy's approach to special educational needs and disability (SEND) is the same as for the rest of our community; our ethos is clear; everyone can achieve.

We welcome pupils with special educational needs and disabilities and aim to ensure their engagement in the curriculum. All teachers are responsible for the academic success of SEND students. Our staff strive to maximise opportunities, an enjoyment for learning/achievement and success.

We will ensure that:

- The needs of pupils are accurately identified, rigorously monitored and re-assessed where necessary. • We work within the guidance provided in the SEND Code of Practice 2014.
- All pupils with special educational needs and disabilities are offered a rich, appropriate and challenging curriculum.
- We strive to raise the aspirations and expectations of all pupils with SEND and provide a focus on outcomes for children and young people and not just hours of provision and or support. • These vulnerable groups of pupils are involved in decisions about their learning and that we will endeavour to deliver their preferences.
- Pupils will receive high quality support tailored to their individual needs.
- **All** members of staff will work closely with parents, carers and other agencies in order to create a network of support around the pupil and which removes barriers to learning.
- We provide support and advice for all staff working with special educational needs. .

Sections

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2. Identification, Provision, Assessment and Monitoring
3. Supporting pupils and their families
4. Supporting pupils with medical conditions
5. Monitoring and evaluation of pupils with SEND
6. Staff training and resources
7. Storing and managing information
8. Accessibility
9. Bullying
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Section 1 – Roles and Responsibilities

SEND and Inclusion / SENCO

Miss Lindsay(VP Inclusions/SENCo) Julie.lindsay@stroodacademy.org

Safeguarding and safety

Miss Julie Lindsay(DSL) Julie.lindsay@stroodacademy.org

MR Robert Harvey(Deputy DSL) Robert.harvey@stroodacademy.org

Deborah Phillips(family liaison officer and safeguarding officer)
Deborah.phillips@stroodacademy.org

Nicola Bourne(safeguarding officer) Nicola.bourne@stroodacademy.org

LAC coordination

Mrs Whittingham(designated LAC coordinator) karen.whittingham@stroodacademy.org

SEND Team

Mrs Penny Monk -(BTEc SEN- Autism) Higher Level Teaching Assistant/
ASD/Asperger Syndrome Support co-ordinator

Mrs Joanne Pearce Higher Level Teaching Assistant -Specialist Specific Learning
Difficulties (SpLD) Assessor and Exam Access Arrangements Coordinator

Miss Oluatosin Kosoko - High level teaching assistant (BA Honours economics -
specialisms Lego therapy and social skills.

Miss Marta Delgado - High Level teaching assistant(BEd in primary Education_,
specialisms numeracy, social skills and languages.

Teaching Assistants

Mrs L Barker(BSc Mathematics) - Key Stage 4 TA and numeracy specialist

Mrs F De'ath - KS3 TA and gardening club

Miss K Sage - KS3 TA and social skills intervention

Mr Irfan Janjua(BSc Sports Science) - KS3 TA and gardening club

Mr James Hawkins - KS3 TA and mental health support

Teaching assistants work within the Academy community, to support students to develop within the key outcomes of the Every Child Matters framework. Specifically:

- Staying safe.
- Being healthy.
- Enjoying and achieving.
- Economic well being.
- Making a positive contribution.

The roles and responsibilities of Academy personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and academy job descriptions:

Academy Board:

In partnership with the Principal, the Governors have responsibility for deciding the Academy's general policy and approach to meet the needs of pupils with SEND.

- Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the Academy's Performance Agreement, which includes provision for SEND.
- Monitoring the policy through the Academy's self-review procedures.
- All governors are informed of the Academy's provision, including funding, equipment and staffing.
- Reporting annually to parents on the Academy's policy through the website.

The Principal:

- Setting objectives and priorities in the Academy's Performance Agreement, which includes SEND.
- Line-managing day-to-day provision for pupils with SEND, including setting a budget for supporting pupils within the Academy's overall financial resources.
- Informing the Governing body.

SEN Coordinator (SENCo):

- Disseminating information and raising awareness of SEND issues throughout the Academy.
- Is responsible to the Principal for the management of SEND provision and the day-to-day operation of the policy.
- Screening and identifying pupils.
- Coordinating provision for pupils.
- Supporting the teaching and learning of pupils with SEND.
- Keeping accurate records of all pupils with SEND.
- Drawing up, reviewing and monitoring Pupil Profile Sheets for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Principal and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of pupils with SEND.

- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies,
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Principal forwards to the Governors.

Subject Leaders:

- Departmental Practice to include contributing evidence for and supporting the targets of EHC plans according to the Academy's SEND Policy.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for pupils with SEND are purchased from college capitation.
- Raising awareness, of college responsibilities towards SEND
- Ensuring that department members receive subject specific guidance on differentiation in their subject areas.

Section 2 - Identifying Special Educational Needs

There are 4 broad categories of need:

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

These four broad areas give an overview of the range of needs that must be planned for. When identifying the needs of a pupil the academy will look at the needs of the 'whole child' which will not just be the special educational needs of the young person. This will include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being the Child of a Serviceman/woman

*Please note that identifying behaviour as a need is no longer an acceptable way of describing SEN, it should be viewed as an underlying response to one or more of the categories of need outlined above.

Academy Identification procedures/Interventions

If the academy is of the opinion that a pupil may have SEND need that has not been identified, the following procedures may be actioned:

- Academic progress data reviewed
- View of academy staff, parents and child sought (Academy Round Robins)
- Behaviour data analysed
- Pupil history/Family context sought
- Completion of outside agency questionnaires
- Meeting with SENCO/ Assistant SENCO as required/requested

- Observation by SENCO/Assistant SENCO
- Professionals meeting as required
- Referrals to other professionals

This could lead to the interventions below being deployed:

- Engagement and Wellbeing Team
- Peer Mentoring
- The Safe Haven
- Pastoral Support Team
- Teenage sexual health drop in
- Behaviour support – including Medway Inclusion Team
- Counsellors
- ELSA support
- Discussion at In School Review, held 3 times a year, leading to Educational Psychologist referral · The curriculum (PSHRE) and the Academy tutorial programme is also used to support Social and Emotional Aspects of Learning
- Social Skills
- Targeted interventions e.g lego therapy, gardening
- Outside agencies that can support

Outside agencies that support pupils include:

- The Educational Psychology Service
- Medway Youth Service
- Medway Inclusion Team
- Medway Youth Trust
- Bradfields Outreach
- Marlborough Outreach
- PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment · PAT (Physical Advisory Teachers) to support the disabled pupils in school
- Parenting Practitioners
- Teenage Pregnancy and specialist midwives
- Social Services
- Youth Offending Team
- Police
- Paediatricians -NELFT and Snapdragons
- GP Services
- CAMHS – Child and Adolescent Mental Health Service
- Speech & Language Team – The Owl Centre and Medway Community Healthcare · Occupational Therapy Team
- Early Intervention Team
- Police
- Adult Mental Health Team
- NSPCC
- Medway Out of Hours service
- Family Matters
- Childline
- Open Road
- Relate
- School Nurse

Academy Identification New Intake Pupils in Year 7

a) Primary Liaison

Feeder primary schools are visited/contacted throughout the year prior to transfer. Any pupil identified as having an underlying need and is on the SEN register or has an EHC Plan is referred to the SENCo. Contact is then made with the primary school.

The LA notifies schools about pupils who are transferring with EHC plans in the spring of their year 6. When possible, the SENCo attends their Person Centred Review to ensure a smooth transition is made. At this meeting, the SENCo becomes the Lead Professional for the child with an EHC plan. The transition coordinator frequently attends year 5 and Yr 6 meetings when notified. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2 tests
- Reading, spelling, writing tests including English and Maths
- Tests undertaken by the SENCo as identified

Screening in Other Year Groups

Other screening tests are administered when required. See **Academy Identification procedures /Interventions**

Staff Observation

- Members of staff consult with the SENCo if they notice pupils who may need specialist help during the school year.
- Evidence for that concern must be produced, prior to any testing and /or additional intervention being undertaken.
- The SENCo may then ask for additional diagnostic assessments to be undertaken for other professionals.

Referrals by Parents or Carers

- A pupil's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

Provision

Teaching pupils with SEND is a whole school response. Central to the work of every teacher and subject area is a continuous cycle of planning, teaching, assessment and evaluation that takes into account the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and make progress through these differentiated arrangements.

A graduated response is adopted for pupils who are already identified as having SEN. A level and type of support is provided to enable the pupil to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

The academy carefully and regularly reviews the quality of teaching for all of its pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered (Assess, Plan, Do and

Review:

Prior to recording pupils' needs on the SEN register, pupils need to meet two out the three criteria for entry onto the register:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. When high quality teaching has taken place and appropriate differentiation has occurred but pupils have failed to make adequate progress, the class teacher and the SENCo will consider all of the information gathered in the academy including:

- The pupil's progress, in context of national data and expectations of progress - accurate formative assessment
- Low numeracy/literacy score
- Teacher observations
- Concerns from staff or parents

Both pupils and parents will be included in discussions to improve differentiation and progress by teachers and before entry on the register by the SENCo.

Secondly, pupils will be placed on the SEN register if they have a formal diagnosis from a medical professional, identifying difficulties that fall within one of the four areas of need. The school's SENCo will draw on more specialised assessments from external agencies and health care providers to ensure needs are accurately assessed.

Finally, pupils may be placed on the SEN register if they are in receipt of specialist support from external agencies. This could include involvement from the Educational Psychologists, Occupational Therapy service or Speech and Language Therapy. Support can also be provided in house, for example, counselling.

Once these factors have been considered then identification of SEN can be made and a pupil will be added to the register.

Once identified as being on the SEN register provision from within the academy resources are identified to help meet the pupil's needs.

Interventions may include:

- Additional learning programmes
- Smaller group sessions
- Appropriate teaching groups/sets
- Additional staff training

Where pupils fail to make adequate social, emotional or academic progress, despite additional provision, the academy through the SENCo will draw on more specialised assessments from external agencies to decide the best course of action.

Monitoring pupils needs on the SEN register

- Pupil progress across the academy is assessed, planned for, reviewed and recorded three times a year.
- Extra intervention may be recorded in either some or all of the following ways: the learning support plans, school based support plans, provision maps, EHC Plans, person centred reviews.
- The SENCo, informed by parents, pupils, teachers and data will identify when the academy is unable to fully meet the needs of a pupil and call in external services where appropriate with the support of parents and pupils.

Statutory Assessment / Statements

- If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

If additional funding and support are needed from the High Needs Block then the SENCo with the support of parents and pupils will apply for Top Up funding from Medway SEN if required.

Criteria for exiting the SEN register

If the reason for inclusion on the SEN register no longer exists or if good or better progress is achieved by the pupil without interventions beyond routine differentiation of the class teacher, the pupil will be removed from the SEN register.

Section 3 - Supporting pupils and their families

Parents requiring independent advice and guidance should access Medway Councils Local Offer:

<http://www.medway.gov.uk/childrenandchildcare/shortbreaksservices/aboutmedwayslocaloffer.aspx> Medway Council's Local Offer also contains details of outside agencies that can offer support to pupils and families of pupils with SEN.

Mrs Jo Pearce is responsible for examination access arrangements and assessments for dyslexia in the academy.

Transition from KS2 to KS3 is the responsibility of Mr Harvey (Head of Transition) and Miss Lindsay (SENCo). The policies for supporting pupils with Medical or Mental Health Conditions are available by request.

Section 4 – Supporting pupils with medical conditions

The Academy recognises that pupils at academy with medical conditions should be properly supported so that they have full access to education, including academy trips and physical education. Some children with medical conditions may be disabled and where this is the case the Academy will comply with duties under the Equality Act 2010.

Some pupils with medical conditions may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special education provision and the SEND Code of Practice (2014) is followed.

To support pupils with medical conditions there is a designated member of staff, Miss Bloomfield who along with the SENCo and Health Professionals will draw up a Medical Plan which is shared with all staff via the Academy information system. For Medical or Mental Health Conditions see Mental Health policy/supporting pupils with medical conditions policy.

Section 5 - Monitoring and evaluation of pupils with SEND

The Academy regularly and carefully monitors and evaluates the quality of provision that we offer all pupils. This is done through contact with parents, pupil and staff questionnaires, SEND Pupil Voice and through the scrutiny of academy Governors. These rigorous and evaluative arrangements promote an active process of continual review and improvement of provision for all pupils.

Section 6 - Staff training and resources

The Academy is funded to meet the needs of all their pupils through its core budget.

Staff training for SEN is identified and planned for by close analysis of the needs of the cohort in the Academy by the SENCO and SLT. The Student support team can assist subject areas in the following ways:

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are expected to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the academy's SEND provision and practice and to discuss the needs of individual pupils.

The Academy's SENCo regularly attends the network meetings and Secondary MIT meetings in order to keep up to date with local and national developments in SEN/mental health.

Section 7 - Storing and managing information

All pupils' files are stored securely in lockable storage areas which have restricted access. Files are kept for 25 years.

Section 8 - Accessibility

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on Academies and L.A.s to plan to increase over time the accessibility plans for their individual Academy's for disabled pupils and to implement their plans.
- The Academy is required to produce accessibility plans for the site. This should feed into the L.A. Accessibility Plan.
- The Academy identifies barriers to learning by listening to and observing first-hand, the experiences of pupils, parents, staff and visitors to the Academy.
- The current targets, strategies and outcomes for the Academy's successful accessibility plan are: i. The Academy aims to increase and promote access for disabled pupils by – through teaching and learning, participation in after academy clubs, leisure, and cultural activities or academy visits. ii. To improve physical access to the environment of the Academy (this covers improvements to the physical environment of the Academy and physical aids to access education).

How does the Academy improve the delivery of written information to disabled pupils?

- This will include planning to make written information that is normally provided by the academy to its pupils available to disabled pupils. Examples might include text books, hand outs, timetables and information about academy events. This information should take into account pupil disabilities and parents' preferred formats which should be made available within a reasonable time frame.
- To contact key staff within the SEND/Inclusion team parents should telephone the Academy and ask for 2020 or email SEND@stroodacademy.org

Section 9 – Bullying

The Academy recognises that it has a duty of care towards all pupils and staff. Within the academy bullying policy the needs and potential vulnerability of pupils with SEN is recognised. See Bullying Policy.

Section 10 - Complaints procedure

In the first instance, parental complaints in relation to the organisation or provision of SEND support can be made to the SENCo. If a parent or carer is not satisfied with the response given, the complaint will be dealt with via the Academy complaints procedure.

If the concern is still on-going, the Local Authority can intervene and may appoint an independent person with a view to resolving disputes between parents/carers and Academy. Parents/carers have a right to appeal to a SEN tribunal at any stage.

More information is contained in the SEN Code of Practice 2014.

This policy will be reviewed and amended annually in the light of the monitoring and evaluation of intervention. We will always seek to ensure that we are abreast of current legislation and are able to support an evolving and changing profile of need.

Section 11 – Appendices

- Links to policies referred to in the SEND policy and the Local Offer.
- Links to handbooks.
- Glossary of Terms

Academy	A state funded academy directly funded by the Department of Education. Independent of the local authority.
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
Annual Review	The review of the EHC plan is held yearly.
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
C & I	Communication & Interaction difficulty
C & L	Cognition and Learning Difficulty
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
EHC plan	Education, Health and Care Plan (Statement)
FSM	Free Academy Meals
HI	Hearing Impairment

ISR	In Academy Review
KS	Key Stage
LEA / LA	Local Education Authority
Local Offer	LAs and Academies are required to set out their information about the provision they expect to be available across education, health and social care for children and young people who have SEN or are disabled.
Ofsted	Office for Standards in Education which inspects academies.
Parent Carer Forum	A group of parents and carers of disabled children who work with the LA to make sure services meet the needs of children.
Parent Partnership Services	Provide advice and information to parents and children with SEND.
Personal Budget	The amount of money given in a personal budget to deliver the provision set out in the EHC plan.
SEMH	Social, Emotional and Mental Health difficulties
SEN	Special Educational Needs – a child is deemed to have SEN if their learning difficulty requires special provision to be made for them and this is significantly greater than the majority of others of the same age.
SEND	Special Educational Needs & Disability

SENCO	Special Educational Needs Coordinator – the qualified teacher who has responsibility for coordinating the SEN provision in the academy.
SP	Sensory &/or Physical Difficulties
SpLD	Specific Learning Difficulty
VI	Visual ImpairmentT

