



Strood Academy

SEND Information Report

Academic year 2024/25

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Our Values and SEND Provision

At Strood Academy, we believe all students deserve the opportunity to reach their full potential. This report outlines our commitment to providing a nurturing and inclusive environment that empowers all learners, including those with Special Educational Needs and Disabilities (SEND).

Our Vision for SEND

- **Equal Opportunities:** We are dedicated to providing an accessible and inclusive learning environment that caters to the individual needs of every student.
- **High Aspirations:** We believe all students can achieve ambitious goals and strive to provide the necessary support to help them succeed.

Quality First Teaching: High-quality teaching that caters to a variety of learning styles is the foundation of our SEND provision.

Strood Academy has an SRP; **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.

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) What types of SEN does the school provide for?

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) Which staff will support my child, and what training have they had?

Our SENCO's are Harriet Carter, Kerrie Ward and Chantay White. Between them they have over 30 years of expertise and knowledge of working with and supporting young people with Special Educational Needs.

The SENCO's are heavily supported by an incredible team of Teaching Assistants and a dedicated admin, Miss Illot.

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.

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.

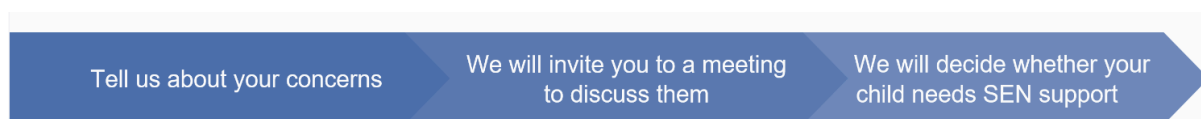
Further CPD opportunities are created by the Leigh Academies Trust and offered to staff. This allows staff to access courses that are relevant to their personal development and the needs of their cohort.

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.

3) What should I do if I think my child has SEN?

This is supported by our Identification of Need flowchart – Appendix 1



If you think your child might have SEN, the first person you should tell is your child's teacher/college team.

You can either call or email.

They will then arrange a time for a telephone call/meeting.

You can also contact the SENCO directly on send@stroodacademy.org or on 01634717121.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will record what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

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.

5. How will the school measure my child's progress?

We follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review** (Please see appendix 2).

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. This is then recorded via Edukey.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Further to this, each Year Group has a Parents evening, where parents/carers are invited into the academy to discuss the progress of their child. Students on the SEN register and those who have an EHCP Consultation of progress for EHCP students takes place during annual reviews and OPP reviews.

6. How will I be involved in decisions made about my child's education?

We will provide reports for each module on your child's progress.

Your child's class/form teacher will meet you at least 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff via Edukey, and you will be given a copy.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

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.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

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.

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our Academy.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing

- Using recommended aids, such as chromebooks, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a personalised basis when required.

9. How will the school evaluate whether the support in place is helping my child?

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.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will apply to local authorities for this.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips, these are led by our Assistant Principal Leanne Barlow.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All students are admitted to Strood Academy without bias.

13. How does the school support pupils with disabilities?

Strood Academy prioritises an inclusive learning environment for all students, emphasising individual learning styles rather than difficulties. Their dedicated Special Educational Needs Team ensures all students can access their education effectively. This is achieved through an inclusive curriculum, teacher training in support strategies, and following the guidelines set out by the SEN Code of Practice.

14. How will the school support my child's mental health and emotional and social development?

Each student is allocated a college. Strood Academy has three pastoral teams that are allocated by the College. This department has 6 members of staff that includes Head of Pastoral, Deputy Head of Pastoral, Senior Student Support Manager, KS3 and KS4 Student Support Manager and a college administrator. These pastoral teams are also supported by Pastoral Intervention; Natasha Thomas.

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.

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:

- SEND referrals for further investigation/identification
- ELSA
- EBSA
- Resilience Interventions
- Social Skills Support
- Peer Mediation
- Social Skills Support

Further to these interventions, we provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all of our extracurricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by all students with an EHCP having a key worker.
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or 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

16. What support is in place for looked-after and previously looked-after children with SEN?

The designated teacher for Local After Children is Leanne Barlow she can be contacted using safeguarding@stroodacademy.org

Leanne Barlow will work with Chantay White our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

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. Strood Academies complaint procedure can be found on the website.

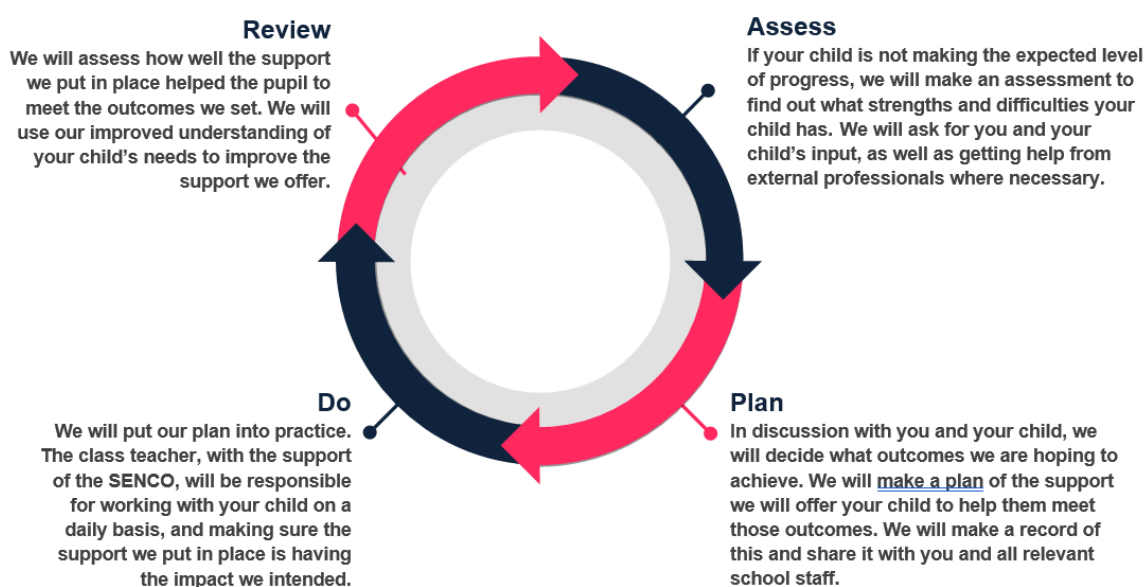
There are some circumstances, usually for children who have an Education and Health Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

18. What support is available for me and my family?

If you have questions about SEND, please get in touch to let us know. We want to support you, your child and your family. We can then signpost you to the best charity/company to support you.

To see what support is available to you locally, have a look at Medway Council Local Offer. Medway Council publishes information about the local offer on their website: <https://www.medway.gov.uk/localoffer>

*The graduated approach is a 4-part cycle of **assess, plan, do, review**.*



Identification of Need

- A member of staff has a concern regarding a student's progress. or Normal way of Working.
- Quality first teaching is the first step in responding to student's who have or may have SEN.
- Parents informed of your subject based concerns or difficulties.
- Classroom based strategies and personalised/adapted curriculum implemented by the subject teacher in consultation with their curriculum lead.
- Recorded on Edukey (1st cycle of APDR)
- Monitor student's progress reviewed after 6-8 weeks

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Improvement

Subject teacher to continue to monitor and maintain successful adapted teaching approach.

- Adaptive Teaching strategies and personalised curriculum remains in place.
- Progress monitored through:
 - Formative Assessments
 - Data Drops
 - Parents Informed after data drop and during parents evening

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No Improvement

- Consult with Curriculum Leader.
- Subject Teacher to raise a School Robin on Edukey or have a face to face conversation with other subject teachers to discuss concerns of the student.
- Subject Teacher to consult parents and student as where necessary.
- Subject Teacher to raise a 'SEND-cause for concern' via SEND Team. This will ask about academic progress, welfare and behaviour plus main concerns to build a picture of need.
- New classroom strategies agreed with SEND team and recorded on Edukey under the QFT Support Target. (2nd cycle of APDR)
- SEND Team to create a OPP on the student
- All teaching and support staff are informed of classroom based strategies/interventions.
- Student progress reviewed after 6-8 weeks

Improvement

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No Improvement

- Consult SENCo for meeting with SEND Team
- Information provided to create a picture of need including the classroom based strategies and approaches that have previously been successful to support student.
- SEND Observations
- SENCo to look at providing SEN strategies within classroom and support from external provider to use within the classroom.

SENCO implements graduated approach - Assess, Plan, Do, Review (APDR) process.

School Based Plan to be completed.

Assess - SENCO carries out more in-depth assessment of student's needs. Specialist assessments requested where appropriate

Plan - SENCO, parents, student (if appropriate) and teaching staff agree adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. Date of review agreed

Do - Interventions implemented

Review - The effectiveness of the support and interventions and their impact on pupils progress reviewed

- Student added to SEN register with SEN status
- Edukey Learning Plan and Provision Map updated
- Parents/carer informed that their child is receiving this support
- Teaching staff are informed of the additional support

SENCO initiates a statutory assessment if student continues to make no progress under the graduated approach

