



**Stanchester**  
Academy

# **SEN Information Report**

## **2024 - 25**

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## Stanchester Academy SEN Information Report September 2024

This document has been made so that parents can find out how pupils with Special Educational Needs (SEN) are identified and supported at Stanchester Academy.

This document is based on the SEN Code of Practice which can be found [here](#).

At Stanchester Academy, there is a commitment to a whole school approach to meet the needs of all pupils. A joined-up approach to pastoral and SEN support aims to remove barriers to learning by working closely with young people and their families so that all pupils can be ambitious learners that are knowledgeable and literate.

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### 1. Our Vision

*Stanchester Academy is a community built on the values of mutual respect and ambition for everyone.* This vision underpins our curriculum policy and is reflected in the decisions we have made regarding this policy.

#### What types of pupils with SEN does Stanchester support?

There are four broad types of SEN. These are listed below, with some of the most common types of SEN shown in each category. We understand that pupils are often varied in their needs and many pupils may have needs in more than one category of SEN. Communication needs are common across a lot of pupils with SEN.

We can provide support for pupils with all these needs.

#### **Cognition and Learning Needs:**

Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties, Global Delay

#### **Social, Emotional and Mental Health:**

ADHD, Attachment Disorder

**Communication and Interaction:**

Speech and Language Needs, Autism Spectrum Disorders

**Sensory and/or Physical Needs:**

Hearing Impairments, Visual Impairments, Multi-sensory Impairments and other physical or medical needs which may affect a pupil's ability to access school.

## Joining and Leaving Stanchester

### Transition from Year 6 to Year 7

The SENCo and Head of Year 7 meet teachers and SENCos from local primary schools to discuss all pupils joining us. This includes pupils with SEN or any other difficulty which might make starting secondary school difficult. These meetings also ask primary schools to say which pupils are 'most vulnerable' so that extra visits can be offered in small groups before joining Stanchester.

Often parents of pupils will ask to speak with the SENCo before applying or after receiving a place at our school. This information is also used to identify which pupils have SEN.

If a pupil is supported as SEN in primary school then they will continue to be identified in this way when they come in to Year 7 at Stanchester.

Some pupils may have had support in the past at primary school, or they may be able to do well as long as their teacher knows how to help them. We make sure teachers know about these pupils as well.

Enhanced transition is offered for SEN students in consultation with primary school.

### Mid-year placements

If a child joins Stanchester after the start of Year 7 then the SENCo and Head of Year will request information from the previous school to help prepare teachers at Stanchester.

### Leaving Stanchester Academy

When your child leaves Stanchester all files, SEN and Pastoral, will transfer to their new school or college. The SENCo and Head of Year may also speak the new school or college to make sure key information and support needs are communicated quickly.

Additional transition support is offered as part of the careers provision in communication with the SEN team.

## How SEN is identified at Stanchester

Many pupils can find secondary school difficult, and it is not unusual for pupils to suddenly find things difficult even if primary school went well. Often this is noticed by parents supporting their child at home. Teachers also constantly assess and support pupils and will identify those who are finding things more difficult than expected.

Stanchester has four 'Inclusion Phases' which are used to identify and support needs of pupils in school. These phases support pupils at different levels of need as follows:

## **Phase 1 - Pastoral Team Support**

This includes all support directed by Heads of Year and Pastoral Coordinators. Support includes:

- Report Cards
- Restorative Justice
- Round Robins (Requesting updates from all teachers of a pupil)
- Timetable reviews
- Mentoring
- Time out cards

## **Phase 2 - SEN Support**

Where information gathered at Phase 1 indicates a need for additional support to that which is normally available to peers. Support for different areas of SEN are listed below in '**How we support pupils with SEN**'.

## **Phase 3 - External Agency Support**

Where information gathered at Phases 1 and 2 indicates a need for greater support or assessment, referrals can be made to external agencies. External agencies which we work with as a school are listed below in '**Other support agencies**'.

## **Phase 4 - High Needs / EHCP**

Pupils with the highest level of additional needs in school, may need or already have an EHCP. Pupils at this level of need will have more individualised timetables and support in school and a full SEN Review will take place with the parents every academic year.

## **Graduated Response Toolkit**

The SENCo also uses Somerset's Graduated Response Toolkit to support the school's understanding and assessment of children with SEN. This toolkit includes many different approaches and assessment checklists to help identify different types of SEN.

Somerset's Graduated Response toolkit can be found here - <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/>

## **Provisions Meetings**

Staff can refer any student, at any time, for and intervention at any time if concerns are raised.

The SENCo and Head of Year meet on a half termly basis to review the progress of SEN students and discuss any new referrals.

If a parent is uncertain what support is in place for their child it is best to contact the Head of Year or Pastoral Coordinator in the first instance.

The SENCo is always happy to talk with any parent about their child. It may be that another member of staff is best placed to provide support, and this will be agreed with the parent as appropriate.

Written communication regarding allocations of any interventions is shared with parents prior to interventions starting.

## **Pupil Passports**

All pupils who receive SEN Support also have a Pupil Passport. This is a document which is used to share with teachers key information and strategies needed to support the learning of pupils with SEN. Every teacher can contribute to the Passport, alongside the SENCo, to describe strengths, needs, and strategies to support for each pupil.

A Pupil Passport can be updated at any time during the year as new strategies and information are developed. Every Pupil Passport will be reviewed a minimum of two times per year. This information is shared with parents and an opportunity to discuss it is offered.

## **How will pupils be involved in their support?**

Pupils who receive SEN Support take part in structured conversations with a Key Adult as part of creating their Pupil Passport. This information is used alongside the information from their tutor, so that strategies reflect each pupil's experience of education.

If the pupil has an EHCP then they will also take part in their Annual Review to plan for what they will do the next year.

Student voice is gathered via Parents Evenings or Trust led observations, book looks or meet and greet.

## **How we support pupils with SEN**

The primary adult for each pupil is their teacher in the lesson. Stanchester continually trains teachers through 'Outstanding Learning Guide' to ensure a high standard of teaching in every lesson every day. The Outstanding Learning Guide will support the majority of pupils to successfully learn in their lessons.

For pupils with SEN who need differentiation in their lessons, teachers have access to all Pupil Passports in school. Pupil Passports share information about all pupils with additional needs at Stanchester Academy, including strategies for teaching and differentiation for each individual pupil.

Some pupils would benefit from extra support in addition to the class teacher. We use Learning Support Assistants (LSAs) to provide some support in lessons and also to deliver intervention outside of lessons as required.

Interventions available include:

### **Cognition and Learning:**

- Spelling and Handwriting Intervention

- Spelling and Touch Typing Intervention (English Type)
- In Class Support

### **Social, Emotional and Mental Health:**

- Emotional Literacy Support Assistant (ELSA)
- Boxall Intervention
- Trauma Informed Schools support (TIS)
- SEMH Keywork with Key Adults
- Anxiety Gremlin / Anger Gremlin
- Anger management
- Anxiety management
- Restorative Conversations and Restorative Justice

### **Communication and Interaction:**

- Lego Social Skills
- Social Stories
- Comic Strip Conversations
- Keywork led by Speech and Language Service support plans.

### **Sensory and Medical Needs:**

- Support via equipment recommended by Sensory Impairment Teams
- Physical adjustments as recommended by PIMS or Occupational Therapy Team

## **How do we evaluate our support for pupils with SEN?**

Teachers constantly track pupils through lessons, home learning and assessments. This can show if a new approach or intervention is having impact.

If a pupil has an intervention outside of lessons the LSA supporting them will assess their progress when the Intervention period ends. Where a standardised assessment, such as reading or spelling, has taken place then we will re-assess the pupil later to measure progress.

Assessments available and used in the school are as follows:

### **Literacy:**

- New Group Reading Test (**NGRT**) – completed annually by all pupils in Year 7, 8 and 9.
- Wide Range Achievement Test 5 (**WRAT5**)
- Weschler Individual Achievement Test 2 (**WIAT2**)
- Detailed Assessment of Speed of Handwriting (**DASH**)

### **Processing and Memory:**

- Comprehensive Test of Phonological Processing (**CTOPP2**)
- Test of Memory and Learning (**TOMAL2**)
- Symbol Digit Modalities Test (**SDMT**)

#### **Underlying Ability:**

- Wide Range Intelligent Test (**WRIT**)

#### **Speech and Language**

- Test of Abstract Language Comprehension (**TALC**)
- British Picture Vocabulary Scales (**BPVS**)
- Gillian Autism Rating Scale (**GARS**)
- Child Autism Rating Scale (**CARS 2**)
- Social Skills Improvement System (**SSIS**)
- Clinical Evaluation of Language Fundamentals Checklist (**CELF5**)
- Coventry Grid
- Social Communication Checklist

#### **Sensory Processing**

- Beery visual-motor skills Integration (**Beery VMI**)
- Sensory Integration Audit

#### **SEMH Needs**

- Boxall Profile
- Strengths and Difficulties Questionnaire (**SDQ**)
- Conners Questionnaire

If a pupil has an EHCP then additional outcomes will be reviewed at the Annual Review and new outcomes agreed with parents for the following year.

Parents of pupils with SEN can meet with the SENCo at their child's parent evening. Parents can also request meetings throughout the year and the SENCo may suggest longer meetings to discuss more complicated needs.

#### **How we teach pupils with SEN:**

All of our teachers are responsible for ensuring that pupils in their classes learn. All of our teachers are expected to know which pupils in their classes need support. Teachers are given information about all pupils with SEN in the school.

When teachers are observed by the SENCo and School Leadership Team they are also observed on how they are using SEN Information to improve teaching and learning. The SENCo also observes lessons as part of measuring how well the school is supporting learners with SEN.

Each year our whole-school training for teachers and support staff includes how to support pupils with a range of needs. Staff training is delivered through BTC Trust leads or the SENCo.

## **Additional adult Support**

We have a team of Learning Support Assistants (LSAs) to provide an extra level of adult support in school.

Some of this support is provided in classrooms. We follow best practice for use of our LSAs in schools, which means we very rarely assign an LSA to just one pupil in a classroom. An LSA will be aware of many pupils in a classroom who need support. An LSA may also support the learning of more able pupils so that the teacher is able to spend high quality time with learners with additional needs.

LSAs will sometimes work with a pupil or small group outside of lessons. We have space in the school called the 'Learning Centre' where these interventions are delivered.

## **How we adapt the curriculum and school for pupils with SEN.**

Pupils are assessed from their starting point. This means that we expect pupils to learn as individuals and progress at the right level for them. In year 7, all pupils are assessed using New Group Reading Test (NGRT).

Information shared with teachers through Pupil Passports ensures that they have the information to adapt their lessons to the pupils in their classes.

The majority of pupils with SEN should be able to take part in and learn in lessons without additional support from an LSA or external intervention. Teachers use many things in their lessons to help, such as:

- Word banks
- Writing frames
- Knowledge Organisers
- Repetitive Learning
- Modelling
- Dyslexia friendly strategies for in class support

If a pupil needs additional support from an LSA it does not replace or prevent the teacher from working with the pupil.

Some pupils may need different adaptations to their learning. Examples of this might be:

- Use of a laptop to complete assessments
- Seating arrangements to support with Visual or Hearing Impairments
- Use of assistive technology, such as computer readers
- Physical adjustments such as stands / rests

## **Site Accessibility**

We have three wheelchair accessible toilets.

The whole site is accessible through ramps with the exception of one two-floor building and our refectory.



The county Physical Impairment and Medical Support Team (PIMST) and Sensory, Physical and Occupational Therapy (SPOT) survey the school site as required to make suggestions on improving the management of the site for specific needs.

### **How we make sure pupils with SEN have the same opportunities**

All pupils are included in all parts of the curriculum.

All pupils in school are entitled to have the same access to learning. This includes school trips, clubs, and activities. It may be that a risk assessment needs to be completed to make sure that when the pupil takes part they are not disadvantaged or at risk of coming to harm.

We also make sure that pupils with SEN are not unfairly treated because they find things more difficult. Where needed, individual agreements about things in school can be made, including individual behaviour plans and, in rare cases, individual timetables.

### **Education, Health and Care Plans (EHCPs)**

Some pupils will join us with an EHCP. Any funding which belongs to that pupil's EHCP will be spent to make sure that they are progressing towards their outcomes. This is reviewed with parents at the Annual Review each year. A major focus for pupils with EHCPs is 'Preparing for Adulthood', this is particularly true from Year 9 onwards.

Some pupils may need an EHCP after joining us. The SENCo will be responsible for engaging with parents, teachers and any other outside agencies to complete this process.

Parents are also able to request an EHCP for their child without the school. If a parent wants to do this then agencies such as IPSEA and SENDIASS can give support, their details can be found in the '**Key Agencies**' section.

### **Support for pupils who have a Social, Emotional or Mental Health (SEMH) needs.**

The school has a pastoral team to support pupils' wellbeing and mental health, including addressing any incidents of bullying.

Each pupil has a Tutor that they keep throughout their time with us. This means that their Tutor gets to know them and will see them grow throughout school. Tutors are the ideal starting point for both pupils and parents if they want to ask for help.

Each year group has a Head of Year and is supported by the Pastoral Team. The Pastoral Team can be found in the student office and is also an excellent place to ask for support.

The school has five qualified ELSA (Emotional Literacy Support Assistants) who can work with pupils for a period of time.

The school also has access to a qualified counsellor who can support pupils. Access to the counsellor is by referral from the Mental Health coordinator or Head of Year and needs consent from the pupil's parents.

The school SENCo, Heads of Year, and Designated Safeguarding Lead (DSL) can also complete Early Help Assessments (EHAs) to ask for a county agency to support a pupil or family. The SENCo can also request support from CAMHS for a pupil.

The school SEN and pastoral teams continue to work with the local authority to support students with Emotionally Based School Avoidance (EBSA) [Emotionally Based School Avoidance \(EBSA\) | Support Services for Education](#)

### Other support agencies

We work with many other agencies to support our pupils. A list of the most common is:

- Educational Psychology Team
- Learning Support Service
- Integrated Therapy Service (SALT, OT)
- Hearing and Vision Support Teams
- CAMHS
- Family Intervention Service
- Virtual School
- PFSA

Bridgwater and Taunton College Trust also has an Inclusion Team which Stanchester can access for additional support. This includes:

- Speech and Language Therapist
- Educational Psychologist
- Adolescent Support Worker
- Apex Centre
- Virtual Tutor

Heads of Year and the SENCo can refer to these agencies with parental consent.

The SENCo also attends Bridgwater Taunton College Academy Trust SEN Forum in which the Trust's resources for Inclusion are discussed.

### Oversight of SEN in the school

The school SENCo, Liam McLaughlin, is responsible for overseeing the school's responsibilities towards pupils with SEN.

The SENCo is managed directly by Sharon Hooper, Assistant Headteacher email [sharon.hooper@stanchester.co.uk](mailto:sharon.hooper@stanchester.co.uk). This ensures that the needs of pupils with SEN are a part of whole school planning.

All policies are reviewed by the governing body before being adopted by the school. All school policies, including the Accessibility Policy, can be found here [Policies \(stanchester-academy.co.uk\)](#)

## Key agencies and links

### **Somerset Local Offer:** [Somerset's SEND Local Offer](#)

Provides information for children, young people and families about services and support groups, including services for children with Special Educational Needs.

### **Somerset SENDIAS:** 01823 355578

<https://sometersendias.org.uk/>

This is an independent advice and information service for parents. They can provide advice about the rights of parents and children in education and also support parents through Statutory Assessment for Education, Health and Care Plans.

### **IPSEA:** <https://www.ipsea.org.uk/contact-ipsea>

IPSEA offers free, independent legally based advice and support about young people and their rights to education. IPSEA also provides training to both parents and professionals about SEN and the law.

### **Somerset Core Standards:** <https://choices.somerset.gov.uk/025/education/what-to-expect-from-education/>

These are produced by Somerset Local Authority to explain what services are and provision should be available to schools in Somerset.

### **Somerset Parent Carer Forum:** [www.somersetpcf.org.uk](http://www.somersetpcf.org.uk)

An independent group of parents and carers who meet to discuss issues that are relevant to them and inform the Local Authority, the Health Authority and ultimately the government their opinions on the best provision for SEN pupils.

### **Special Needs Jungle:** <https://www.specialneedsjungle.com/>

A parent advice and support service. Includes articles on a wide range of SEN and updates on government policies and how they affect people with SEN.

## National Charities for SEN

The British Dyslexia Association.- <http://www.bdadyslexia.org.uk/>

The National Autistic Society- <http://www.autism.org.uk/>

The ADHD Foundation- <http://www.adhdfoundation.org.uk/>

## Concerns and complaints

If there is a concern for a particular lesson, then it is best to first make contact with the teacher. This can be done through the school office.

If the concern is social or related to friendships, it is best to first contact the Tutor, Head of Year or pastoral coordinator. This can be done through the school office or student office.

If the concern is about how support for SEN is being provided, it is best to contact the SENCo, Liam McLaughlin. This can be done through the school office.

If you wish to make a complaint please refer to the Trust complaints policy [BTCT-Complaints-Procedure-Sep-22.pdf \(bwttatrust.s3.amazonaws.com\)](#)

### Contact details of the SENCo

Liam McLaughlin is the SENCo and he can be contacted by telephone or email via the school office:

E-mail: [senco@stanchester.co.uk](mailto:senco@stanchester.co.uk)

Telephone: 01935 823200