

Stanchester Academy SEND report September 2018.

The kinds of special educational needs for which provision is made at the school.

Our SEN Academy Offer complies with The SEND Code of Practice 2015. This explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014. It also complies with the Special Educational Needs and Disability Regulations 2014 and can be understood in terms of the Somerset Core Standards: <https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/>

Stanchester Academy provides for all needs of SEN as outlined by the SEN Code of Practice 2015. This would include the 4 areas of need:

Cognition and Learning Needs:

Social, Emotional and Mental Health

Communication and Interaction

Sensory and/or Physical Needs

(Social Communication Learning Needs can be a secondary need in any of these categories.)

The definitions can be found in the SEN Code of Practice 2014:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The school's policies for the identification and assessment of pupils with special educational needs.

When pupils have identified special educational needs before they come to our academy, we work with the people who already know them and use the information already available to identify what their SEN will be in our academy setting.

If a parent tells us that they think your child has a SEN we will discuss this with them and carry out assessments – we will share our findings with them and come to an agreement about what should be done next and what they can do to help their child.

If needed, we will work with parents to produce a Pupil Passport which outlines the needs that their child has and strategies we can use to support them.

We will ask parents to work with their child at home on specific targets or tasks that may be new or presenting a challenge to their child.

Information about the school's policies for making provision for pupils with Special Educational Needs whether or not pupils have EHC Plans, including—

How the school evaluates the effectiveness of its provision for such pupils.

From September 2014, "it will be for schools to decide how they assess pupils' progress". The reason for this is the Government's introduction of new frameworks across all curriculum subjects. GCSE pupils have grades between 1-9 and a minority of students follow alternative courses such as Entry Level or AQA Unit Award

Schemes. Students in current years 7 to 9 use the numerical grades 9 to 1 and have targets based on these numbers in all curriculum areas.

Pupils who are working below the equivalent of curriculum level 1 will continue to be assessed using the P scale descriptors until further guidance and below Grade 1 in GCSE, are graded with the acronym Personal Support 1 or 2 which broadly follows the Entry Level criteria for Entry Level 1 or 2.

Teachers use Learning Objectives, Assessment For Learning, plenaries and marking to give a regular judgement on progress.

Pupil Progress Meetings are used to check the progress of all pupils each term. Pupils who are not making expected progress are identified and strategies or interventions put in place to support them.

Pupils with SEN are invited to meet with teachers or the SENCO every term, or more often if necessary.

Parents are informed of progress by termly Progress Reports which are measured against KS3 or KS4 targets.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.

If academy staff think that a child has a SEN this may be because they are not making the expected amount of progress academically, socially or emotionally. We will monitor and observe and, if necessary, use tests and assessments to pinpoint the barriers to their learning. This will be shared with parents for further decisions to be made.

When we assess SEN we take into account what parents tell us about how their child functions at home and work with them to ensure that we all help their child in the same way.

The school's approach to teaching pupils with special educational needs:

All our teaching staff are teachers of SEN and have experience of working with young people who have a range of difficulties.

We use Learning Support Assistants either to support pupils with their learning in class, or to give additional interventions in either an individual or group intervention.

Pupil Profiles are compiled as Pupil Passports so that all staff are aware of pupils' needs and how best to support them.

Our Learning Support area is called The Hub- "Helping you belong" and is based on supportive, nurturing principles.

There is a Hub booklet which has information on the needs of SEN pupils and strategies that can be used to support them and is circulated at the beginning of the academy year so all staff are aware of best practice in provision for them. It is updated when pupils arrive as in-year applications.

Learning Support Assistants encourage pupils to be as independent as possible, while also giving them the support they need in small chunks. Staff use rewards and sanctions with consistency to encourage independence and good behaviour.

How the school adapts the curriculum and learning environment for pupils with special educational needs.

All teachers are teachers of SEN.

Targets are set against previous attainment and the work is adapted and taught with Dyslexia Friendly teaching practices which are as multi -sensory as possible.

We use intervention programmes for individuals or groups that have specific, measurable targets, tracked against the progress of SEN pupils at Pupil Progress reports in the autumn, spring and summer term. We evaluate the progress made during these programmes to ensure they are good 'value for money'.

When appropriate Learning Support Assistants explain the social and learning environment to pupils as directed by the class teachers in simplified terms.

Alternative methods of recording is sometimes used to enable pupils to present their ideas more easily.

The learning styles of pupils are taken into account, whether they have Visual, Kinaesthetic or Auditory preferences. This is evident in teacher's planning and the delivery of lessons. The Special Education Needs Coordinator (SENCO) and Senior Leadership Team monitor this through lesson observations and planning moderation.

The academy adapts the curriculum for SEN pupils by differentiation and some pupils follow an alternative curriculum with outside providers or a simplified and adjusted choice of KS4 options that focus on basic skills and life skills.

The academy has made adaptations to the environment so that it is accessible for those with sensory or physical needs. For example:

We have three toilets that are wheelchair accessible.

We have ramps to access the majority of the academy site.

We use Somerset Total Communication to ensure that all pupils can understand and be understood.

We have access to support services to ensure that communication with parent carers whose first language is not English are supported.

Staff make use of strategies to help support SEN pupils in class, including the use of word banks, writing frames, visual support or the use of ICT. Advice is sought about specific needs from advisory teachers in the authority and from the local educational psychologist.

Teachers differentiate the curriculum so that they can make it accessible to all pupils. There is regular Continuing Professional Development which gives teachers up to date information on the differing types of SEN need which pupils may present with. Pupils are taught with the principles of Quality First Teaching.

Additional support for learning that is available to pupils with special educational needs

Somerset schools support SEN pupils with guidance from the Core Standards which outlines good practice through a graduated response of universal provision, SEN Support followed by additional High Needs funding for those with significant,

complex needs. The emphasis is that all teachers are teachers of pupils with SEN and that Quality First Teaching can meet the needs of the majority.

Schools receive funding for all SEN children and from this they provide what those children need (including equipment and resources from this.) Additional funding can be applied for through an Educational Health Care Plan when the needs are significant and complex. Firstly, a request for a statutory assessment has to be agreed by the local authority and then the needs are costed in relation to a designated banding which the student is allocated.

If a pupil is in receipt of an Education Health Care Plan and provision identifies something different to what is usually available, there will be additional funding given. Parents will have a say in how a portion of this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

We use a graduated response in relation to responding to SEN needs and when appropriate we access support from specialist teachers, teaching schools and local authority support teams such as the Learning Support or Educational Psychology Service.

We refer pupils to local authority specialist support teams for assessments and advice such as the Learning Support Service or the Social Communication and Autism Team.

We refer pupils to health professionals such as Occupational Therapy or Speech and Language.

Together we review the child's progress and agree what everyone feels is the best course of action for the child.

Parents are invited to meet with specialists and contribute to reviewing and amending provision.

Specific support for those pupils who have a Social, Emotional or Mental Health need.

We have six monthly meetings with the Educational Psychologist and the Learning Support Services Advisory teacher and the Educational Psychologist visits on a regular basis. Referrals are made via the SENCO for outside agencies who also sometimes also visit pupils in a school setting.

Pupils get extra support through differentiated work in the academy. Sometimes pupils come out of class for specific individual interventions, or for group interventions. The Learning Support Area (Hub) provides a safe place for pupils to access this support. It also provides a safe place at break and lunch times for pupils who need it.

The SENCO and/ or pastoral leaders (the Heads of Year, Year Co-ordinators) will follow up pupil concerns and liaise with staff who are involved in the pupils' learning to discuss best how to support the pupil. After appropriate referral and discussion, the academy Counsellor may be involved.

Pupils may also receive support in a Hub intervention such as SEAL (Social Emotional Aspects of Learning), Coping Skills or a Social Skills group. Some pupils

also have weekly or fortnightly key work sessions where pupil concerns can be addressed.

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

All pupils are included in after academy club activities and academy trips, with additional adult staff where necessary to ensure their equal access.

We have a Provision Map which details the equipment, resources and support that we use for each category of SEN.

We use Somerset Total Communication to support pupils with language difficulties.

We use a variety of resources and strategies in class such as visual timetables, coloured paper and exercise books.

We use learning games such as Trugs (a spelling and phonics based game) and run specialised reading scheme groups such as Fresh Start.

We have small touch typing and handwriting groups, Study Skills groups, Spelling Strategies, Co-ordination, Guided reading groups and Maths Catch Up groups on a rolling programme.

When appropriate we run Individual Literacy Interventions based on Somerset guidance on literacy based programmes.

We also run individual numeracy support using aids such as Numicon.

All pupils are included in after academy club activities and academy trips, with additional adult staff where necessary to ensure their equal access.

Risk assessments are undertaken where appropriate for more vulnerable students in advance of certain trips, especially residential ones where special adjustments may need to be made.

In all Annual Reviews consideration is given to support which may be required in activities outside of academy.

When appropriate pupils are signposted to Somerset Short Breaks which supports activities outside of academy for high need SEN pupils.

SEN pupils who are identified at Primary Schools are offered extra visits in small groups before transferring to Stanchester.

Support that is available for improving the emotional and social development of pupils with special educational needs.

We have groups set up to support the wellbeing of pupils with social and emotional needs such as Boys or Girls Self Esteem groups.

We have Social Skills groups based on the Talkabout programme by Alex Kelly.

We access support from the Parent and Family Support Advisor and after an appropriate referral, the academy Counsellor.

We have very small Coping Skills groups to support pupils who need extra emotional support.

A small number of pupils work on Life Skills where independence of social skills are developed and is run in an outside gardening area of the academy.

We use alternative provision providers including the South Somerset Partnership Academy, Reach and other appropriately regulated providers.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The SENCO monitors provision for all pupils of SEN and is responsible for all access arrangements for students for GCSE examinations.

All teachers are teachers of SEN using the Quality First teaching criteria. There is a team of Learning Support Assistants who have had training in Individual Literacy Intervention, in Elkan, in teaching pupils with numeracy difficulties, in behavioural support, in Autism awareness and ADHD. The SENCO attends regular training, conferences and support group meetings and the information acquired is cascaded to relevant staff.

Teaching staff are trained by the SENCO at staff meetings and INSET days and in regular after school CPD professional development.

Support staff are trained by the SENCO.

Staff are given guidance on Dyslexia Friendly teaching practices and strategies to support learning needs such as ASD or Language and Communication difficulties.

External agencies and professionals also train staff at meetings and some INSET days. Some staff attend training delivered by outside agencies such as the specialist county support services.

All relevant academy staff are trained in Positive Handling. They are advised on strategies to promote positive behaviour, positive handling and the legal and appropriate use of physical restraint in very extreme situations.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Equipment and facilities for SEN is secured through the academy's overall pupil allocation via formula funding. Any equipment or resources that are needed beyond the first £6,000 per pupil spend is acquired through additional funding from the Local Education Authority either through an EHCP, or additional top-up funding. Advice on equipment, resources and facilities is gained from expertise from the Local Authority SEN case team, from the Physical Impairment Medical Services, the local Educational Psychologist or the Learning Support Advisory team or other sensory impairment advisors (Hearing or Visual Impairment).

The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Parents are informed of progress by termly Progress Reports which are measured against KS3 or KS4 targets. Parents are invited to all Annual Reviews when appropriate and a questionnaire is sent in advance so that they have time to either write or think in more depth about the discussion that will take place.

Parents are involved in any decision to access support from any external agencies. As stated above, when we assess SEN we take into account what parents tell us about how their child functions at home and work with them to ensure that we all help their child in the same way.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupils with SEN are invited to meet with teachers or the SENCO every term, or more often if necessary.

Pupil Profiles are compiled as Pupil Passports in discussion with pupils, so that all staff are aware of pupils' needs and how best to support them.

Young people are invited to Annual Reviews where the provision to meet their needs is discussed and in advance of the meeting their views are also independently gathered. These are child centred reviews and an effort is made to use child friendly language.

Young people with SEN are also involved in transition meetings with further education establishments and have individual meetings with the school's Careers Advisor to best ascertain their needs and the appropriateness of any future courses.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Parents are advised to first contact the subject teacher or the SENCO, Jonathan Belcher, who will be pleased to answer any concerns they may have over SEN provision for their child. For further complaints they are directed to refer to the academy Complaints Policy.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The governing body employs the SENCO who then uses her expertise to liaise with and refer to outside agencies in the provision of services for pupils with SEN. The SEN Governor meets regularly with the SENCO and monitors this provision and feeds back to the governing body in a termly SEN report.

The governing body also reviews the SEN policy and the Accessibility Policy to monitor that the needs of SEN pupils are being met.

The Pastoral Vice-Principal liaises with outside agencies where appropriate in purchasing additional or alternative provision for those pupils with SEN and she relates back to the governing body.

The academy also provides funds for the purchase of additional hours of Educational Psychologist support who can then help signpost to any external agencies.

How we support pupils in their transition into and from our academy.

We work with local primary schools to ensure that the transfer of information about pupils is accurate and both the SENCO and the Head of KS3 visit and liaise with them in advance of the pupils' arrival.

We liaise with local colleges of Further Education or Sixth Forms to ensure that transition programme information is communicated to pupils and parents and organise additional support where necessary e.g. extra visits.

SEN records including specialist reports are passed from one setting to another.

The contact details of support services for the parents of pupils with special educational needs.

Further details concerning how to apply for an assessment can be found by referring to the SENDIAS (Somerset SEND information, Advice and Support). This offers free, impartial information and advice on matters relating to special educational needs and disability:

Telephone: 01823 355578

Email: info@somersetsend.org.uk

Or visit the website: www.somersetsend.org.uk

Somerset Parent Carer Forum - an independent group of parent 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. Their web address is: www.somersetpcf.org.uk.

There are also websites that offer support which are run by national charities. Examples are:

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

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

The Dyspraxia Foundation- <http://www.dyspraxiafoundation.org.uk/>

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

The Social Communication Trust-http:- <http://www.thecommunicationtrust.org.uk/>

Contact details of the SEN co-ordinator.

Jonathan Belcher is the SENCO and he can be contacted by telephone or email via the school office:

office@stanchester.academy_co.uk

01935 823200.

Somerset Local Offer:

The local authority's local offer is published on the Somerset County website under somersetchoices.org.uk

<https://www.somersetchoices.org.uk/family/information-and-advice/somerset-local-offer>