

## **SEND Policy and Code of Practice**

### **The School in Context**

Stockport Academy is a secondary school catering for children aged 11-16 situated in the Cheadle Heath area of Stockport.

This policy has been developed in keeping with the following legislation and reports:

- Education Act 1996;
- Schools Standards and Framework Act 1998;
- Disability Discrimination Act 2005;
- The Disability Equality Scheme 2006;
- The Lamb Report 2010;
- Equality Act 2010;
- Children and Families Act 2014; and
- Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years September 2014 - updated in January 2015.

This policy also acknowledges the Academy's legal duties under the Equality Act 2010, in respect of safeguarding and of students with additional needs.

### **Academy Ethos**

The ethos at Stockport Academy is based on the United Learning Trust (ULT) maxim of 'The Best in Everyone' and is underpinned by the ethos of the ULT which is based on Christian principles. Stockport Academy shares the objective of bringing out 'The Best in Everyone', enabling each student to become a balanced, happy and articulate person with the:

- intellectual freedom to be creative;
- confidence to initiate;
- flexibility to respond to challenge, change and adversity;
- compassion to serve others;
- spirit to enjoy life;
- integrity to be trustworthy; and
- motivation to have a lifelong love of learning.

The SEND department seeks to develop the full potential of each child, recognising the uniqueness of everyone. We aim to provide support for pupils who require it within a caring environment that allows pupils to develop towards their full potential regardless of ability.

## **The school implements the 3 key principles for Inclusion at all levels of curriculum planning:**

1 Pupils with SEN and Disabilities are entitled to have suitable learning challenges set for them. This is achieved through school and support agency assessment; carefully planned learning programmes and developing a flexible curriculum that will enable pupils to be successful and make progress.

2 The school ensures that action is taken to respond to diverse needs through the developing policies and practices that ensure equal opportunities for both girls and boys and pupils from a variety of different cultures.

3 The school helps to overcome potential barriers to learning and assessment for individual and groups of children by providing early intervention of individual needs, appropriately planned interventions and clear monitoring and review procedures.

## **School Arrangements**

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or a disability which prevents or hinders them from making use of facilities generally available in a mainstream school.

It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Education Authority, other than special schools, in the area.

## **Objectives of the Policy**

We aim to offer a clear, coherent way to provide for the special educational needs of as many children as possible in as flexible a way as possible. This policy is linked with our Equality and Diversity Policy and its implementation.

Through the SEN policy at Stockport Academy we will:

- (i) boost the literacy and numeracy skills of pupils with general and specific learning difficulties both as an end in itself and as a means of providing maximum access by such pupils to the rest of the curriculum;
- (ii) develop differentiation in all lessons through High Quality teaching to improve the educational opportunities of all pupils, regardless of ability;
- (iii) meet the special educational needs of children with physical disabilities as far as is practicable in terms of the layout/resources of the school;
- (iv) increase the confidence of pupils with SEND, encouraging them to be involved in their own Provision;
- (v) communicate with parents about all aspects of the special needs provision made for their children and to seek to develop this partnership;

- (vi) deploy the resources of the Learning Support Department (SEND) in as effective a way as possible; and
- (vii) use the SEND Code of Practice as a framework for identification of, and provision for, pupils with special educational needs.

Our school currently provides additional and/or different provision for a range of needs, including:

- communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties;
- cognition and learning, for example, dyslexia, dyspraxia;
- social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD); and
- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

## **Responsibility for the co-ordination of SEND provision**

### **The Governing Body**

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children, this would include ensuring that:

- all staff in the Academy comply with this policy;
- the Academy's SEND policy and its procedures are carried out and monitored with appropriate impact assessments to inform future plans;
- they are informed regularly of the progress of the SEND cohort and of any actions to address issues arising;
- the SEND Governor meets at least annually with the SEND Coordinator (SENDCo) to discuss assessment data/results of external exams and any necessary interventions needed to ensure the SEND cohort achieve in line with their peers;
- the Governors support the academy in maintaining high standards of provision and support for pupils with SEND and that this policy is implemented in an effective and non-discriminatory way; and
- the Chairman of the Governing Body reasonably considers any appeals against a decision made in relation to this policy.

### **The Principal / Senior Leadership Team**

The Principal and Senior Leadership Team are responsible for:

- supporting the implementation of this policy, its strategies and procedures and ensure that all stakeholders are aware of this policy and have access to it;
- ensuring that all staff receive appropriate support, continued professional development and are supported in the implementation of this policy; and
- responding appropriately to any complaint made to the Academy in relation to this policy by pupils and/or parents/carers.

## **The SENDCo**

The SENDCo is Amy Burrowes and is responsible for:

- overseeing the day to day operation of the policy;
- coordinating the provision of students with SEND;
- developing effective systems of communication to co-ordinate both internal and external provision;
- working closely with teachers to encourage early identification of individual need within the mainstream setting;
- managing the SEND support teams;
- overseeing student's records;
- liaising with parents;
- making a contribution to in-service training days (INSET);
- working in partnership with staff and parents/relevant external agencies to determine and record approaches, targets and strategies on individual pupils Personal Learning Plans;
- promoting practice by communication through established structures within Academy – e.g. inset, staff meetings, briefings and department meetings;
- reviewing and maintaining the Academy's SEND register in line with current legislation and ensure that all teacher and support staff have access to current information;
- formulating, reviewing and actioning a department development plan which contributes towards the Academy's development plan with regard to pupils with SEND;
- informing parents/carers of pupils on the SEND register on a termly basis of their child's progress;
- reviewing pupils' progress on a regular basis in line with the academy's assessment procedures and the SEND Code of Practice;
- promoting relationships with Parents/Carers through regular planning and review meetings and fostering a spirit of partnership; and
- liaising with other agencies to ensure a wide range of expertise to address all pupils' needs.

## **Teaching Staff**

All Teaching staff are responsible for:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for students with SEND by differentiated planning;
- collaborating with the SENDCo to decide the action required to assist students to progress;
- working with the SENDCo to collect all available information to nominated students;
- supporting the SEND team in the development and review of Personal Learning Plans and being fully aware of the outcomes for all relevant students;
- developing constructive relationships with parents;
- ensuring that Personal Learning Plans and information circulated by the SENDCo is used to inform appropriate lesson planning;
- ensuring that assessment data about individual pupils is used to inform planning;
- providing accurate half termly assessment data in line with the academy's data collection procedures; and
- liaising with parents, Head of Department, Head of Year and, SENDCo to raise concerns over pupils making poor progress.

Information sheets outlining specific areas of SEND and strategies to meet these needs effectively are available to all staff in the SEND folder on the staff shared drive.

All Personal Learning Plans are available to all staff in the “linked document” section of individual pupil profiles on Arbour and in the SEND folder on the staff shared drive.

## **Arrangements for co-ordinating SEN provision**

The SEND Department comprises of the SENDCo, Assistant SENDCo and ten Learning Support Assistants (LSAs) who meet regularly to discuss updates and progress of children on the SEND register.

Provision of all SEND students is co-ordinated by the SENDCo. All referrals, requests for support for classes or help for individual students should be brought to the attention of the SENDCo. This should be directed through to the SENDCo by the Senior Leadership Team (SLT), Curriculum Area Leads (CALs) or the Pastoral Team.

## **Admission Arrangements**

The school strives to obtain information from previous schools especially for those pupils identified with having SEND or English as an additional language (EAL).

The school has a comprehensive transition system for Year 6 students. In addition, the SENDCo and the Transition Co-ordinator visit feeder primary schools to obtain information that is then shared via the SEN register.

## **Specialist SEND Provision**

### **Facilities for vulnerable pupils, those with SEND or who are disabled**

We work closely with parents and other agencies to ensure that we are meeting the needs of all vulnerable groups.

Our building is easily accessible by wheelchair and there are disabled facilities: a lift near the main entrance and a disabled toilet situated by Student Services. There are additional disabled toilets situated on each floor of the building.

All students are encouraged to participate fully in the academic, social and pastoral life of the school. The school has an Attendance Officer who monitors attendance and punctuality. The school uses flexible timetables with a small number of identified students.

### **Allocation of resources for vulnerable pupils, those with SEND**

The SENDCo, in consultation with the Principal, is responsible for allocating resources to students with SEND.

## Identification and review of pupil needs

Our assessment arrangements are intended to ensure that pupils' special needs are identified as soon as possible so that Pupils with SEND are given a full and equal access to a broad and balanced curriculum.

The SENDCo and the Transition co-ordinator endeavour to obtain the SEND folders from primary schools so that information on new Year 7 pupils can be shared with staff at the earliest opportunity.

Key Stage 2 results are analysed and the new Year 7 pupils undergo reading tests.

A summary of information discussed at the review meetings is given to the Year group team. This informs setting and grouping our children. The SEND register is updated regularly so that staff have got the necessary information. The SEND register is available for all staff to access.

The subject teacher is also responsible for identifying SEND through observation and assessments. The teacher should bring any concerns to the SENDCo. A referral may be made to the Educational Psychology Service if needs are considered to be hard to identify or severe.

Other agencies (Speech and Language Therapy (SALT), Child and Adolescent Mental Health Service (CAMHS), Occupational therapist, School nurse, Councillor may also be involved where relevant.

Assessment data is used to inform decision making and planning. The SENDCo attends reviews for pupils at SEN support and at our open evenings, parents have an opportunity to talk to the SENDCo.

Identification strategies that can be adopted are:

- Observation by external agencies;
- Results of standardised tests;
- Teacher observation;
- Discussions with parents/guardians and pupils; and
- Discussions with other staff, LSAs, subject teachers, informal advice from other agencies.

The SEND department has access to the use of a variety of assessment tools including;

- Progress in Understanding Mathematics Assessment (PUMA) tests;
- Progress in Reading Assessment (PIRA) tests;
- Diagnostic Reading Analysis;
- Wide Range Assessment Test (WRAT) reading and spelling tests;
- Suffolk Reading Tests;
- Vernon Spelling Tests;
- Boxall Profiling; and
- Lucid Rapid Screening.

When a child has been identified as having a SEND need (other than natural transition of information i.e. primary to secondary) parents should be informed and the pupil's name should be placed on the SEND register. Information then needs to be gathered about the pupils needs and an appropriate personal learning plan is written and distributed to class teachers.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

## **Provision for Pupils with Special Educational Needs**

The following stages of provision are offered in line with the Code of Practice, with additional focus on identifying by need.

### **Monitoring (code: Mon)**

For a student causing concern pre-SEND register, the following steps will be taken, as appropriate;

- any concerns a member of staff has about a student will be highlighted to the SENDCo;
- SENDCo will check student's main file for previous concerns;
- SENDCo will check student tracking/behaviour log/referrals;
- SENDCo will meet with the member of staff and parent in order to consider next steps;
- Quality First Teaching will be employed by the class teacher and progress will be tracked by the Head of Department, Head of Year and SENDCo;
- class teacher will be asked by the SENDCo to demonstrate evidence of interventions;
- evidence of strategies will be gathered by the SENDCo; and
- SENDCo will track Assessment Point data.

This information is crucial to the SEND process. Evidence is vital to show that there have been the appropriate interventions by teaching staff and Heads of Years in consultation with parents/carers and the student.

At this stage the SENDCo will carry out appropriate screening tests and contact parents/carers advising of the testing process and the possible movement of their son/daughter onto the SEND Register. Parents/Carers will be invited into the academy to discuss this further and to contribute to a Personal Learning Plan outlining the needs of their child and strategies to use in class.

### **SEND Support (code: K):**

This provision is used for students who need additional support, such as differentiated learning, additional classes or additional in class support. Students should be identified by need which will be one of the following:

- Cognition and Learning need;
- Social, Emotional, Mental Health need;
- Physical/ Sensory Impairment; or
- Communication and Interaction need.

Students with additional educational needs can be identified by the SENDCo, CAL, Subject Teacher, Form Tutor, Pastoral team or Parents.

Students may have an Additional Educational Need that is subject specific or may have an additional need across a range of subjects.

It is the subject teacher's responsibility for working with the pupil in their subject area. A range of strategies are used to support the needs of students with Additional Education Needs including:

- Different learning materials or more effective strategies;
- Special equipment or resources;
- Some group or individual interventions from the subject teacher, LSA or SENDCo; and/or
- Undertaking staff development.

Termly reviews will be carried out by the SENDCo. If the review establishes that a pupil makes average to good progress, then they may be moved to monitoring on the SEND register if they need no further support. If the review establishes that a pupil makes little to average progress the SENDCo will decide what is the most appropriate action to take. This will be either to involve an outside agency or to map the additional support that the school can provide.

If the next stage is to give a substantial amount of additional support within school, then the SENDCo will ensure that this is at the appropriate level for SEND Support, again parents will be consulted and kept up to date with information.

If a student is on Code K they will be placed on an appropriate learning plan that will be compiled by either the SENDCo, LSA, teaching staff or a combination thereof. The learning plans have teaching strategies included. These learning plans are then shared with teachers who are expected to have read the learning plans and use them to inform the planning of their lessons.

### **Educational Health Care Plan (Code EHCP)**

Students may become identified as needing an Assessment for An Educational Health Care Plan by the following:

- a review at SEN Support establishes that a pupil makes little or no progress in spite of the additional programme at SEN Support;
- an assessment of the pupils needs has established severity and complexity of SEND; or
- there will be a parental consultation and an Educational Psychologist will be commissioned to complete an assessment.

EHCP applications will be completed by the SENDCo in conjunction with appropriate colleagues.

Once a student has an EHCP agreement they will have termly reviews and an annual review. The aim of the reviews will be to:

- assess the student's progress in relation to their targets;
- review the provision made for the student; and
- consider the appropriateness of the existing EHCP in relation to the student's performance during the year and whether to cease, continue or amend it.

If a student does not meet the threshold for an EHCP, Stockport Academy will continue to put in place the appropriate support needed and will seek further advice and support from the relevant outside agencies.

It must be noted that if at any of the above points the SENDCo believes that a referral to the Safeguarding officer, School Nurse or School Counsellor is needed then it will be done as part of the role through the correct procedures – see safeguarding policy.



## **Access to the curriculum, information and associated services**

All pupils follow the National Curriculum, access to which is facilitated by:

- providing a differentiated curriculum;
- in-class support by Learning Support Assistants;
- withdrawal of small groups or 1-1;
- flexible groupings;
- smaller groups in classes with pupils of lower ability where possible; and
- advice sought from relevant agencies and services.

## **Access Arrangements – Examinations**

Access arrangements are provided for students with an identified additional need where an assessment provides a barrier to candidates demonstrating their skills and knowledge. This includes, for example, providing a reader to enable the candidate to demonstrate that he/she can interpret the text.

The SENDCo is responsible for assessing appropriate reasonable adjustments for students based on their needs. Awarding bodies are then responsible for agreeing those reasonable adjustments that have not been delegated to Academy's and colleges that include permitting a reader or scribe.

All requests for exam access arrangements are submitted to the examination bodies by the Exams Officer with a written explanation of why alternative arrangements are required and evidence that the access requirements are the student's usual method of accessing tests and exams in lessons.

## **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## **Evaluating the success of provision**

CALs are responsible for ensuring that staff use the Learning Plans that are on staff shared area and monitor the progress of learners with SEN in the subject areas.

Subject teachers and LSAs are responsible for recording progress towards the achievement of targets by reviewing them and monitoring and recording progress of individual/groups of students.

The SENDCo is responsible for monitoring the progress of pupils with SEND and monitoring the work of LSA's in the classroom.

Students are involved with their target setting and their views considered.

Parents are involved in the appropriate learning plans/target setting and review process (including annual reviews).

## **Complaints procedure**

Complaints may be dealt with by the SENDCo in the first instance and then the Principal who line manages SEND.

This all done in accordance with the United Learning Complaints Procedure. If any further complaints are made they are dealt with through the Stockport Academy complaints procedure.

## **In-service training:**

There is a comprehensive in-service training package for all Learning Support and Teaching Staff based on teaching SEND students with specialised training throughout the year for staff to attend.

## **Working in partnership with parents**

Partnership with parents/carers is integral to the ethos of Stockport Academy. Parents' and carers' views are essential to the effective implementation of Personal Learning Plans. Consultation and liaison are actively promoted by:

- parents/carers being invited to attend Parents evenings and to contact the SENDCo throughout the year;
- the SENDCo fully involving parents/carers during the processes outlined at each stage of the Code of Practice during the identification, assessment and planning processes;
- parents/carers and students being involved in termly review and planning;
- parents/carers being invited to contribute orally and in writing to the annual reviews and transitional plans for statemented students or students with an EHCP;
- the SENDCo attending transfer reviews in primary schools in year 6 to initiate personal contact with students and parents/carers prior to arrival;
- information on Special Needs provision being provided in the Academy prospectus; and the annual governors' report to parents/carers updating SEND issues.

## **Links with other agencies and voluntary organisations**

A broad range of services contribute a valuable dimension to the range of expertise and provision for students with SEND in a spirit of partnership to supplement the support and knowledge available in the Academy and include;

- School Nurse;
- Speech and Language Therapists;
- Sensory Support Service (Hearing and Visual Impairment);
- Physiotherapists;
- Educational Psychologist Services;
- Autism Team;
- Secondary Jigsaw (Mental Health service);
- HYMS (Mental Health support for young people); and
- Mosaic (Drugs and Alcohol counselling).

The SEND department undertakes to maintain a comprehensive list of specialist support groups and liaise with them where necessary. All relevant services are invited to attend meetings and reviews where appropriate to plan provision and set targets and recommendations. From Year 9 onwards, a representative from Services for Children and Young People is invited to attend Annual Reviews of all students in order to discuss transition to Key Stage 4 and Post 16 provision.

## **Agreed by Stockport Academy LGB**

**Signed by Chair of LGB**

---

**David Robinson (Chair)**

**Date**

**Signed by Principal**

---

**Janine McCann (Principal)**

**Date**

**Review date:**

**March 2025**