

SEND Policy

At Stockport Academy, we strive to ensure that all pupils at Stockport Academy are able to reach their potential within a fully inclusive environment. We are totally committed to the inclusion of all pupils regardless of their learning difficulties/disabilities.

This policy sets out the procedures used to identify and then meet the needs of the pupils at Stockport Academy who have an additional need that presents a barrier to their learning and progression in line with their peer group.

We work closely with Pupils, Parents/Carers and outside agencies to:

- Create an environment in which all pupils with Special Educational Needs and Disabilities (SEND) can fulfil their potential
- Enable all pupils with SEND to function as independently as possible within the Academy environment and the outside world
- Create a partnership in which the Academy, home and other agencies work together for the benefit of pupils with SEND.

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; and
- Indicative Special Educational Needs (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 in respect of pupils with additional needs (SEND).

Aims

The aims of this policy are to ensure that:

- The needs of all pupils with SEND are identified and appropriate provision and resources are provided;
- All pupils with SEND are treated fairly and appropriately in particular those with protected characteristics in keeping with the Equality Act 2010, (race, disability, sex, gender reassignment, pregnancy, age, religion or belief, marital status or sexual orientation);
- All pupils with SEND receive their full entitlement in terms of a broad, balanced and differentiated curriculum;
- All pupils with SEND receive every opportunity to develop to their full potential;
- A developing framework of support is provided for staff to enable them to respond to the needs of pupils with SEND;
- Effective communication with parents/carers is developed to raise their awareness of the role they have in identifying, assessing and supporting their child; and All staff working with pupils with SEND have the appropriate skills and knowledge, by the provision of support and training.

To achieve these aims we will ensure that:

- The guidance in the SEND Code of Practice is implemented thoroughly and rigorously and reviewed regularly;
- Stakeholders are consulted on the development, review, evaluation and impact of relevant SEND improvement plans, procedures and policies;
- The Academy curriculum is appropriately differentiated to meet the needs of all pupils on the SEND register and all staff are trained and supported to do this;
- A positive relationship is encouraged with parents; ensuring that all parents are active stakeholders in their child's education;
- Parents are engaged at every opportunity by phone, interview, email etc; so that both the Academy and home can work together to support pupils in their learning and to celebrate successes; and
- Analysis is provided in order to ensure both cohorts of pupils with SEND are being well supported in their learning and making progress in line with their potential.

Identification, Assessment and Provision for Pupils with SEND

Categories of Special Educational Needs and Disability

The identification of an individual pupil's needs is a continuum including:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health difficulties; and
- Sensory and Physical Needs.

Identification

The SEND Code of practice makes it clear that all teachers are responsible for identifying students with special educational needs and disabilities, in collaboration with the SENDCo, will ensure that those students requiring different or additional support, are identified at an early stage. Assessment is the process by which students with SEND can be identified, whether or not a student is making adequate support or whether their SEND is a barrier to learning.

Working closely with the Academy's feeder primary schools on a carefully planned Transition Programme, information regarding pupils with SEND is transferred at the beginning of Key Stage 3. A provisional SEND register of Year 7 Pupils and Access Plans, including a brief pen portrait and levels of achievement is distributed to staff at the beginning of each academic year.

Assessment

Assessment will be based on one or a combination of the following:

- Tests carried out by the SEND Department;
- Primary school records;
- Half termly assessment tests carried out by departments (Assessment Point (AP) data); and
- Tests or assessments carried out by other agencies.

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

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

Provision and Allocation of Resources

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

Entry Criteria for Additional Support

The SENDCo at Stockport Academy liaises with the Assessment Officers at Stockport LEA when applying for additional support for Pupils.

Within the Academy the SENDCo has established a staged approach. Our SEND stages are:

Monitoring

A pupil causing concern pre-SEND register

- Pupils will be highlighted to the SENDCo using the Staff Concerns Sheet. An Initial Concerns Sheet is completed by a member of staff who has concerns about any area of development;
- SENDCo will check pupil's main file for previous concerns;
- SENDCo will meet with the member of staff and parent in order to consider next steps;
- SENDCo will check pupil tracking/behaviour log/referrals;
- Quality First Teaching is employed by the class teacher and progress is tracked by the Head of Department, Head of Year and SENDCo;
- Evidence of strategies will be gathered by the SENDCo;
- Class teacher will be asked by the SENDCo to show evidence of interventions; and
- SENDCo will track AP 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 pupil.

At this stage the SENDCo will carry out Lucid Rapid or other 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 an Access Plan outlining the needs of their child and strategies to use in class.

All pupils on the academy's SEND register have a current Access Plan which is a working document that is formally updated with parental input in February and September.

New pupils in Year 7 have their first Access Plans reviewed in November to give the SENDCo the opportunity to address any issues that have arisen and to ensure the transition process has been smooth and successful.

Additional Needs

In line with SEND Support in the new Code of Practice, our single, school based category is “Additional Needs”. Support at the “Additional Needs” level is instigated by the SENDCo and is described as SEND Support, this is identified if there is a failure to overcome difficulties or raise performance in weaker curriculum areas despite Quality First Teaching within a differentiated curriculum. The support will usually involve teaching time in small groups from the SEND Team and in class support.

Additionally, Pupils with Social, Emotional and Mental Health needs, (SEMH), who continue to have difficulties coping in mainstream education may be referred to the Academy’s Positive Behaviour mentor or Mental Health Lead, or to an appropriate outside agency (Secondary Jigsaw, Educational Psychology Service, Youth Offending Team).

The main methods of provision are:

- Full time education in classes, with additional help and support by teachers through a differentiated curriculum;
- Periods of withdrawal to work with specialist support staff;
- In class support with adult assistance;
- Attendance at a specialised off-site alternative education provider, full or part time;
- Support from specialists within class or as part of a withdrawal programme; or
- Basic Booster sessions.

Education, Health and Care Plans (EHCP)

A very small number of pupils will have a special educational need of a severity or complexity that requires the SENDCo to liaise with the Local Education Authority to arrange their special educational provision. An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority considers that the student requires provision beyond what the school can offer. The EHCP will include agreed Outcomes and Provisions to meet the Outcomes.

EHCPs will be reviewed annually. The SENDCo will organise and chair the reviews and will involve the student, parent/carer, relevant staff, SENDCo, a representative of the LA, any other person the LA considers appropriate, any other person the parent/ carer feels appropriate, a relevant professional from Health/ Social care.

The aim of the review 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.

Leadership, Management and Governance Responsibilities

The Local 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 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 will support the academy in maintaining high standards of provision and support for pupils with SEND and ensure 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 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 INSET;
- Working in partnership with staff and parents / relevant external agencies to determine and record approaches, targets and strategies on individual pupils Access 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 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.

All 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 Access Plans and being fully aware of the targets for all relevant students;
- Developing constructive relationships with parents;
- Ensuring Access Plans and information circulated by the SENDCo is used to inform appropriate lesson planning;
- Ensuring 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 Access Plans are available to all staff in the “linked document” section of individual pupil profiles on SIMS.

Parents/Carers and Pupils

In respect of Parents/Carers and Pupils:

- They are responsible for supporting the SENDCo in writing an Access Plan outlining the individual needs of the child for staff to use to inform their lesson planning and classroom management;
- For those pupils with an EHC Plan, or on SEND Support, parents/carers will receive termly individual feedback about progress, be given the opportunity to contribute to the planning of future intervention and to review the progress of the pupil.
- All parents are included in the process of reviewing and rewriting their child's Access Plan
 - All parents are given the opportunity to attend a parents' drop in session at the end of each half term to discuss any issues or concerns – this complements the "open door" policy that the SENDCo has for all parents to discuss concerns.
 - All pupils on the SEND register are expected to take full advantage of the support they are given, whether in class or as a withdrawal sessions.

Policy Planning and Development

Views of stakeholders will be taken into consideration in the implementation of this policy. The SENDCo will systematically review the impact of this policy annually.

Monitoring and Quality Assurance

Target setting, reporting and analysis of data will continue to ensure that all Pupils in the SEND cohort are appropriately supported in fulfilling their potential, that resources are appropriately deployed and staff are delivering a suitably differentiated curriculum.

Quality assurance procedures for monitoring will be in keeping with agreed systems and evidence of implementation will be found in Academy improvement plans, lesson plans, schemes of work and data collection systems. Data collected will be used to inform further Academy planning, target setting for individual pupils and measuring the impact of the Academy's SEN provision.

This process will be continuously developed and monitored by the Academy Leadership Team.

The Voice of the Student

We will encourage students to participate in their learning by enabling them to be involved in representing their views on the School Council, feeding back to staff on their learning and resources.

Access Arrangements – Examinations

Access arrangements are provided for pupils 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 pupils 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 pupil's usual method of accessing tests and exams in lessons.

Partnership with Parents/Carers

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

- Information on Special Needs provision being provided in the Academy prospectus;
- The annual governors' report to parents/carers updating SEND issues;
- 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 Pupils 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 pupils or pupils with an EHC plan;
- Parents being invited to attend half termly drop in sessions to discuss concerns;
- The SENDCo attending transfer reviews in primary schools in year 5 to initiate personal contact with Pupils and parents/carers prior to arrival; and
- The SENDCo attending year 6 pupil Annual reviews.

Facilities for students with SEND

As far as possible, within the constraints that the building sets, the school will ensure that the needs of all students, staff and visitors are catered for, to ensure that all can participate in education at the very highest quality. Wherever possible, the accommodation will be adapted to ensure full access to every curriculum area, social and personal space.

Links with Other Agencies

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

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

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 Pupils 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: July 2020