

SEND Information Report - 2023

Please note this report should be read in conjunction with the School's SEND, Equal Opportunities, Accessibility and Medical policy.

Key Contacts

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Local Offer: Stockport,

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page?localofferchannel=0>

What are the main additional needs at Stockport Academy?

At Stockport Academy we have a wide range of additional needs, which fit within the 4 broad areas of need, as identified in the DfE Code of Practice (2014). Our highest area of need is social, emotional and mental health, due to students who have anxiety, depression and ADHD. Cognition and learning is our second highest level of need with a high number of students showing traits of dyslexia/dyscalculia. As per the national trend, we are noting increasing numbers of students who, at some point during their time at the Stockport Academy are experiencing Social, Emotional and Mental Health (SEMH) concerns.

As SEND identification is fluid and not always static, as of September 2023, Stockport Academy have 26 students with Educational, Health Care Plans (EHCP) and 238 students identified as SEN Support (K). The percentage of students within the Academy who have SEND, based on the National Average, suggests Stockport Academy has a higher-than-average number of students with SEND.

How are SEND students and disabled students admitted to Stockport Academy?

Students with additional needs will apply to Stockport Academy in the usual admissions process, as outlined in our Admissions policy. Those with an EHCP will apply during their Annual Review process and transfer phase during year 6, with guidance from the Stockport SEND team. Consultation with the Academy will take place based on the paperwork provided to the Academy by Stockport Local Authority.

The Academy are open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request, this is to ensure the Academy is the most suitable environment and able to offer the most appropriate provision for the young person to succeed and meet their potential.

Stockport Academy offers a range of existing facilities to support disabled students including, 7 disabled toilets, lift access to the main building and a medical room. This is in addition to our Learning Support room and office. The Academy prides itself on being an inclusive setting where students feel safe and thrive to meet their potential, we welcome open and honest dialogue with any parent and student with medical needs who wishes to potentially attend the Academy.

How are additional needs identified at (school)?

There are a range of methods on how potential additional needs are investigated and determined. Curriculum Area Leads and Pastoral staff can submit referral requests to the SEND team. Follow up observations and collaboration between teachers and parents are likely to occur to identify any potential further needs. Depending on the need identified, screening tools can also be used to support the investigation.

Often for Communication and Interaction needs, parents may identify certain traits at home, as such we welcome contact from parents to discuss needs further. We will always listen to parental concerns.

If students have previously been identified with additional needs, this information will be shared with the SENDCo during transition meetings prior to students starting with us in September, by primary school staff. Individual SEND folders will also be passed onto the SEND department.

As an educational setting, we cannot make formal diagnosis. If there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCo will complete external referrals for further specialist investigations. The following agencies can be referred to: CAMHS, the Educational Psychologist, the Hearing Support Service, The Vision Support Service and Speech and Language service.

As part of the investigation process into whether a student has additional needs, the Academy will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents and social interaction.

We can provide external testing via a qualified psychometric Exams Assessor, to access students for access arrangements for their KS4 exams.

We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND, based on this if a student has lower than expected progress, this will not automatically identify them as SEND. As part of the identification process, strong communication to classroom teachers is crucial. The SEND team share all key findings, whether from internal or specialist external reports, to students' classroom teachers via students' electronic records, the SEND Register, email communication and inclusion briefings.

What provision can Stockport Academy offer to students with SEND?

Intervention and provision at the Academy falls into the three differing waves – universal, targeted and individualised. This provision will be determined by the individual need and progress of a student. In most cases students will access universal and targeted wave interventions before they are placed in individualised intervention, as per guidance from the Code of Practice and the graduated response.

The Academy follow the latest research in effective SEND support from the EEF, which states quality subject specialist teaching is the most effective support strategy. With this research, the majority of SEND students within the Academy attend all timetabled lessons. Our training and expectations from classroom teachers ensures that all teachers are aware of students' individual needs and have the necessary tools to support students successfully. Our Teaching and Learning policy and values of Rosenshine's Principles and Doug

Lemov's Teach like a champion are incredibly well researched and proven pedagogical strategies which work in harmony with supporting students with SEND.

We do not have additional 1:1 adult support in class, again based on recent findings which show the limited value and use of Learning Support Assistants in secondary education and preparation for adulthood. The Learning Support Assistants will work with subject teachers to support small groups of students within lessons as per their EHCP provision.

There are a range of set timed interventions which are run at the Academy. Interventions that are offered include self-esteem mentoring, Lexonic and group literacy sessions, counselling, social skills, Manchester United foundation, Positive Behaviour sessions, Homework club and touch-typing. Whether a child is identified as requiring SEND support or has an EHCP, the intervention offered to them will be personalised and based upon the graduated response of assess, plan, do and review. Provision is evaluated on the progress of the student and whether it is achieving the desired outcomes. Progress within the classroom is also measured and considered to review each intervention's success. For certain students, reasonable adjustments need to be made for their medical diagnosis. These adaptations will be reviewed regularly, and targets set in order to minimise them.

How are students with SEND assessed, with regards to their provision and how is further provision determined?

The access, plan, do, review model is used to establish whether students are making necessary improvements and achieving their outcomes. This is based on a pre-determined time frame to ensure sufficient time to embed new skills or knowledge. Each student is individual in their review period.

Formal assessment points are used to measure academic progress and the potential requirement for further testing and support. Students, parents/carers, SEND staff, pastoral staff and classroom teachers are all required to provide their input into students' review periods to gain a full understanding of a student's provision and progress.

A holistic viewpoint of the student is always considered, which means social interaction, wellbeing, organisation and attitudes to learning are all considered when reviewing provision. When there is potentially a lack of progress after a longer period and several amendments to provision, specialist advice may be sought to assess whether there are any further recommendations to implement for a student.

What training do staff undertake at Stockport Academy to support students with SEND?

CPD and staff commitment to upskilling is incredibly strong at Stockport Academy by all staff. Teaching staff are regularly updated on SEND news and research via briefings and twilight training sessions. All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support (every teacher is a teacher of SEND). Identification and accountability are the pillars in our approach to SEND support. Our SEND staff undertake both internal and external training, as a team and sharing of good practice at all levels is promoted.

We are fortunate enough to draw on specialist settings and professionals in our local area. Educational psychologists, Speech therapists and other trained professionals are crucial in upskilling our staff and ensuring every student's need is met.

How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?

As per United Learning's framework for excellence we actively encourage Education with Character, with students experiencing and taking part in events in their local community. This includes trips, team events, charity work and student leadership. We aim to limit any barriers that would restrict students being able to attend and participate in such events. We would support creating adjustments and provision for students to participate in events, whether this is through keyworker support, further risk assessments, flexibility or further training. Our anti-bullying policy and inclusive ethos ensures discrimination does not occur or the excluding of students by their peers.

What Social, Emotional and Mental Health provision is there at Stockport Academy?

Due to the increasing need for SEMH provision due to overstretched NHS services, the Academy have invested highly in a range of provisions and staff that are trained in positive wellbeing. We are fortunate to have our own in-house counsellor and a Mental Health and Well-being lead. These staff regularly undertake training and subsequently share updates with other staff. As per other interventions, we operate a tiered approach to wellbeing support, which starts off with increased pastoral support leading up to counselling and referrals to CAMHs and Secondary Jigsaw. CBT and mindfulness are examples of the theories and tools we use to promote self-regulation and self-care.

We frequently seek advice from specialist professionals such as Educational Psychologists and CAMHS therapists, on interventions and individual students. Parental input and student academic support referrals are used to determine which students require such SEMH intervention.

How are students and families included in the decision making?

The Academy welcome input from students and families so we adopt the person-centred approach. We are proud of the strong positive relationships we develop with parents and students, through being approachable and clear with our communication. We encourage any suitable communication method that parents prefer, whether this is email, telephone call or face to face meetings. Students and parents will always be included in decisions on assessment and provision.

How are transition periods managed at Stockport Academy?

Transition is carefully planned at the Academy both on entry and exit. We have our own Transition Co-ordinator who liaises and directs these important time periods. With regards to entry into the Academy, there are a wealth of transition events for both parents and students to become familiar with the school. This includes Transition Days and Parent evenings. Building trusting relationships is key for students with additional needs and attempts are made to introduce key members of staff to students with SEND before the start of year



7. We also offer additional transition days for those students whom primary schools deem to require an additional visit.

At the end of year 11, students with SEND will be supported with their transition through meetings with SEN teams and their post 16 provider to share crucial information on their needs, current provision and exam arrangements. To support students with the next stage of their education, adulthood outcomes and targets are considered for most students with SEND over their time with us, including building resilience, self-regulation and independent learning.

How is the provision and support of students with SEND evaluated at (school)?

Success for SEND students at Stockport Academy is measured using a range of key performance indicators which are frequently reviewed and acted upon. We do not solely focus on academic success but also the positive experience of students within the Academy, ensuring they truly are included and happy with their school experience. We aim to reduce any gaps or disparities between students with SEND and those who do not, this includes reviewing academic progress, attendance, behavioural data, and attendance to extra-curricular opportunities. This data does not however give us an insight into the experience or feelings of an individual, therefore student voice and parental contributions are also important to us, in reviewing our provision.