

Stockport Academy SEND Information Report

In line with the updated 2014 Code of Practice, this document identifies the range of targeted support used at Stockport Academy to address the needs of identified students. Different interventions and approaches are used to address specific areas of need, while supporting students individually and in a bespoke manner. All interventions and approaches in this document have been proven to have a positive impact on student learning and progress. For further details, please refer to Stockport Academy SEN Policy which is available on the school website.

If you have any queries relating to any part of this document or the SEN Policy please contact the school's SENCo, Kath Phillips either by phone (0161 286 0330) or via e mail (Kath.Phillips@stockport-academy.org)

This information is updated annually.

The types of special educational needs for which provision is made at Stockport Academy

Staff at Stockport Academy have experience of working with and supporting students with a range of identified special educational needs. These needs include: specific learning difficulties, Autism, Speech and Language difficulties, attention and concentration, social and emotional difficulties, sensory needs. In addition to this staff also have experience of supporting students who have mental health needs.

Information about how special educational needs are identified and assessed

The SENCo attends transition reviews at the request of parents / primary schools. Individual transition arrangements may include several pre transition visits either to Stockport Academy or a member of the SEN Team visiting a specific student and working with them in their primary school. The SENCo / Lead TA and the Pastoral Manager for Y7 visit primary schools independently to discuss individual student's needs during the summer term and parents and students have the opportunity to tour the school and meet the SENCo, support and pastoral staff as appropriate to discuss concerns, in addition to a designated Y6 parents evening prior to transition. Primary schools provide assessment data, for example Key Stage 2 results, and any relevant professional reports for the SENCo. Prior to entry into Y7, the SENCo analyses the data and information she has been given and uses it to place students on the SEN Register. She also writes Access Plans for all students on the SEN Register, which contain a pen portrait, class room strategies and 2 targets (academic and attendance). The Access Plan is ultimately circulated to all staff once parents and students have agreed the content and it is expected that staff will use the Access Plan to inform lesson by lesson support and differentiation.

As part of the monitoring process, ongoing assessment takes place each half term across all curriculum areas. The SENCo analyses this data for the SEN cohort at each assessment point and identifies students who may not be making expected progress or are falling behind their peers. If this is the case, the SEN Team liaise with teaching staff to inform in class support or provide intervention

sessions to accelerate the acquisition of literacy skills. If a student accesses an intervention but fails to progress the SENCo will liaise with parents and consider an appropriate external agency to refer them to – this is also the case if the school, a parent or student has a concern that requires a more specialist identification of need or advice. Such agencies could be the Educational Psychologist, ASD Partnership or SALT, among others. Annual Review and other meetings involving those concerned with the student allow for further identification of need, development of appropriate intervention strategies and ongoing monitoring. All students are encouraged to contribute fully in such meetings and to explain what they feel would support them in achieving and enjoying at the school. Stockport Academy employs a Positive Behaviour Mentor to work with students who, for example may struggle with social interactions. The Positive Behaviour Mentor also facilitates proactive interventions to address issues at school level and ultimately reduce the number of referrals made to external agencies.

Evaluating the effectiveness of the provision offered at Stockport Academy

All students are monitored through the school's progress tracking system by subject teachers, Heads of Department, Heads of Year and the SENCo. If adequate progress is not being made then alternative, appropriate provisions are put in place. Each term the SENCo analyses intervention data and student progress and discusses it with the Teaching Assistant delivering the intervention, who then reports back to parents, outlining progress, attitude to learning and attendance at the intervention. The SEN Team mentor vulnerable students each term and write a case study demonstrating the impact they have had in accelerating that students learning and progress. Subject department meetings provide a regular forum for the discussion of individual students causing concern as SEN is a permanent agenda item. Parental feedback is sought in a variety of ways, from formal review meetings to termly feedback reports or parents evening meetings.

Arrangements for assessing and reviewing the progress of students

Assessment data is collated and reviewed each half term by the SENCo and if adequate progress is not being made then support is put in place. A range of standardised tests are in place and are used to monitor student progress prior to and following an intervention and students with an Education Health & Care Plan have a formal annual review meeting with parents and any external agencies involved with the student. Parents' evenings also provide an opportunity to discuss progress and any concerns. In addition the SENCo hosts a drop in each half term for the parents of students with SEN. Work scrutiny provides an additional means to track and ensure progress. The SENCo carries out a work scrutiny each term where she evaluates data and progress and compares them to classwork and the individual students own perceptions of their learning experiences. This ensures at all points that students are stakeholders and have a voice in their education and learning.

The school's approach to teaching students

Stockport Academy has a student centred inclusive approach to education. The school is committed to ensuring all students receive a high quality education and realise their academic potential regardless of any challenges they may face. All teaching is carried out in line with the SEND Code of Practice and our ethos is reflected in the following quote from this document;

“All teachers are responsible and accountable for the progress and development of the learners in their class, including where learners access support from teaching assistants or specialist staff” (2015:4)

At Stockport Academy, teaching staff adapt the curriculum and learning environment so students with identified additional needs are educated in the classroom as part of our inclusive strategy, but will receive intervention and support on a personalised and individual level as appropriate to need. The SENCo, in consultation with parents and external agencies, ensures students with special educational needs have access to appropriate resources to ensure they can achieve their potential. All SEN students receive the necessary support appropriate to their identified need, for example through in class support from the SEN Team, supported study sessions (1 to 1 or small groups), anger management, counselling, mentoring and the use of outside agencies. All parents are informed of any support that their child is receiving and they are given regular feedback as to the progress their child has made. Parents are vital stakeholders in the education of their children and as such are essential for success.

All students with or without special educational needs, are valued members of the school community and as such are able to participate in a wide range of activities, from sporting activities to taking part in the annual school drama production or playing a musical instrument. We run educational visits and rewards trips and ensure all students have equal access to these.

Support available to improve emotional, mental and social development of students

Stockport Academy has a strong pastoral system in place to provide support for all students, in addition to all staff providing an approachable, supportive and nurturing environment. Students who are vulnerable and those who experience a range of emotional, social and behavioural difficulties are supported through one or a variety of the following;

- Positive Behaviour Mentor
- Home School Liaison Officer
- School based counsellors
- SEN Team support / mentoring

Information about the expertise and training of staff in relation to students with special educational needs

The school's SENCo has completed the National Award for Special Educational Needs Coordinators and has a Master's degree in Educational Studies. She regularly attends courses and developmental meetings and disseminates information to all staff as appropriate.

The school currently has 8 Teaching Assistants, who have a wealth of experience in a wide range of special educational needs. They are well qualified having attended a wide range of courses pertaining to student's needs. The SENCo ensures that the SEN Team receive training, in addition to individual CPD requirements or requests.

The SENCo ensures all staff are kept abreast of current SEN legislation and strategies by regularly circulating SEN information sheets each half term and by sharing information and classroom strategies for individual students at the weekly staff briefing.

Information about how equipment and facilities will be secured

The SENCo works closely with parents, students and agencies involved with individual students in determining and securing appropriate equipment to ensure that any barriers to learning are removed as far as this is reasonably possible. Each student's individual needs are met on a personalised basis.

LAC students who have special educational needs are supported via their PEP meeting. The SENCo contributes to this meeting and the student are encouraged to be active and vocal stakeholders in their education and say what they feel they need to be able to achieve their potential.

Arrangements for consultation with parents of students with special educational needs

All parents are given the opportunity to meet the SENCo prior to transition to share information thus ensuring all teachers are as well informed as they can be. Open communication is encouraged and all parents are welcome to contact the SENCo via e mail, telephone or face to face – meetings can be flexible and can be held at alternative venues other than the school if this supports the parent. The school has a rigorous monitoring process and parents are contacted if any concerns arise. There is a strong Pastoral Team at the school who contact parents and work closely with them to support all students. All parents are informed of any support provided for their child and are given regular feedback on the progress that their child is making.

Arrangements for consulting students about, and involving them in, their education

All students are consulted in a variety of ways;

- Student views are sought through student council and student voice activities which enable feedback to be gathered on all aspects of school life.
- Students provide feedback at parental meetings and annual reviews
- Each student on the SEN Register, in conjunction with their parents, agrees and reviews their Access Plan sent home by the SENCo. This is then circulated to all staff to use in their planning and taught lesson.

Arrangements made by the Governing Body in relation to complaints from parents of students with special educational needs, concerning the provision made at Stockport Academy

The school complaints procedure is published on the school website

How the Governing Body involves other agencies, including health and Social Care and voluntary organisations in meeting the needs of students with special educational needs and in supporting families of such students

There is a link SEN Governor who oversees the SEN procedures in the school.

The school accesses a range of external services, for example the school nurse, Healthy Young Minds, Occupational Therapy Services and Hearing & Visual impairment Services.

Contact details of support services for parents of students with special educational needs, including arrangements made in accordance with section 32 (mediation)

This information is set out in the local authority's Local Offer – please see Stockport LEA website.

Arrangements for supporting students with special educational needs as they transfer between phases in education

The school has an extensive transition programme in place both for students joining the school and those moving on. The school has close links with partner primary schools and through primary visits, taster sessions, open days etc. seeks to minimise the impact of transition. An integral part of the transition process is collecting and passing on data about assessment and progress, attendance and behaviour, in addition to information about friendship groups and personal interests. The SEN Team and Pastoral Team work closely with students and parents to ensure a smooth post 16 transition. This can include giving advice, attending job interviews with students or a formal careers interview. Students are also offered mock interviews and are guided through the college application process by the pastoral staff at the school.

Support is also in place via annual review meetings for those students who have an EHCP and a representative from Careers and Transitions Team attends all Key Stage 4 annual reviews.