



Special Educational Needs & Disability (SEND) Information Report 2023/24

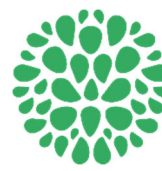
Effective Date: 1st September 2023

Last Reviewed: July 2023

Reviewed By: Trustees

Next Review Date: July 2024

Version: 6



School's Mission statement:

At the Stockwood Park Academy we are aspirational and enterprising people striving for personal excellence and success with a culture of integrity in everything we do on a daily basis. We are an 11-19 academy preparing our pupils and staff to ensure they succeed through a well-rounded and personalised approach. Our stakeholders are very supportive in ensuring we maximise the potential of all pupils in our care.

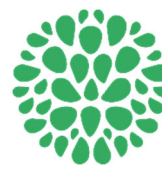
Information	Details
What kinds of SEND do we provide for?	<ul style="list-style-type: none">• We are a mainstream academy for young people Aged 11 to 18.• We provide support for all types of Special Educational Needs and disabilities (SEND), and some of our students have Education, Health and Care Plans (EHCP'S).
What is our policy for identifying children and young people with send and assessing their needs, and who is the SENCO?	<ul style="list-style-type: none">• Our SEND policy sets out clearly what our process for assessing needs are. It is the role of teachers, supported by the SENCO, to assess the needs of the young person in the classroom, and to identify those who may need support to make expected progress because of a learning difficulty of disability. This is done both through regular on going in class assessments and in liaison with key teams within the academy, such as the pastoral team, safeguarding and EAL. In addition, there will also be instances where more specialised assessment will be required from our Specialist Assessor for SEND, or from the SENCO.• Some students have an EHCP, which clearly set out the needs of the young person.• If a parent has concerns about their child having Special Educational Needs they can either speak to the SENCO directly to discuss their concerns or seek external advice from a GP or paediatrician.• The SENCO is Mandy Surrige, and can be contacted by phone on 01582 722333 Ext.1580 and/or by email: m.surrige@thesharedlearningtrust.org.uk• The Assistant SENCO Lisa Tingey can be contacted by phone on 01582 722333 and/or by email: l.tingey@thesharedlearningtrust.org.uk



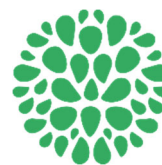
<p>How do we consult with parents of children with send and involve them in their child's education?</p>	<ul style="list-style-type: none">• Parents get regular reports from the school regarding students' Working at grades (WAG), and subject specific targets.• There are opportunities throughout the year via parents' evening to meet with the student's PL tutor, class teachers and the SENCO• Those who are receiving specific SEND Support (as categorised by the Code of Practice 2014) will be offered a meeting with the school at least three times per year in order to be able to discuss progress and support with the student's Key worker or SENCO and to provide input to their child's Individual Education Plan (IEP)• A student's Learning Support Assistant (LSA) acts as a key worker to facilitate regular communication with parents• Individual Education Plans (IEP) are shared with the student and parents• Parents are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school. The Head of Year is always the first point of contact for parents regarding their child.
<p>How do we consult with young people with send and involve them in their education?</p>	<ul style="list-style-type: none">• We will always meet with a young person before beginning any specific support and explain what we are doing, and why.• We ask students at transition when they are in Y6, how we can best support them and this information is put into the IEP.• We ask students for their views on their needs and record this on their IEP every term• Students with SEND have access to extra support and guidance when it comes to choosing their GCSE and Post 16 options
<p>How do we assess and review children and young people's progress towards outcomes?</p>	<ul style="list-style-type: none">• Class teachers will be regularly assessing student progress as part of their normal practice• We complete reports regularly through the year for all young people, and this information is sent home to parents• The data generated by these reports will be scrutinised by the SENCO after each reporting cycle so that less than expected progress can be highlighted and support put in place• Those students receiving specific SEND support from one of our LSA's will have their progress tracked and monitored, and this information will be fed back to the student and parent• We will try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments



	<ul style="list-style-type: none">• There may be times though when we need to conduct more specialised assessments in order to obtain standardised scores so that we can see if a young person needs exam access arrangements for example. We will always let students know this is happening and let parents know the outcome of any testing
<p>How do we support children and young people in moving between Primary and Secondary school and in preparing them for adulthood?</p>	<ul style="list-style-type: none">• There is a well-planned programme of transition activities for those moving from year 6 into year 7. This involves a transition programme for one or two days, for those students with SEND additional visits via the "LINK" program are also offered• The SENCO and/or members of the SEND team will visit Y6 classes to observe children in their Primary schools up to 6 weeks prior to the end of term• For those students with an EHCP, the Local Authority SEND Personal Advisor will work closely with them to help make the transition between secondary school and Post 16 placements• For those looking to move on from us at 16 or beyond, we work very closely with our careers, information, advice and guidance team at school to support as needed, and offer support specifically for those with SEND.• Transition for students into College is co-ordinated by the SENCO in consultation with the Director of Learning Support at their chosen College. Students are supported via taster days or access to the specialist services offered by colleges.
<p>What is our approach to teaching children and young people with SEND?</p>	<ul style="list-style-type: none">• We want everyone in our school to make excellent progress, and to achieve the very best that they can, in all aspects of their all-round education, regardless of any Special Educational Needs or Disabilities that they may have. We have high aspirations for all of our children.• This means that there is complete equality of opportunity in the curriculum that is offered to students.• We believe that high quality teaching will ensure high quality outcomes for students, so it is essential that students with SEND have access to the same high-quality teaching as everyone else in the school.• It also means that we will work really hard with young people with SEND to put in place extra provisions to ensure the best possible outcomes for them, and to remove any barriers to learning that they may be facing. These may include barriers related to the child themselves, and also those in the learning environment• We provided and broad, balanced curriculum at The Stockwood Park Academy, as such there is something available for all



	<p>students to follow. There is a great deal of choice in our curriculum, this way those with SEND can have a very bespoke, personalised timetable that meets their needs.</p> <ul style="list-style-type: none">• We offer a range of GCSE courses, Entry Level Qualifications, BTECs and other vocational pathways. We also offer qualifications such as Functional Skills for those for whom that is appropriate.• The site is fully accessible and meets all the requirements of the Equalities Act 2010.• The school site is fully wheelchair accessible including disabled toilets, ramps and a lift to access specialist facilities.• Our curriculum information can be found on our academy website.
<p>What is the expertise of staff to support children and young people with send and how do we continue to train them. How do we secure specialist expertise?</p>	<ul style="list-style-type: none">• Mrs Surridge is the SENCO. She has 12 years' experience working in SEND and has previously worked in an Autistic provision in Central Bedfordshire and Special Needs Schools and Colleges• Mrs Tingey is the Assistant SENCO. Mrs Tingey is a Primary School trained teacher with a wealth of teaching experience and prior to becoming the Assistant SENCO, worked in the academy, teaching and overseeing Nurture class.• Staff are encouraged to continue to train as part of their own performance management, and we regularly undertake in house training on specific issues.• As part of the Academy we run termly CPD sessions for all staff on different aspects of SEND Practice.• We have a large team of LSA's who have attended SEND training including:<ul style="list-style-type: none">➢ Autism Awareness training➢ Visual Impairment, Hearing Impairment & Communication difficulties➢ CAMHs Tier 3 well-being➢ CHUMs well-being➢ Level 3 mentoring➢ Grief counselling awareness➢ Sounds Write, Letters and Sounds➢ Anger management, Restorative justice and Conflict Resolution➢ EAL➢ Dyslexia➢ 1:1 tuition and Luton Literacy Intervention Programme (LLIP)➢ Emotional Literacy Support Assistants (ELSA)➢ Fresh Start Phonics <p>We use the local authority outreach service and external providers as needed.</p>



<p>How do we know how effective our provision for children and young people with send is?</p>	<ul style="list-style-type: none"> • As part of the normal school development and self-review cycle will carefully examine the data from exam results, student surveys and teacher observations to evaluate the effectiveness of the provision.
<p>What do we do to make sure children and young people with send are enabled to engage in activities available with children and young people in the school who do not have send?</p>	<ul style="list-style-type: none"> • There are no barriers for any students with SEND for our activities in school. • We actively encourage students with SEND to take part fully in the life of the school. • We are a fully inclusive, comprehensive school.
<p>What support have we got in place for improving emotional and social development of our students?</p>	<ul style="list-style-type: none"> • Our provision map shows clearly the provision in place for those young people with emotional and social needs. • Our anti-bullying policy sets out our approach to bullying. • Our dedicated Inclusion Meetings supports improving behaviour, avoiding exclusion and increasing attendance. The Inclusion meeting team meets weekly to discuss strategies for students and appropriate action that can be implemented to support the student. Appropriate support strategies will be discussed with the individual and parents before commencing.
<p>How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's send and how do we support families?</p>	<p>We draw on a range of support from:</p> <ul style="list-style-type: none"> • NHS, Edwin Lobo Centre, local GPs. • Children and Adolescent Mental Health Service (CAMHs) • Children's Social Care • Early Help Intervention from LBC • Education Psychology Service • Outreach service from Woodlands School • Local Colleges (Barnfield, Shuttleworth, North Herts) • Academy of Central Bedfordshire • CHUMS • Hearing Impairment Team • Visual Impairment Team • Speech and Language Therapy • School Nursing Team • Behaviour and Attendance • Occupational Therapy • Physiotherapy • Hospital School tuition • Brook Clinic • Education Welfare Service • Alternative Providers <p>There are many others that we can access from time to time to help us secure the best possible support for our young people.</p>



What arrangements are in place for handling complaints from parents of children with send about the provision made at the school?	The school has a Parental Complaints Policy, which can be found by on the academy website
What arrangements for supporting children and young people who are looked after by the local authority and have SEN.	Looked After Children who also have SEND will be supported through this process and with the support of the Designated Teacher for Looked After Children, the SENCO and the Virtual School.
The arrangements for the admission of pupils with disabilities.	The school has an Admission Policy, which can be found on our school website.
The facilities you provide to help pupils with disabilities to access the school.	The school has an Accessibility Plan, which can be found on our school website.

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