

Stanchester Academy SEN Information Report September 2020.

This document has been made so that parents can find out how pupils with Special Educational Needs (SEN) are identified and supported at Stanchester Academy.

This document is based on the SEN Code of Practice which can be found [here](#).

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What types of pupils with SEN does Stanchester support?

There are four broad types of SEN. These are listed below, with some of the most common types of SEN shown in each category. We understand that pupils are often varied in their needs and many pupils may have needs in more than one category of SEN. In particular, communication needs are common across a lot of pupils with SEN.

We can provide support for pupils with all these needs.

Cognition and Learning Needs:

Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties, Global Delay

Social, Emotional and Mental Health:

ADHD, Attachment Disorder

Communication and Interaction:

Speech and Language Needs, Autism Spectrum Disorders

Sensory and/or Physical Needs:

Hearing Impairments, Visual Impairments, Multi-sensory Impairments and other physical or medical needs which may affect a pupil's ability to access school.

Joining and Leaving Stanchester

Transition from Year 6 to Year 7

The SENCo and Head of Year 7 meet teachers and SENCos from local primary schools to discuss all pupils joining us. This includes pupils with SEN or any other difficulty which might make starting secondary school difficult. These meetings also ask primary schools to say which pupils are 'most vulnerable' so that extra visits can be offered in small groups before joining Stanchester.

Often parents of pupils will ask to speak with the SENCo before applying or after receiving a place at our school. This information is also used to identify which pupils have SEN.

If a pupil is supported as SEN in primary school then they will be continue to be identified in this way when they come in to Year 7 at Stanchester.

Some pupils may have had support in the past at primary school, or they may be able to do well as long as their teacher knows how to help them. We make sure teachers know about these pupils as well.

Mid-year placements

If a child joins Stanchester after the start of Year 7 then the SENCo and Head of Year will still meet with teachers at the previous school to help prepare teachers at Stanchester.

Leaving Stanchester Academy

When your child leaves Stanchester all files, SEN and Pastoral, will transfer to their new school or college. The SENCo and Head of Year will ensure that they speak the new school or college to make sure key information and support needs are communicated quickly.

How Parents and Teachers identify SEN at Stanchester

Many pupils can find secondary school difficult and it is not unusual for pupils to suddenly find things difficult even if primary school went well. Often this is noticed by parents supporting their child at home. Teachers also constantly assess and support pupils and will identify those who are finding things more difficult than expected.

When a parent or teacher is worried about a pupil the school will ask all teachers of that pupil to comment on the area that is a concern. The school SENCo will work with teachers and parents to collect this information and talk about next steps.

Next steps can include:

- Further assessment through testing
- An adjustment to teaching for that pupil by teachers
- Intervention or support to try and address the concern.
- Referral to an agency outside the school for support. This can also include CAMHS, Paediatrics or family support agencies.

If a parent wants to talk about something then this list might help with deciding who is best to contact:

- Difficulties with peers: Tutor, Head of Year, Pastoral Coordinator
- Difficulty with a particular subject: Teacher of that subject
- Difficulty with broader learning: Head of Year or SENCo
- Difficulty with home learning: Head of Year or Teacher

The SENCo is always happy to talk with any parent about their child. It may be that another member of staff is best placed to provide support and this will be agreed with the parent as well.

If a pupil has an Education, Health and Care Plan (EHCP) then parents will also take part in an annual review to plan and agree support for the next year.

How will pupils be involved in their support?

Pupils who receive SEN Support will take part in Keywork with an Learning Support Assistant (LSA). At the start of their support they will agree what they need and want to work on.

If the pupil has an EHCP then they will also take part in their Annual Review to plan for what they will do the next year.

How we support pupils with SEN

The primary adult for each pupil is their teacher in the lesson. Teachers all have access to a document called the 'Hub Booklet' which gives information on all pupils with additional needs at Stanchester Academy. The booklet includes a description of that pupil's needs and some strategies for teaching. Teachers will then develop a teaching relationship with that pupil which allows them to meet their needs in each lesson.

Some pupils need extra support which their teachers are not able to provide. We use Learning Support Assistants to provide some support in lessons and also Keywork outside of lessons.

If a pupil needs 'additional' support from an LSA which their teachers are not able to provide, then we call this 'SEN Support'. This is often called the SEN Register.

If a pupil with SEN can be helped by their teachers without additional support from an LSA, we call this 'Noted Need'.

If a pupil is SEN Support, receives additional support and then no longer needs additional help, they will become Noted Need.

All pupils who are Noted Need or SEN Support are in the Hub Booklet to make sure that teachers know how to best help them in lessons.

How do we evaluate our support for pupils with SEN?

Teachers constantly track pupils through lessons, home learning and assessments. This can show if a new approach or intervention is having impact.

If a pupil has Keywork outside of lessons the LSA supporting them will assess their progress when the Keywork period ends. Where a standardised assessment, such as reading or spelling, has taken place then we will re-assess the pupil later to measure progress.

All pupils receive a Progress Report at the end of each term which report on Attitude to Learning (ATL) which says how well they work in their lessons. If pupils get a '3' as their ATL then they should be making suitable progress for them. The Summer Progress Report each year will give an indication of what academic level the pupil has achieved that year.

If a pupil has an EHCP then additional outcomes will be reviewed at the Annual Review and new targets set for the next year.

Parents of pupils with SEN can meet with the SENCo at their child's parent evening. Parents can also request meetings throughout the year and the SENCo may suggest longer meetings to discuss more complicated needs.

How we teach pupils with SEN:

All of our teachers are responsible for ensuring that pupils in their classes learn. All of our teachers are expected to know which pupils in their classes need support. Teachers are given a 'Hub Booklet' which has information about all pupils with SEN in the school. When a teacher evaluates their work in the year, their use of the Hub Booklet and how they support learners with SEN is part of that process. The SENCo also observes lessons as part of measuring how well the school is supporting learners with SEN.

Each year our whole-school training for teachers and support staff includes how to support pupils with a range of needs. All teachers

also attend short weekly briefings which talk about different ways to teach.

All teachers are part of a 'CPD Hub' in the school. In their Hub they research and practice new skills and then share their experience with other teachers from other Hubs.

We also have a team of Learning Support Assistants (LSAs) to provide an extra level of adult support. Some of this support is in classrooms. We follow best practice for use of our LSAs in schools, which means we very rarely assign an LSA to just one pupil in a classroom.

LSAs will sometimes work with a pupil or small group outside of lessons. We have space in the school called the 'Hub' where this support is delivered.

How we adapt the curriculum and school for pupils with SEN.

Pupils are assessed from their starting point. This means that we expect pupils to learn as individuals and progress at the right level for them.

The Hub Booklet ensures that teachers have the tools to adapt their lessons to the pupils in their lessons.

The majority of pupils with SEN should be able to take part in and learn in lessons without additional support from an LSA. Teachers use many things in their lessons to help, such as:

- Word banks
- Writing frames
- Knowledge Organisers

If a pupil needs additional support from an LSA it does not replace or prevent the teacher from working with the pupil. Examples of how an LSA helps are:

- Helping the pupil structure work
- Creating lists of tasks
- Understanding key language
- Explaining a task in a way more suitable for the pupil

Some pupils may need different adaptations to their learning. Examples of this might be:

- Use of a laptop to complete assessments
- Seating arrangements to support with Visual or Hearing Impairments
- Time out from the class to reduce anxiety

A very small number of pupils may take fewer GCSEs or take part in an alternative curriculum either in school or with an outside provider.

Site Accessibility

We have three wheelchair accessible toilets.

The whole site is accessible through ramps with the exception of one two-floor building.

The county Physical Impairment and Medical Support Team (PIMST) and Sensory, Physical and Occupational Therapy (SPOT) regularly survey the school site to make suggestions for how the site can be better managed for all pupils.

How we make sure pupils with SEN have the same opportunities

All pupils in school are entitled to have the same access to learning. This includes school trips, clubs, and activities. It may be that a risk assessment needs to be completed to make sure that when the pupil takes part they are not disadvantaged or at risk of coming to harm.

We also make sure that pupils with SEN are not unfairly treated because they find things more difficult. Where needed, individual agreements about things in school can be made, including individual behaviour plans and, in rare cases, individual timetables.

Education, Health and Care Plans (EHCPs)

Some pupils will join us with an EHCP. Any funding which belongs to that pupil's EHCP will be spent to make sure that they are progressing towards their outcomes. This is reviewed with parents at the Annual Review each year. A major focus for pupils with EHCPs is 'Preparing for Adulthood', this is particularly true from Year 9 onwards.

Some pupils may need an EHCP after joining us. The SENCo will be responsible for engaging with parents, teachers and any other outside agencies to complete this process. The SENCo will also make sure that parents receive copies of all submissions made.

Parents are also able to request an EHCP for their child without the school. If a parent wants to do this then agencies such as IPSEA and SENDIAS can give support, their details can be found in the 'Key Agencies' section.

Support for pupils who have a Social, Emotional or Mental Health (SEMH) needs.

The school has a large pastoral team to support pupils' wellbeing and mental health, including incidents of bullying.

Each pupil has a Tutor that they keep throughout their time with us. This means that their Tutor gets to know them and will see them grow throughout school. Tutors are the ideal starting point for both pupils and parents if they want to ask for help.

Each year group has a Head of Year and a Pastoral Coordinator. The Pastoral Coordinator can be found in the student office and is also an excellent place to ask for support.

The school also has a Mental Health Coordinator that supports and speaks with pupils. This includes some one-to-one catch-ups and support groups. The Coordinator also has qualified ELSAs (Emotional Literacy Support Assistants) who can work with pupils for a period of time.

The school also has a qualified counsellor who can support pupils. Access to the counsellor is by referral from the Mental Health coordinator or Head of Year and needs consent from the pupil's parents.

If a pupil is SEN Support they will also have an LSA for Keywork, which is an opportunity to share any concerns or worries that they may have.

The school SENCo, Heads of Year, and Designated Safeguarding Lead (DSL) can also complete Early Help Assessments (EHAs) to ask for a county agency to support a pupil or family. The SENCo can also request support from CAMHS for a pupil.

Other support agencies

We work with many other agencies to support our pupils. A list of the most common is:

- Educational Psychology Team
- Learning Support Service
- Integrated Therapy Service (SALT, OT)
- Hearing and Vision Support Teams
- CAMHS
- Family Intervention
- Virtual School
- PFSA

Heads of Year and the SENCo can refer to these agencies with parental consent.

The SENCo also takes part in the 'Stanchester Pyramid' which is a termly meeting of SENCos in the local catchment with an Educational Psychologist. This meeting provides opportunities to discuss pupils anonymously and draw on the expertise of other SENCos as well.

Oversight of SEN in the school

The school SENCo, Jonathan Belcher, is responsible overseeing the school's responsibilities towards pupils with SEN.

The SENCo is managed directly by the Head Teacher. This ensures that the needs of pupils with SEN are a part of whole school planning.

The SEN Governor meets with the SENCo termly to feed back to the governing body and provide oversight of the school's approach to pupils with SEN.

All policies are reviewed by the governing body before being adopted by the school. All school policies, including the Accessibility Policy, can be found [here](#).

Key agencies and links

Somerset Local Offer: <https://choices.somerset.gov.uk/025/>

Provides information for children, young people and families about services and support groups, including services for children with Special Educational Needs.

Somerset SENDIAS: 01823 355578

<https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/somerset-sendias/>

This is an independent advice and information service for parents. They can provide advice about the rights of parents and children in education and also support parents through Statutory Assessment for Education, Health and Care Plans.

IPSEA: <https://www.ipsea.org.uk/contact-ipsea>

IPSEA offers free, independent legally based advice and support about young people and their rights to education. IPSEA also provides training to both parents and professionals about SEN and the law.

Somerset Core Standards:

<https://choices.somerset.gov.uk/025/education/what-to-expect-from-education/>

These are produced by Somerset Local Authority to explain what services are and provision should be available to schools in Somerset.

Somerset Parent Carer Forum: www.somersetpcf.org.uk

An independent group of parents and carers who meet to discuss issues that are relevant to them and inform the Local Authority, the Health Authority and ultimately the government their opinions on the best provision for SEN pupils.

Special Needs Jungle: <https://www.specialneedsjungle.com/>

A parent advice and support service. Includes articles on a wide range of SEN and updates on government policies and how they affect people with SEN.

National Charities for SEN

The British Dyslexia Association.- <http://www.bdadyslexia.org.uk/>

The National Autistic Society- <http://www.autism.org.uk/>

The Dyspraxia Foundation- <http://www.dyspraxiafoundation.org.uk/>

The ADHD Foundation- <http://www.adhdfoundation.org.uk/>

Concerns and complaints

If there is a concern for a particular lesson, then it is best to first make contact with the teacher. This can be done through the school office.

If the concern social or related to friendships, it is best to first contact the Tutor or Head of Year. This can be done through the school office or student office.

If the concern is about how support for SEN is being provided, it is best to contact the SENCo, Jonathan Belcher. This can be done through the school office.

If you wish to make a complaint please refer to the Trust complaints policy [here](#). If this link does not work please click [here](#).

Contact details of the SENCo

Jonathan Belcher is the SENCo and he can be contacted by telephone or email via the school office:

office@stanchester.academy_co.uk

01935 823200.