

School Information Report

Special Educational Needs and Disabilities (SEND)

Published September 2023

Date Completed: September 2023

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Next Review Date: September 2024

Stanground Academy's Special Educational Needs and Disabilities (SEND) Information Report has been completed in line with the following areas of legislation and guidance:

- Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (2015);
- Children and Families Act (2014);
- Equality Act (2010);
- Keeping Children Safe in Education (2021).

It is a requirement of all schools and academies to publish key information about the special educational needs processes and their provision for SEND.

'Schools should ensure that the information is easily accessible by parents and is set in clear, straightforward language.' (Special Educational Needs and Disabilities Code of Practice 0 to 25 years (2015) Section 6:79)

If you require support to access this document, including having the document translated, please contact the SEND team at Stanground Academy.



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Assistant Principal responsible for SEND provision

Special Educational Needs and Disabilities Coordinator

Mrs Angela Coppin

Special Educational Needs and Disabilities Team Administrator

Mr Connor Gove

Special Educational Needs and Disabilities Operations Manager

Learning Support

Lots of students need a little extra help in school.

Mrs Bloye, Mrs Coppin and Mr Gove work together.

They talk with lots of staff, parents, students and other people to work out the best support for everyone.



Support
Engage
Nurture
Develop



Contents:	Page
What is meant by Special Educational Needs?	4
Are disabled young people also SEN?	4
Who can I call at Stanground Academy to discuss my child's difficulty with learning, special educational needs or disabilities?	5
What types of SEND does Stanground Academy provide for?	5
How do you know if a young person has additional needs?	6
How will you let me know if you have any concerns about my child's learning, special educational needs or disabilities and who will be involved?	7
How are young people with SEND supported to access and engage in a broad curriculum alongside others who do not have SEND at Stanground Academy?	8
How will you know that the additional support my child has received has made a difference to my child's learning and how can my child be included in the review process?	9
What are examination access arrangements and how can these be agreed for students?	10
How do you support young people with medical conditions at Stanground Academy?	11
What is an Education and Health Care Plan (EHCP), who can request one for my child and how are they monitored and maintained?	11
What support is available for my child's happiness and wellbeing?	13
What arrangements do you make for supporting young people joining the Academy, moving between phases of education and in preparing for adulthood?	13
How does Stanground Academy ensure that teaching and support staff are appropriately trained to support my child's special educational needs and / or disabilities?	14
How do you involve outside agencies such as Health and Social Care or other Local Authority Support Services and voluntary sector organisations in meeting young people's SEND and supporting their families?	15
What are the arrangements for handling complaints from parents and young people with SEND about the provision made at the Academy?	16
What is the Local Offer and where can I find it?	16
What other useful information is available?	17

What is meant by Special Educational Needs?

From the SEND Code of Practice 0-25 years (2015) pages 15-16:

- 'xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers...'

Are disabled children also SEN?

From the SEND Code of Practice 0-25 years (2015) page 16:

'xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Who can I call at Stanground Academy to discuss my child's difficulty with learning, special educational needs or disabilities?

In the first instance, you should contact your child's Learning Group Tutor to outline any concerns about your child's progress or wellbeing that you may have.

Your child's tutor will coordinate with the Head of Year and contact subject teachers and other staff to establish further details. As appropriate, they will liaise and seek advice from the SEND team to address your concerns.

What types of SEND does Stanground Academy provide for?

All staff at Stanground Academy are committed to providing opportunities for learning which are closely matched to student's abilities and aspirations. Lessons are carefully prepared to provide support and challenge for all students, respecting their different starting points, so that all students can make good progress over time. Staff place great importance on the knowledge that students learn in different ways.

We provide high quality teaching for young people with special educational needs under the following broad areas:

Cognition and Learning.

A young person may find all learning difficult or find a specific area of learning more challenging, such as reading or arithmetic or they may find it difficult to remember things. For example:

- Mild to moderate learning difficulties;
- Specific learning difficulties (SpLD) including persistent difficulties with the skills associated with literacy and / or numeracy.

Communication and Interaction.

A young person may find it difficult to interact with others or to understand instructions or express themselves.

For example:

- Autistic Spectrum Condition (ASC);

- Speech, Language and Communication Needs;

Social, Emotional and Mental Health.

A young person may find it difficult to identify or regulate their emotions or may experience low self-esteem or inattention.

For example:

- Attachment disorder;
- Attention Deficit (and Hyperactivity) Disorder (AD[H]D);
- Prolonged anxiety;

Sensory and / or Physical difficulties.

A young person may have a medical condition which affects their mobility or they may be over / under sensitive to noise, textures, or odours.

For example:

- Hearing impairment;
- Physical disabilities;
- Sensory processing difficulties;
- Visual impairment.

Stanground Academy cooperates and collaborates with the Local Authority which offers advice to parents / carers and engages with other professional colleagues.

Further details can be found on the Peterborough Local Offer website, using the following link:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

How do you know if a young person has additional needs?

At Stanground Academy, we strive to identify young people with special educational needs as early as possible using a range of strategies, including the following:

- Close liaison with Primary School colleagues to exchange information at transition;
- Feedback from teachers and additional adults on student performance in lessons;
- Feedback from the pastoral teams around potential barriers to students learning and wellbeing that may require additional support;
- Feedback from parents / carers, raising concerns about their child's progress;

- Rigorous tracking of student progress through the Academy assessment cycle;
- Evidence based, standardised screening assessments to monitor phonological awareness, visual discrimination, auditory memory, etc.;
- Observing students to identify attention and concentration, ability to process verbal and written instructions, gross and fine motor skills;
- Advice from external agencies, including medical and social care professionals.

How will you let me know if you have any concerns about my child's learning, special educational needs or disabilities and who will be involved?

If your child is assessed as having special educational needs or disabilities you will be thoroughly involved in the process and your child's progress will be monitored and shared with you regularly, in accordance with the Academy assessment schedule.

You and your child will meet with a member of the SEND team to jointly create a 'pupil passport' outlining:

- What people like about your child (their strengths and qualities);
- What or who is important to your child;
- The most effective ways to support your child at Stanground Academy.

Long term (usually in line with Key Stages) outcomes and corresponding SMART (Specific, Measurable, Attainable, Relevant and Time-bound) targets to achieve these outcomes, will be agreed with you and appropriate provision put into place, which may include intervention programmes.

We measure the impact and effectiveness of intervention programmes through the 'Assess, Plan, Do, Review' cycle every 6 – 12 weeks to ensure individual learning targets are monitored and revised if / or as necessary. Students may or may not continue to require intervention, depending on the progress achieved. Where students have completed intervention programmes which have been established to have been effective, but adequate progress has not been made, the SEND team may request more specialist support and advice.

You and your child will be kept informed and encouraged to take an active role in all stages of this support. We welcome and value your engagement and feedback. You can, at any time, arrange an appointment to speak with the SENDCo or the SEND Operations Manager regarding your child's progress and provision.

How are young people with SEND supported to access and engage in a broad curriculum alongside others who do not have SEND at Stanground Academy?

Every student is entitled to a broad and balanced curriculum and all students are encouraged, valued, respected and accepted. At Stanground Academy all students are inspired and nurtured to achieve their full potential. Students are supported to enable them to access, enjoy and be successful in all activities offered through the Academy curriculum and enrichment.

The Academy works closely with students, families, staff and other professionals to identify specific barriers to learning. Our first response is 'high quality teaching targeted at their areas of weakness' (Code of Practice, 2015, page 95, Section 6.19) using tailored lesson materials, resources and equipment. Teaching is adapted to take account of individual needs and could be adjusted in multiple ways, including differentiation by input, teaching and learning process and by outcome to ensure all students can make progress over time.

We also offer:

- A range of assistive technology and sensory tools;
- Fully equipped accessible toilets;
- Specific programmes of learning to develop key skills, including literacy, numeracy and emotional wellbeing and / or modified curriculum topics related to a clear set of expected outcomes with relevant academic and developmental targets;
- Supervised social activity rooms to enable students to enjoy unstructured social times with confidence;
- Access to shared classroom and / or personalised support, when necessary;
- A range of communication aids, for example, visual timetables.

We ensure that teachers and additional staff are aware of students' individual needs. We share co-produced 'pupil passports' and agreed targets to enable teachers to plan appropriate learning activities for students to make progress.

The SENDCo and SEND team also host regular 'drop in' sessions to discuss the specific needs of learners to support adaptive teaching or personalisation. We provide regular professional development or training for staff on issues relating to special educational needs and disabilities, plus we share tips, prompts and reminders addressing current SEND related issues through the bi-weekly staff briefings and the staff magazine 'Stanground News'.

How will you know that the additional support my child has received has made a difference to my child's learning and how can my child be included in the review process?

You are the person who knows your child the best and we welcome working in partnership with you. We strongly believe that a collaborative approach with parents / carers is the best way to support a student's learning and needs, hence our assessment schedule includes Parent Consultation Evenings during the academic year when we routinely share and discuss your child's achievements.

Subject teachers make regular assessments of students learning and will identify if a student is making less than expected progress, given their age and individual circumstances in their taught subject. A teacher's first response to address slower progress than expected will be to review and adjust the high quality teaching strategies in place. They may also contact you to discuss your child's progress and agree additional approaches with you. Continuing slow progress in a subject area will trigger a conversation between the teacher and subject leader to enact short-term 'early action' support to specifically focus on your child's area(s) for development.

If any concerns are raised surrounding your child's social or emotional wellbeing, or it is necessary to discuss progress across a number of subjects, your child's Learning Group Tutor or a member of the Year team will contact you.

If progress across subjects continues to be less than expected, a referral to the SEND Team will be made by the Year team which will trigger a review of the difficulties experienced by your child and the support in place. This is in line with the 'Assess' part of the graduated approach outlined in the SEND Code of Practice (2015).

If necessary, appropriate additional provision to support improved progress and outcomes for your child will be introduced. Such provision may include intervention programmes for which the agreed, individual learning outcomes are established. Intervention programmes are assessed for impact and effectiveness every 6 – 12 weeks through the 'Assess, Plan, Do, Review' cycle.

What are examination access arrangements and how can these be agreed for students?

'Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval... Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.' (www.jcq.org.uk)

Each year, JCQ produce a document setting out the range of adjustments which can be requested or 'centre-delegated' to ensure that students with particular needs are not disadvantaged by the assessment methods. These adjustments can include, but are not restricted to:

- Computer reader/reader or use of an examination reading pen;
- Extra time;
- Practical assistant;
- Prompter;

- Scribe/speech recognition technology;
- Supervised rest breaks;
- Word processor.

Through a thorough process of identification of special educational needs, we are able to establish support mechanisms enabling students to demonstrate their learning and progress throughout the curriculum.

At the end of KS3, an additional inventory is taken of the progress and attainment data held for each student. At this time, the SENDCo and qualified external professionals complete a series of detailed standardised assessments for identified students and agree an application for access arrangements if necessary. In addition, adjustments or improvements may be made to the existing support strategies in place for individual students.

How do you support young people with medical conditions at Stanground Academy?

Students with medical conditions are fully supported to ensure they have full access to education and enjoy the same opportunities as any other child.

Where children have additional physical or medical needs, our Medical team, SEND team, Year teams and attendance teams work collaboratively with parents / carers and healthcare professionals. We will create an Individual Medical Care Plan to ensure that your child's needs are known to staff and they are met.

What is an Education and Health Care Plan (EHCP), who can request one for my child and how are they monitored and maintained?

The purpose of an Education and Health Care Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved

outcomes for him / her across education, health and social care and, as he / she gets older, preparing for adulthood.' (SEND Code of Practice, 0-25 years, Section 9.20)

You, your child (where appropriate and aged 16 or over) and / or the Academy, usually through the SENDCo, can request the Local Authority conduct an assessment of your child's needs. This *may* lead to an EHCP.

It will take no more than 20 weeks from the request for an EHC needs assessment to issuing the final EHC plan, if granted. An EHCP can provide a framework for support from birth to age 25 years.

Using a person-centred approach fully involving you and your child, an EHCP will contain:

- The views and aspirations of you and your child;
- A full description of their special educational needs and include any health and social care needs;
- A description of your child's personal and learning strengths;
- Establish outcomes and SMART (Specific, Measurable, Attainment, Relevant and Time-bound) targets for your child's progress;
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

An annual review provides you and your child the opportunity to reflect on progress towards the specified outcomes with Stanground Academy staff and, when appropriate, other professionals. Outcomes, targets and provision are reviewed and adjusted as necessary to reflect and meet your child's changing needs.

Students with an EHC plan are overseen and supported by the SEND Team. They have regular contact with your child, monitoring progress, absence and conduct; they liaise with your child's tutor and subject teachers and they also coordinate and attend meetings with you and other professionals.

What support is available for my child's happiness and wellbeing?

At Stanground Academy we support student wellbeing through:

- Daily Learning Group time, which covers topical issues and current events, plus also reinforces learning themes through relevant activities, quizzes and challenges;
- Tutors and Pastoral Leaders offer support on a daily basis;
- Some students, depending on their individual learning needs, may be involved in a bespoke emotional literacy programme;
- Students can attend a range of supervised structured, enrichment activities during lunchtime or after school, including games and social activities, homework club and subject specific clubs;
- Students can attend breakfast hub;
- Students can utilise a dedicated 'quiet room' to support emotional regulation;
- Some students, depending on their individual learning needs, may be invited to attend sensory or preparation sessions to ensure a positive start to the Academy day.

We also encourage our young people to communicate their thoughts, ideas and opinions by:

- Talking to trusting adults;
- Participating in student voice opportunities and completing student voice surveys;
- Being involved learning meetings and in the creation and / or review of their 'pupil passport' and EHCP as appropriate.

What arrangements do you make for supporting young people in joining the Academy, moving between phases of education and in preparing for adulthood?

We are committed to ensuring that your child settles quickly and feels happy and safe at the Academy. We encourage and promote:

- Positive transition planning with primary schools, with dedicated SEND transition days organised by the SEND Team and whole academy transition days involving all year groups, organised by the Pastoral teams;
- Admission meetings for in-year transfers;

- Impartial Careers Advice and Guidance.

We pride ourselves in setting high expectations and aspirations for our young people and preparing them effectively for adulthood through a broad and balance, comprehensive curriculum, plus:

- Academy Open Evenings for Y5 and Y6 and College (Post 16) students and parents / carers;
- Option guidance evening for Y8 and Y9 students and parents / carers;
- Supported visits to alternative College Open Days.

For students with an EHCP, in-depth conversations as part of the annual review process, most importantly at key transition points, Y9, Y11, Y12 and Y13.

How does Stanground Academy ensure that teaching and support staff are appropriately trained to support my child's special educational needs and / or disability?

All staff at Stanground Academy receive regular professional development throughout the year to develop expertise within the Academy.

We engage SEND Learning Assistants to promote literacy skills: speaking, listening, reading and writing, and in the application of number skills and mathematical concepts to everyday situations, plus in the development of emotional literacy skills, supporting social development, self-esteem and self-management.

The whole staff training schedule is prepared by the Deputy Principal responsible for the Quality of Education and this responds to any changing needs at the Academy and is planned with reference to evidence of teaching and learning collected through the Academy self-evaluation and a rigorous quality improvement programme.

This year, the SEND team have undertaken specialist training in many areas, including:
 Graduated Approach;
 Emotional Literacy (ELSA);

Reading skills, including phonics;
Impact of behaviour on learning;
Person-centred planning;
Making best use of Teaching Assistants (Education Endowment Fund);
Scaffolding support;
Autism (Autism Education Trust with Autism Advisory Teacher Service).

How do you involve outside agencies such as Health and Social Care or other Local Authority Support Services and voluntary sector organisations in meeting young people's SEN and supporting their families?

Stanground Academy staff regularly call upon the services of a wide range of agencies whose staff work collaboratively to support children and their families.

The services provided by the Local Authority include:

- Children's Social Care;
- Educational Psychology Support;
- Parent Partnership Service;
- Physical and Sensory Support Service – HI, VI and physical disability teams;
- Statutory and Assessment Team;
- School Hubs (for support and advice to schools).

Those provided through the Health Trust include:

- Child and Adolescent Mental Health Service;
- Community Paediatrician Service;
- Occupational Therapy Team;
- Physiotherapy Team;
- School Nursing Team;
- Speech and Language Service.

Those provided through independent services, including:

YOUUnited, Sleep solutions, etc.

What are the arrangements for handling complaints from parents and young people with SEND about the provision made at the Academy?

Stanground Academy strive to ensure that we work in collaboration with our young people and you, their parent / carer. The insight and views of you and your child are an integral part of our ability to establish appropriate provision and support mechanisms.

Stanground Academy recognises that at times things can and do go wrong. We also believe that it is in all stakeholders' best interest to resolve concerns and complaints at the earliest possible stage, as such, we ask that you arrange an informal discussion or meeting to discuss your concerns with Mrs Jean Bloye, SENDCo at which time we would endeavour to resolve your concerns. This is stage 1 of our Complaints Procedure.

If your complaint cannot be resolved at this stage, please refer to our Complaints Procedure for subsequent actions.

What is the Local Offer and where can I find it?

The Local Offer is the Local Authority's offer for parents and young people.

It includes provision both in and out of the Academy and details services and support provided by private and voluntary sectors, as well as the Local Authority and the National Health Service.

Peterborough Local Offer provides children and young people with special educational needs or disabilities and their families information about the education, health and social care support services available in the local area.

Peterborough Local Offer can:

- make it easier to find the support which is nearest and most suitable for young people and families;

- help young people and families to be less dependent on other people or word of mouth;
- help young people and families to ask the right questions.

Please use this link to access the Peterborough Local Offer:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

What other useful information is available?

Online information for parents, carers and professionals working with young people:

<https://youngminds.org.uk> Information on different mental health difficulties for young people and their families.

www.minded.org Provides self-help and guidance for young people and their families.

<https://parents.actionforchildren.org.uk/mental-health-wellbeing/> Provides advice and activities to support children and parents with their mental health and emotional wellbeing.

<https://www.keep-your-head.com> Provides information on local services for children, young people and adults.

<https://charliewaller.org> Offers advice, guidance and resources for young people and their families around mental health.

Online information and support specifically for young people experiencing thoughts of self-harm or suicide:

Childline: Free national helpline for young people offering free confidential advice 0800 1111 www.childline.org

<https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/self-harm/>
National advice and guidance about self-harm.

<https://kooth.com> Provides self-help and guidance, together with the opportunity to speak to somebody online.

https://www.psych.ox.ac.uk/files/news/copy_of_coping-with-self-harm-brochure_final_copyright.pdf Coping with self-harm - a guide for parents and carers.

www.SelfHarm.co.uk A project dedicated to supporting young people impacted by self-harm, providing a safe space to talk, ask any questions and obtain help to overcome difficulties. It also provides information about how to stay safe.

www.nshn.co.uk National Self-Harm Network provides crisis support, Information and resources, advice, discussion and distractions and is available 24/7. Also supports and provides information for families and carers.