



This SEND policy was adopted by the Governors of Stratford School Academy on February 2018

Review date February 2021

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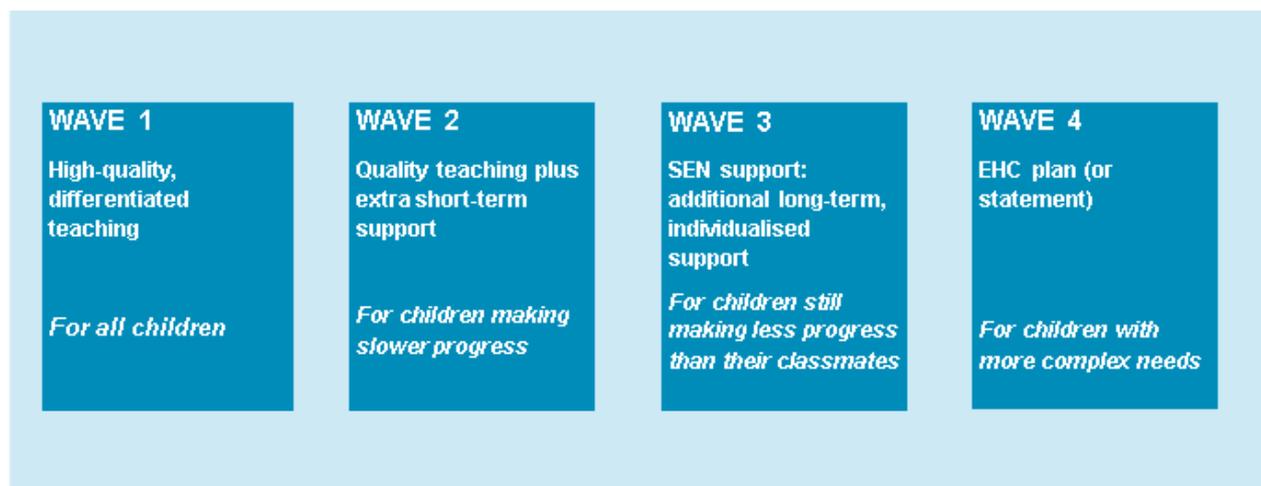
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The Academy uses the ‘wave’ system as set out below’



Wave Commentary

- 1 The Academy’s regular teaching arrangements are sufficient to meet the description of Wave 1
- 2 Wave 2 support is typically provided by
 - Small group interventions taught by subject teachers
 - Teacher Advice and Guidance (TAG)
 - 1-2-1 where appropriate
 - Specialist SEND lessons
- 3 The Academy runs a programme of additional classes for those pupils for whom the required special educational provision is entirely separate and different from the provision made for their peers. These are mixed age classes that are taught by subject specialists, supported by Teaching Assistants
- 4 The Academy implements the support as specified in the relevant plan. Depending on the reason for the EHC plan these pupils may be provided with Wave 1 2 or 3 support.

The work around providing for children with SEND is carried out by the Academy’s Learning Support Service which comprises:

- A Head of Learning Support
- Two specialist teachers of children with SEND

- A lead teacher for children with Autism
- Eight Teaching Assistants

The Head of the Learning Support Service reports to the member of the Senior Leadership Team with strategic responsibility for the education of children with SEND.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Catherine Sawyer-c.sawer@stratfordschoolacademy.org

They will:

- Work with the headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

In accordance with SENDCoP 2015 the Academy uses the Assess, Plan, Do, Review approach.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Furthermore, we can identify when a young person has learning difficulties or a special educational need using the following methods:

- Transfer of data from primary
- In-house screening
- SENCO referral to external agency for assessment
- Investigation of underachievement using assessment data and feedback from staff, students and parents/carers
- Use of 'staff referral forms'
- Parental concerns
- Student concerns
- Reports from qualified educational psychologists

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We ask permission from parents to assess their child.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teachers and LSS team will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- All of child's teachers assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- The school supports students who are transferring to a new school via:
- Information sharing with new setting
- Planned visits to the new setting as part of the transition
- Transfer of records from either primary to secondary or secondary to post 16.
- Additional transition visits for SEN/vulnerable students
- Year 6 Taster Days

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The school matches the curriculum to student's needs in the following ways:

- Differentiation
- Alternative curriculum pathways
- Teaching staff are provided with training to enable effective lesson delivery for students with a range of special educational needs
- Depending on a student's needs, scribes, readers and extra time can be made available during tests and examinations

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching
- Having break off rooms for pupils with ASD

- Wide corridors
- Meet and greet rooms
- Sensory rooms
- Alternative curriculum

5.8 Additional support for learning

We provide additional support for learning in various ways:

- In class TA support
- Academic interventions
- Social interventions
- Alternative qualifications
- Use of technology
- Access to outside agencies
- Behaviour support via house system

5.9 Expertise and training of staff

Our SENCO is training on the NASENCO course.

We have a team of 11 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have received both in house and external training.

We use specialist staff for various interventions and assessments.

5.10 Securing equipment and facilities

All facilities and equipment is secure and suitable for pupils with SEN.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their expected targets each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Using provision maps
- Holding annual reviews for pupils EHC plans or higher needs funding
- Moderation between TA and Teacher
- Feedback from subject teachers (round robins)
- OFSTED feedback and report

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

- All pupils are encouraged to go on any of our school trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development, including have a house system to support all pupils, we further support in the following ways:

- Social Skills Program
- Carrying out assemblies focusing on the school's values
- ILEP (Behaviour support plan)
- Lunchtime Club for vulnerable students
- Home-school contact
- Adherence to safeguarding procedures
- Completing EHC plans

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school makes referrals to a range of external agencies to identify needs and make recommendations. All of these agencies provide support/strategies/information for parents and carers in addition to the young person referred. The school also buys in to certain agencies to provide even further support.

The agencies are:

- EPS (Educational Psychology Service)
- LCIS (Language, Communication and Interaction Service)
- OT (Occupational Therapy)
- HI/VI (Hearing and Visual Impairment Service)
- SALT (Speech and Language Therapy)
- CFCS (Child and Family Consultation Service).

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO and Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- **Making reasonable adjustments, including the provision of auxiliary aids and services**

5.16 Contact details of support services for parents of pupils with SEN

To contact support services available for parents of children and young people with a special educational need, please go to: www.newham.gov.uk and www.dfe.gov.uk

5.17 Contact details for raising concerns

- Andrew Seager-Headteacher
- Catherine Sawyer-SENCO

5.18 The local authority local offer

Newham-our local authority's local offer is published here: <https://www.newham.gov.uk/Pages/Services/Services-for-children-aged-5-to-16.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by Catherine Sawyer **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Anti Bullying policy
- Behaviour policy
- Complaints policy
- Vulnerable students protocol