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Stanground Academy
School Information Report 2020/21

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| Updated on: | September 2020 |
| Reviewed by: | Mr B Plumridge (SENCo) Mr K Ainsley (Deputy Principal) |
| Next Review date: | September 2020 |

The Stanground Academy School Information report is written in line with the following areas of legislation and guidance:

- Special Educational Needs and Disability Code of Practice: 0-25 years (2015)
- Children and Families Act 2014
- Supporting Pupils At School With Medical Conditions April 2014
- Equality Act 2010

Do you require support accessing this document?



If you would like support to access this document, including having this document translated, please contact us on 01733 821430

Who oversees Special Educational Needs/ Disability at the Stanground Academy?

At the Stanground Academy we have a Personalised Learning Centre (PLC) team who oversee any child who has a learning barrier/ difficulty and ensures that all their needs are met.

- Mr B Plumridge – SENCo

What is meant by Special Educational Needs (SEN)?

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- 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 generally provided for others of the same age in mainstream school
- 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 and young people for the same age by mainstream schools.

Are Disabled Children also SEN?

Many children and young people who have SEN may have a disability under the Equality Act 2010:

'...a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

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 with such conditions do not necessarily have SEN, but there is significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

What kinds of SEN does the Stanground Academy provide for?

We make provision for children with SEND within each of the four categories identified in the 2015 SEND Code of Practice.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

How does the Stanground Academy know if a young person has additional needs?

At the Stanground Academy, pupils are identified as having special educational needs through a variety of ways including the following:

- Liaison with primary school/previous school
- Assessment of pupil's current skills and levels of attainment in the first term of entry
- Child performing below age expected levels
- Concerns raised by parent/carer
- Concerns raised by teachers
- Lack of progress in specific areas
- Liaison with external agencies
- Health diagnosis through a pediatrician

We pride ourselves on building positive relationships with parents and working as a team.

Who should I contact at the Stanground Academy to discuss my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns in a particular subject area. The teacher may seek advice from the Personalised Learning Centre (PLC) department.
- If you have concerns about your child's wellbeing, please contact your child's tutor and/or Head of Year (HOY).
- If your child has a statement of special educational need/ Education, Health and Care Plan (EHCP) you and your child will be able to share your views at the Annual Review.

If you continue to have concerns, or your concerns are across more than one subject area, you can arrange a meeting with the school's Special Educational Needs and Disability Coordinator (SENCo) Mr Plumridge on 01733 821430

How will the Stanground Academy let me know if they have concerns about my child's learning, special education needs or disability?

You are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with parents/ carers is the best way to support a pupil's learning and needs.

- Your child's class teacher or tutor may contact you to discuss the progress of your child in a specific subject area
- The class teacher may also talk to you about any issues during parents' evening
- Your child's tutor may discuss concerns during regular progress review days
- The SENCo, may contact you regarding concerns about your child's learning

What is an Education, Health and Care Plan (EHCP); who can request one for my child and how is it different to a statement of special educational needs?

'The purpose of an EHCP 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/her gets older, preparing for adulthood'. An EHCP will contain:

- The views and aspirations of you and your child
- A full description of his/her special educational needs and any health and social care needs
- Establish outcomes 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

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCo, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

From September 2014 the new Children and Families Act 2014 became law. This replaces the current Statement of Special Educational Needs and Section 139a Learning Difficulty Assessment with the Education, Health and Care Plan (EHCP) running from birth to age 25 years for children with special educational needs.

The main differences are that the EHCP is:

- More person-centered with more engagement and involvement from parents, carers, children and young people in the process
- More coordinated assessment process across education, health and care services
- Focusses on outcomes to be achieved for each child/young person
- Runs from birth to age 25
- Includes parents, carers, children and young people at the heart of the changes

The legislation applies equally to all schools including academies and free schools.

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

- Your child's progress will be monitored every half term through class assessments and also with regard to the specific interventions and provision offered.
- The effectiveness of intervention and provision is reviewed regularly to ensure individual learning outcomes have been achieved. Pupils may continue to require further intervention or they may not, depending on outcomes.
- Where pupils have completed interventions which are proven to be effective, but have not made adequate progress, the PLC team may decide to ask for more specialised help.

What arrangements will the Stanground Academy make for supporting children in moving between phases of education and in preparing for adulthood?

The PLC team within the school will work in collaboration with the pastoral team/ pupils and parents to provide appropriate support to ensure that pupils with SEND are able to move between phases of education and prepare for adulthood.

What is the Stanground Academy's approach to teaching children with SEN and how will the curriculum and the school environment be matched to my child's needs?

At the Stanground Academy teachers are supported by the PLC to deliver differentiated lessons through the use of students guidelines and a whole academy approach to CPD to ensure that all students are able to access quality lessons delivered by our teaching staff.

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

The Stanground Academy delivers an extensive CPD program to teachers and support staff. The program is put together each year based on feedback from our stakeholders and our whole school priorities. Over the last 12 months some examples of training are detailed below.

- Dyslexia awareness and best practice strategies classrooms.
- Autism awareness including support and strategies
- Diabetic awareness including support and strategies

How does the Stanground Academy evaluate the effectiveness of the provision made for children with SEN?

All students' progress in the Academy is regularly monitored, for those with SEN further analysis by the SENCo takes place. Where a student is not making progress this will be picked up by the SENCo, Class teachers and Heads of Departments. A discussion will take place to identify barriers to learning and intervention that may support student progress.

To ensure that the support put in place continues to support progress we use a range of nationally standardised testing and teacher assessment.

How does the Stanground Academy support children with medical conditions?

Pupils at the academy with medical conditions are fully supported so they have full access to education, and enjoy the same opportunities as any other child.

Where children have additional physical or medical needs the academy will work collaboratively with parents/healthcare professionals/ academy nurse and our attendance office to ensure access to the Academy.

How does the Stanground Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisation's, in meeting children's SEN and supporting their families?

There are a wide range of staff working together to support children and their families. These include a wide range of professionals from the Local Authority, Children's Specialist Services, the NHS and a range of different agencies which include: Autism Outreach (AO), Child and Adolescent Mental Health Service (CAMHS), Deaf CAMHS, Educational Psychology Service, 3T's and our School Nurse etc. For more information please see the Peterborough local offer on the link below

If you have a query regarding the above or you would like more information, please contact the SENCo Mr. Plumridge or your child's Head of Year (HOY) on 01733 821430

How will the Stanground Academy support my child and who will oversee, plan and work with my child and how often?

The subject teachers will make regular assessments of progress for all pupils. They will identify if a pupil is making less than expected progress given their age and individual circumstances. The first response to such progress will be high quality teaching targeted at their areas of development.

Where progress continues to be less than expected, the subject teacher, working with the SENCo will identify interventions and support that can be put in place based on individual need.

Who will explain this to me?

Parents will be contacted with details of any extra teaching or support that your child will receive. Pupils with a Statement of Educational Need or Education, Health and Care Plan (EHCP) will meet annually to discuss support and progress.

For further information please contact the SENCo Mr Plumridge, 01733 821430

What are the arrangements for handling complaints from parents of children with SEN about the provision made at school?

Initially speak with the SENCo Mr Plumridge on 01733 821430 and hopefully he will be able to address your concern. If not, please refer to the Academy's Complaints Policy which can be found on our Academy website.

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

The Local Offer is the Council's offer for parents and young people. It will include provision both in and out of the Academy and will include services and support provided by the private and voluntary sectors as well as the Council and the National Health Service.

Peterborough's local offer is aimed at providing better support and services for children and young people with special educational needs or disabilities and their families.

The Local Offer has been developed in close partnership with Family Voice (Peterborough's Parent Carer Forum) and with a wide range of service providers. Their aim is:

- To improve outcomes for children and young people by making more information easily available to help make better choices
- To enable children, young people and families to be informed and empowered to make choices
- For you to be clearer about what is available and why, and what alternatives are available
- To provide more effective signposting and to get it right first time.

Please click here to be taken to the Peterborough Local Offer:

<https://www.peterborough.gov.uk/residents/special-educational-needs/>

Where can I find external support and further information?

- SEND Information Advice Support Service – Tel. 01733 863979 Email pps@peterborough.gov.uk
- Marion Deeley – Parent Partnership Officer – Tel. 01733 863979 Email marion.deeley@peterborough.gov.uk
- Educational Psychology Open Access Consultation Service – Tel. 01733 863689
- Peterborough Neurodevelopmental Service (ADHD, ASD) Tel. 01733 777939
- City Council Website www.peterborough.gov.uk/education
- Peterborough Safeguarding Children Team – Safeguarding Children's Administrator Tel. 01733 777937