



SEND Information Report

2023-24 SEND Information Report

Document Title:	SEND Information Report
Version:	V2.0
Policy Status:	APPROVED
Author:	Mr Anthony Farr
Approved by:	Mr Joseph Sparks
Date of Issue:	September 2023
Date of Review:	September 2024

Role	Name	Email Address
Principal	Mr Sparks	joseph.sparks@scwa.org.uk
Vice Principal	Mr Smith	stephen.smith@scwa.org.uk
SENDCo (Mainstream)	Ms Dervishi	entela.dervishi@scwa.org.uk
SENDCo (Designated Special Provision)	Ms Bartlett	emma.bartlett@scwa.org.uk
Deputy SENDCo	Ms Blackburn	nyashia.blackburn@scwa.org.uk
Assistant SENDCo	Mr Kirkby	luke.kirby@scwa.org.uk
SEND Link Governor	Mr Mills	roger.mills@scwagov.org.uk

At Stationers' Crown Woods Academy (SCWA), we value the abilities of all our pupils and strive to provide the best education so they can make good progress and achieve ambitious and appropriate goals.

It is our duty to provide equal opportunities for every child/young person in our care and also provide a safe and fully equipped learning environment which caters to the needs of every student as an individual. We are committed to providing excellent provision for all pupils with SEND by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all pupils/students to be included in all aspects of Academy life and work proactively to eradicate any barriers to inclusion.

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually, and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

1. The kinds of SEND that are provided for at SCWA:

At Stationers' Crown Woods Academy, we provide for the following main categories of Special Educational Needs:

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

The range of special needs currently being met within our Academy includes ADHD, anxiety, auditory processing disorder, autism, Downs syndrome, dyslexia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global development delay, hearing impairment, Irlen syndrome, mental health needs, moderate learning difficulties, sensory processing disorder, speech and language needs, social skills difficulties and visual impairment.

2. Policies for identifying students with SEND and assessing their needs:

Stationers' Crown Woods Academy follows the SEND Code of Practice 2014 guidance. This recommends a single assessment for students under the description of Additional Needs based on one or more of the four main areas of need as outlined in the Code of Practice 2014.

Identification of students with special educational needs will be determined in the following ways:

- Recommendation from primary and/or previous secondary school attended before joining SCWA;
- Key Stage 2 data and results;
- Teacher/parent/carer referral;
- Reports and recommendations from professional agencies;
- Regular assessment of progress by directors of learning/coordinators of learning;
- Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014);
- Where appropriate, SCWA will make applications for High Needs Funding and/or EHCPs to support students with SEND.

We understand that some pupils may have a need but will not need to be on the SEN register as they are able to have their needs met through an appropriate, adapted curriculum and quality first teaching.

2a) The name and contact details of the SENDCO:

SEND Mailbox	send@scwa.org.uk
Vice Principal	Mr Smith - stephen.smith@scwa.org.uk
SENDCo (Mainstream)	Ms Dervishi - entela.dervishi@scwa.org.uk
SENDCo (Designated Special Provision)	Ms Bartlett - emma.bartlett@scwa.org.uk
Deputy SENDCo	Ms Blackburn - nyashia.blackburn@scwa.org.uk
Assistant SENDCo	Mr Kirkby - luke.kirby@scwa.org.uk
SEND Link Governor	Mr Mills - roger.mills@scwagov.org.uk

Parents or carers can contact the SEND Team directly through the email addresses provided above. For general questions, please use the SEND Mailbox. If you're currently working with a specific SEND Team member, please contact them directly. You should anticipate a response within 48 hours.

3. Arrangements for consulting parents and carers of children with SEND and involving them in their child's education:

SCWA will make regular reviews of students' progress both academically, emotionally and socially will take place through:

- Academy reporting systems;
- Parents'/Carers' Evenings;
- SEND Consultation Day(s);
- Students with an Educational Health and Care Plan, as per the statutory requirements in the SEND Code of Practice 2014, will have an Annual Review every 12 months;
- Parent/Carer Forums.

4. Arrangements for consulting pupils with SEN and involving them in their education:

SCWA will make regular reviews of students' progress both academically, emotionally and socially will take place through:

- Academy reporting systems;
- Parents'/Carers' Evenings;
- SEND Consultation Day;
- Students with an Educational Health and Care Plan, as per the statutory requirements in the SEND Code of Practice 2014, will have an Annual Review every 12 months.
- Parent/Carer Forums.

5. Arrangements for assessing and reviewing student's progress towards outcomes:

SCWA will follow the guidelines contained in the Code of Practice 2014 regarding the assessment and review procedures of students with special educational needs and disabilities.

Students will be assessed and reviewed in the following ways:

a) We will follow the graduated approach and the four-part cycle of assess, plan, do, review;

b) All students identified as having special educational needs will be tested at the beginning and end of each academic year using tests that provide standardised scores for reading, comprehension, spelling and writing. This will enable SCWA to establish areas of need and provide the necessary intervention programmes, and

enable SCWA to monitor progress;

c) All students identified as having special educational needs will have an individual learning plan as part of the Provision Mapping System that clearly outlines their area of need, suggested strategies to address these needs, targets and objectives, current levels and reading and spelling ages. Students will be part of creating this plan, and it will be available to staff, parents/carers and students;

d) Students identified as having special educational needs will have regular reviews of the individual profile at least three times per year through SEND consultation days;

e) Students with an Educational Health and Care Plan will have an annual review as per the statutory requirement contained in the SEND Code of Practice 2014;

f) Regular reviews of intervention programmes will be carried out to monitor the progress of students against their starting points and assess the impact of programmes, enabling interventions to be adapted where appropriate;

g) All staff will have access to individual learning plans via the provision mapping system to inform planning, monitoring of progress and strategic differentiation of work for students with special educational needs;

h) Students and parents/carers will receive regular feedback on progress through assessment reports, formative and summative marking, SEND consultation days, parents'/carers' evenings and annual reviews of Educational Health and Care Plans;

i) Staff will have access to inclusion websites providing strategies and information on meeting the needs of students with additional needs;

j) Staff will have access to CPD/SEND specific insets, SEND information booklets, The High Quality Teaching and SEND Support Toolkit, inclusive teaching strategies booklets, regular SEND specific updates and access to research and evidence-based SEND articles.

6. Arrangements for supporting students in moving between phases of education and in preparing for adulthood:

In accordance with the SEND Code of Practice 2014, SCWA has clear procedures to ensure the smooth transition of students between Key Stages and Post 16.

Key Stage 2 to 4

a) The SENCo will attend Year 6 annual reviews for students with an Educational Health and Care Plan;

b) The SENCo will attend the borough KS2-KS3 SEND transition day and ASD transition meetings to identify and discuss students with special educational needs;

c) The SENCo will make additional visits to primary schools for identified students and visits from the primary school to SCWA will be arranged;

d) Meetings with parents/carers as requested will take place with the SENCo;

e) The SENCo will provide feedback to all staff on identified students;

f) A full induction day and transition workshops will take place for all students

g) Regular Values/CEIAG sessions to explore career pathways.

Post 16

- a) The SENCo arranges for a representative from the Career Learning Development team at Leigh Academies Trust, and RBG to meet with identified students to discuss the next steps;
- b) Transition plan is completed on a regular basis;
- c) Options evenings and booklets are made available to parents/carers and students;
- d) University visits/taster days are arranged for identified students;
- e) Information is shared with FE establishments, etc, as requested;
- f) Interviews with LAT mentors.

Change of School Procedures

- a) Parents/carers contact admissions at SCWA;
- b) Information is forwarded to the new school;
- c) The SENCo meets with parents/carers and appropriate staff from the new school as requested.

7. The approach to teaching children/young people/pupils/students with SEND:

SCWA is an inclusive establishment that offers a broad and balanced curriculum which is specific to the needs and future opportunities of all students. It ensures this by:

- a) Quality first teaching will be delivered in all areas of the curriculum. Staff are expected to be aware of the needs of all students in their classes, and differentiate work accordingly through adaptive teaching to meet these needs. This will be monitored via regular lesson reviews, learning walks and pupil work reviews by the SENCo, Academy Leadership Team and Directors of Learning;
- b) Offering a range of intervention programmes designed to improve the outcomes of students with special educational needs, ensuring they can fully access all areas of the curriculum;
- c) Providing a range of co-curricular and extended learning activities that offer enrichment opportunities for all students, including those with special educational needs;
- d) Providing a clear reporting system three times a year that outlines targets and current achievements;
- e) Carrying out regular lesson reviews to ensure that all students, including those with special educational needs, are receiving high-quality teaching and learning experiences in all areas of the curriculum;
- f) Adapting the curriculum to meet the needs of individual students if necessary;
- g) Ensuring that identified students receive the necessary in-class support and exam dispensation;
- h) Ensuring that all staff receive regular training on all areas of Special Educational Needs and Disabilities;
- i) A provision mapping system will be accessible to all staff, providing details of all students with special educational needs, students in receipt of pupil premium, higher attaining pupils, looked-after students and students with English as an additional language. Staff will use this system to inform their planning to ensure they are addressing the needs of students. It will also be used to track, monitor and review students on intervention programmes and provide governors and, where appropriate, provide parents/carers with a clear report in terms of cost, hours and interventions provided;

j) All students with special educational needs will be tested twice a year using tests that provide standardised scores for reading, spelling and comprehension. The results from these tests will be used to identify areas of need and to inform the SENCo when planning for interventions and exam dispensation;

k) A range of numeracy, literacy, social, emotional and mental health interventions will be offered to all students who have been identified as having special educational needs in the relevant areas. These will be reviewed regularly;

l) Regular and timely communication with parents/carers via assessment reports, SEND consultation days, annual reviews, parents'/carers' events, telephone and emails;

m) Access to outside agencies via the local authority, health authority and Leigh Academies Trust;

n) Parents/carers will be informed of any additional provision that their child is receiving via the SENCo/Assistant SENCo or Director of Progress;

o) The local authority local offer and academy offer will be available on the SCWA website so that parents/carers, students, staff and the wider community can access its contents.

8. How adaptations are made to the curriculum and the learning environment of students with SEND:

All areas of the Academy are fully accessible due to the lift system and overall design of the buildings. There are disabled toilet facilities. The following will also be provided:

- a) Learning Support Assistants will be available to provide in-class support on an individual or small group basis to support the learning of identified students;
- b) Learning Support Assistants will develop, deliver and monitor literacy, numeracy, social, emotional and mental health intervention programmes to address the special educational needs of identified students. This will be delivered on an individual or small group basis;
- c) Learning Support Assistants will administer and mark tests that indicate students' skills in spelling, reading and comprehension to establish areas of need and monitor attendance on intervention programmes;
- d) Learning Support Assistants will maintain records and monitor the progress of students on intervention programmes, and liaise with parents/carers regularly;
- e) Learning Support Assistants will support the transition of identified students from primary school to secondary school and from secondary school to further education establishments;
- f) Learning Support Assistants will accompany identified students on trips etc., where necessary.

9. The expertise and training of staff to support students with SEND, including how specialist expertise will be secured:

SCWA is committed to the professional development of its staff in all areas, including Special Educational Needs and Disability. The following provision is in place to ensure that all staff are aware of and can meet the needs of students with special educational needs:

a) The SENCo/Deputy SENCo delivers continuous professional development sessions to all staff on identified areas of Special Educational Needs and Disability;

b) Staff attend training on identified areas of Special Educational Needs and Disability organised by the Local Authority, Health Authority and Leigh Academies Trust;

c) Staff have access to inclusion websites providing links and information on Special Educational Needs and Disability and inclusive teaching and learning strategies;

d) Through commissioning, experts (EP, CAMHs, SaLT, etc.) are invited to SCWA to deliver training sessions on identified areas of Special Educational Needs and Disability to all staff.

10. Evaluating the effectiveness of the provision made for students with SEND:

SCWA is dedicated to ensuring the highest level of provision to students and parents/carers. It is constantly striving to improve this provision, including the SEND practices within the Academy. To ensure the best possible provision, the following evaluation processes are implemented:

a) Regular meetings with the SEND Link Governor and SENCo where reviews of practice and policies are discussed and fed back to the Governors as a body;

b) Regular meetings with the Principal and Heads of School to discuss and review SEND practices and policies;

c) Parents/carers/student/staff questionnaires on SEND practices within the Academy;

d) Completion of self-evaluation to inform SEND action plans, following regular meetings with the Principal;

e) Attendance of SENCo/Deputy SENCo at Cluster meetings (Leigh Academies Trust), Leigh Academies Trust SENCo Forum, Leigh Academies Trust Inclusion Drive Team meetings, and local authority SENCo meetings to share best practice and discuss current innovations;

f) Regular and robust reviews of intervention programmes;

g) Data analysis, including comparisons to national benchmark data and student progress.

11. How students with SEND are enabled to engage in activities available with students in SCWA who do not have SEND:

SCWA offers a wide range of co-curricular and enrichment activities for all students, including those with special educational needs. It achieves this by:

a) Ensuring that all staff involved in co-curricular and enrichment activities are fully trained in relevant areas of Special Educational Needs and Disability;

b) Offering a range of activities to accommodate all interests, abilities and physical needs.

12. Support for improving emotional and social development:

a) A range of social, emotional and mental health interventions will be offered to all students who have been identified as having special educational needs in these areas. These will be reviewed regularly;

b) Access to outside agencies via the Local Authority, Health Authority, Leigh Academies Trust and other agencies (CAMHs Tier 2 and support with referral to Tier 3, SaLT, EPs, School Nurse, Early Help);

c) The SENCo will liaise with Health and Social Care teams as dictated by the Code of Practice and Education and Health Care Plans;

d) Learning Support Assistants will develop, deliver and monitor social, emotional and mental health intervention programmes to address the special educational needs of identified students. This will be

delivered on an individual or small group basis;

e) Identified students will have access to counselling and mentoring. Small school teams and Learning Support Assistants are trained in ELSA;

f) Student Leadership and Student Voice opportunities;

g) Peer-mentoring and peer-tutoring;

h) Supervised and planned breakfast, break, lunch and homework clubs;

13. How SCWA involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students's SEND and supporting their families:

According to the Code of Practice 2014, the following must be adhered to:

Children and young people with SEND may need integrated support from education, health and/or social care to help them achieve their ambitions. Working together, these agencies can achieve far more for these children and young people than they can separately, more efficiently and often at a reduced cost. The local offer must set out the range of services available locally to children with SEND and the support that children, young people and families may access outside the local area.

The Academy Board and SCWA will liaise and consult with the above mentioned agencies to create an effective local and academy offer that jointly commissions all agencies. It will then adhere to the local and academy offer to ensure that parents/carers and students receive a cohesive, supportive and transparent service. It is currently able to provide services through the Local Authority, Health Authorities and Leigh Academies Trust through the specified referral routes.

14. Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy:

The normal arrangements for complaints within the Trust are used for complaints about provision made for SEN. Parents are encouraged to discuss their concerns with the class or subject teacher, SENCO or Head of School. Principals should resolve the issue before a formal complaint is made to the Trust.

If the complaint is not resolved after it has been considered by the Trust, then a disagreement-resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-Tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination or the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN or EHCP, in which there is a statutory right for parents to appeal against a decision of the local authority. Complaints which fall within this category cannot be investigated by the Academy.

Support services for parents/carers of pupils with SEND

Contact a Family	Disability Alliance Tel: 0330 995 0400
National Network of Parent Carer Forums	Disabled Living Foundation Helpline: 0300 999 0004
ACE Centre Advisory Trust – (for communication difficulties) Free Advice Line: 0800 080 3115	Down's Syndrome Association (DSA) Helpline: 0333 1212 300
British Dyslexia Association Helpline: 0333 405 4567	Parents for Inclusion Tel: 0800 652 3145
Council for Disabled Children Tel: 020 7843 6000	The National Autistic Society Helpline: 0808 800 4104
Cystic Fibrosis Trust Helpline: 0300 373 1000 or 020 3795 2184	