



The Shared Learning Trust

THE STOCKWOOD
PARK ACADEMY



LUTON BOROUGH COUNCIL

The Stockwood Park Academy SEN Information Report (School Offer)

1st September 2016

SENCO

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The Stockwood Park Academy is a mainstream secondary school with a Sixth Form.

The Stockwood Park Academy

At the Academy we believe in achievement, ambition and progress for all children. We aim to meet the needs of individual children through highly effective teaching and learning. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENDCo, specialist teaching staff both within the school and external professionals such as speech and language therapists, occupational therapists and the Child and Adolescent Mental Health Services (CAMHS) to ensure that the school can meet a broad range of special educational needs. We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

The Academy's ethos statement reflects the intention to provide a learning environment in which young people will be encouraged, supported and challenged to develop a 'can do' approach to all aspects of their lives.

Our SEND Information Report (School Offer) is information for parents/carers of children who have Special Educational Needs and Disability (SEND) and all those who support children with additional needs. This information outlines the support and provision they can expect to receive, if they choose The Stockwood Park Academy for their children.

1. How does the academy identify and organise support for children with special educational needs?

The SENDCo coordinates all relevant support for children with SEND. This includes additional adult support, intervention, tracking and collaboration with outside agencies. Students are identified as having SEN if they do not make adequate progress once they have had all the intervention / adjustments of high quality personalised teaching.

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The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014. The four action process of Access-Plan-Do-Review may be initiated by an SEN referral from teacher, parent/carer, support staff, outside agencies or any person involved with the child. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the child's' needs and of what supports him/her in making good progress and securing good outcomes.

The Academy uses a range of assessment tools including:

- CAT (Cognitive Assessment Test) - identifies cognitive strengths and weakness.
- NFER – Reading test
- Access Reading Test - a diagnostic tool which measures the skills of comprehension, vocabulary, inference and analysis.
- PASS (Pupil Attitudes to Self and School) – provides a holistic view of each pupil and reasons behind low attainment.

2. Who are the key people in the academy available to discuss parental/carers concerns about their child's difficulties?

Parents / carers who are concerned about the well-being or progress of their child should contact the child's form tutor, Assistant House leader or House Leader who will liaise with the appropriate staff within the School.

Subject specific enquiries should be addressed to the child's subject teacher. If the subject teacher feels that a child has a specific difficulty and requires additional support he/she will liaise with the SENCO.

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Parents/Carers can contact the school via telephone/ letter/email/note in planner, and can make an appointment to see relevant staff.

Scheduled meetings with parents across the academic year include:

- Parents Evenings
- Academic Target Setting Days
- Subject Evenings for pupils in Years 9 – 13
- Parental surgeries (an opportunity to meet key staff in an informal 'coffee morning' format).
- Key Stage Curriculum Evenings
- Transition meetings where appropriate
- Annual Review meetings

3. How will parents/carers be informed about a child/young person's progress within the academy and how will his/her progress be measured?

At The Stockwood Park Academy we assess each pupil's current skills and levels of attainment on entry, and through regular assessments of progress. Each pupil's progress is measured and monitored through comparing assessments in each subject against targets set on entry to the Academy and at the beginning of each academic year.

Every half term you will receive a data report informing you about your child's progress in each subject area, comparing their current attainment against their target grade. You will also be informed about their effort grade in each subject along with any coursework/independent learning concerns and attendance concerns.

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In addition, pupils with an identified Special Educational Need who have Statement/Education and health Care Plan will have an IEP, which outlines the support that has been put in place to support the pupil in making good progress and securing good outcomes. Pupil Passports are used for all children with SEN; these are pen portraits of the young people and include teaching strategies.

Parents will be informed about progress through:

- Half Termly Progress Reports
- Annual Reports
- Academic Review Days
- Review meetings
- Telephone calls and emails

4. What support will parents/carers receive if their child/young person has been identified as having special educational needs?

Partnership with parents / carers plays a key role in enabling children with SEN to achieve their potential. The Academy recognises that parents / carers hold key information and have knowledge and experience to contribute to a shared view of the child's needs and the best ways of supporting them.

All parents / carers of children with special educational needs will be able to access support through:

- Initial meetings with relevant staff and regular opportunities to discuss progress, concerns and developments
- Involvement in setting targets and agreeing outcomes

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- Liaison with professionals
- Support from Inclusion Team
- Parents / carers may be signposted to relevant external agencies and support groups such as The Parent Partnership.

5. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?

Wellbeing is supported through the following:

- Each teacher has a knowledge and understanding of children/young people in their care
- Pupil's medical needs are addressed in accordance with the Statutory Guidance on supporting pupils in Schools with medical conditions, and medicines are administered in line with the School's Administration of Medicine Policy
- Some children may have a Care Plan.
- The Pastoral House Team, Inclusion Department provide support for children/young people and their families
- Signposting to external agencies to support the wellbeing of the child
- In-school interventions, which may include access to a counsellor or outreach work from the CAMH team.
- Self-esteem groups
- Social skills groups
- Lunch time support
- Behaviour support strategies

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6. How will teaching be adapted to support the child/young person with special educational needs?

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs.

Differentiation may take the form of adapted resources, differentiated tasks and / or a modified curriculum.

The school SENCO and external agencies may provide advice and resources to support teachers in delivering high quality teaching that is differentiated and personalised to meet individual needs.

7. What different types of support can the child/young person receive in the academy?

All teachers have appropriate qualifications and are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs.

All teachers and support staff receive regular and appropriate training to ensure they are kept up to date with, and informed of new developments and research. Individual staff may receive specific training to meet the needs of a particular child or group of children.

Support for children may vary according to their individual learning or medical needs, and could include:

- Participation in intervention groups such as literacy, numeracy, self-esteem and social skills

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- Timetables may be adapted to meet individual needs (for example by reducing the number of subjects studied or options chosen at GCSE).
- In-class support
- 1:1 or small group work to address a young person's targets.

8. How will the academy support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

At The Stockwood Park Academy the Support for Learning Area is open every day for young people who require additional support during break and lunch times. This area is also available for support with homework after school. Additional adult support can be provided in outside play areas when required.

Enrichment activities are available from curriculum subject areas for catch up sessions and sporting events. Please see the enrichment timetable for a comprehensive list of what is available.

Risk assessments for individual pupils and for particular activities are completed in conjunction with the SENCO where relevant and necessary. Support is provided on school trips and visits as required.

Parents are consulted and are involved in the planning of all school trips and educational visits.

The School complies with the Disability Discrimination Act (2010) in making reasonable adjustments for students with SEND.

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9. How does the School involve children/young people in decisions that affect them?

We aim to ensure that all learners express their views and are fully involved in decisions which affect their education as much as possible and as far as they are able. Any decision regarding additional support or intervention is made with the child and their parents.

This is achieved through the School Council, use of the Pupil Passport, parents on Academic Target Setting Review Days and participation in Annual Review meetings.

10. How are the school's resources allocated to support children/young people with SEND?

The School allocates its' resources in accordance with the Local Authority Budget and individual pupil's Statement of Special Education Needs or Education and Health Care Plan.

A proportion of the School's delegated budget is available to pupils with identified Special Educational Needs and / or Disabilities. This budget is allocated to staffing, physical and educational resources, and staff training.

SEND support across the School is mapped, reviewed and evaluated on an ongoing basis by the SENCO and is allocated according to individual needs and advice from external professionals.

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11. What services external to the school can provide support to children with SEN?

As an Academy we draw upon the expertise of a wide range of external professionals to support students with SEND. They are used in School to provide observations, reports, advice for teachers and parents, and to attend professionals meetings. Parents are consulted before referrals are made.

The external agencies include:

- Local Authority Special Educational Needs Service (SENS)
- Educational Psychology Service (EPS)
- Autism Team
- Child and Adolescent Mental Health Service (CAMH)
- Early Intervention and Prevention Service (EIPS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- The Hearing Impaired Team (HI)
- The Visually Impaired Team (VI)
- The Edwin Lobo Child Development Centre (ELC)
- Outreach Team from Lady Zia Wernher
- Social Services
- Avenue Centre for Education (ACE)
- Greenhouse Mentoring

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- Young carers

12. How are staff in the academy supported to work with children/young people with special educational needs and what training do they have?

Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.

All teachers receive regular and appropriate training in order for them to deliver high quality teaching that is differentiated and personalised to meet individual needs. This training will be a mixture of "in house" and externally sourced specialist Continual Professional Development.

As a School we draw upon the expertise of a wide range of external professionals to support students with SEND. They are used in School to provide observations, reports, advice for teachers and parents, and to attend professionals' meetings. We have close links with the Local Authority's SEN team.

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13. How will the academy support the child/young person in moving on to another school or college or to the next key stage in their education or life?

Your Year 6 child will visit the Academy during the Common Transfer Day in July. If your child has additional needs the SENCo will meet with your child's teacher in the primary school to plan his/her transition and relevant professionals.

We also offer a transition programme to students in Year 6 which runs over a six-week period. This is offered to those students who may find the move from primary school difficult. The students have the chance to meet key members of staff, take part in lessons and get to know their way around the school. The Academy also organises a Summer School which is available to all Year 6 pupils.

We have an effective transition programme and established links with our primary feeder schools, which includes:

Post 16, the Academy employs a careers service advisor and liaises with the Local Authority Transition Team. Meetings are also held with college tutors and pupils are supported with applications and interviews.

14. How accessible is the academy environment?

The Stockwood Park Academy is fully wheelchair accessible. And the following provisions are provided:

- Adaptations to timetable
- Provision of equipment and aids
- Disabled toilet and changing facilities
- EAL coordinator support

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- Translators (when required)

15. Who can parents/carers contact for further information at the academy?

Parents / carers who are concerned about the well-being or progress of their child should contact the child's form tutor and /or Assistant House leader/House Leader who will liaise with the appropriate staff within the Academy to provide additional support / intervention.

Subject specific enquiries should be addressed to the child's subject teacher. If the subject teacher feels that a child has a specific difficulty and requires additional support they will liaise with the SENCO.

If your child has additional needs and you are considering applying to the Academy, please contact the SENCO via reception for an initial visit. Applications for students with a Statement of Special Educational Needs or Education and Health Care plan should be made in conjunction with the Special Educational Needs Assessment Team (SENAT) at the Local Authority.

The Luton Borough Council website contains information on facilities and services for all students with Special Educational Needs and Disabilities across Luton. The Luton Local Offer can be accessed by clicking on the following link:

[Luton Borough Council "Local Offer"](#)

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