

Local Offer (SEND)

2023/24

Effective Date: 1st September 2023

Last Reviewed: July 2023

Reviewed By: Trustees

Next Review Date: July 2024

Version: 5

Name of School/College/Setting	The Stockwood Park Academy
Type of setting	Secondary Academy
SENCO	Mandy Surridge
Assistant SENCO	Lisa Tingey
SEND Governor	Cathy Barr
Address	The Stockwood Park Academy Rotheram Avenue Luton Bedfordshire LU1 5PP
Phone Number of SENCO	01582 722333 Ext. 1580
Email of SENCO	m.surridge@thesharedlearningtrust.org.uk
Email of Assistant SENCO	l.tingey@thesharedlearningtrust.org.uk
Website	http://stockwoodpark.thesharedlearningtrust.org.uk/
Link to SEND Information Report	https://stockwoodpark.thesharedlearningtrust.org.uk/send/86.html
Link to SEND page of schools website	https://stockwoodpark.thesharedlearningtrust.org.uk/send/86.html

School's Mission statement:

At the Stockwood Park Academy we are aspirational and enterprising people, striving for personal excellence and success with a culture of integrity in everything we do on a daily basis. We are an 11-19 academy, preparing our pupils and staff to ensure they succeed through a well-rounded and personalised approach. Our stakeholders are very supportive in ensuring we maximise the potential of all pupils in our care.

1) How does the (early years setting/school/college) identify and organise support for children with special educational needs?

The school has regard to the Code of Practice: SEND 2014, the Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan 2023, and associated regulations. This is continuously monitored by the SENCO and annually with the Local Authority.

Prior to starting at the school:

- The SENCO liaises with feeder Primary Schools in order to gather information on students transferring to The Stockwood Park Academy
- The SENCO organizes screen tests, e.g. Cognitive Ability Test (CAT4s), reading and spelling tests before or soon after entry
- The SENCO attends Education Health and Care Plan (EHCP) Annual Review meetings for students due to transfer, upon invitation
- The SENCO is available at any time for students to visit the school and take part in a LINK Programme that is set up for transition between Primary School and The Stockwood Park Academy
- The SENCO will be available to meet with parents and students to discuss specific issues prior to starting in September

Our SEND policy sets out clearly what our process for assessing needs are. It is the role of teachers, supported by the SENCO, to assess the needs of the young person in the classroom, and to identify those who may need support to make expected progress because of a learning difficulty or disability. This is usually done through regular on going in-class assessments, but may involve more specialised assessment from our SENCO.

Some students have an EHCP, which clearly set out the needs of the young person. The SENCO scrutinizes the records of students transferring at any time of the year in order to ascertain whether they have special educational needs and disabilities (SEND) identified by their previous school.

2. Who are the key people in the early years setting/school /college available to discuss parental/carers concerns about their child's difficulties? (E.g. Class Teacher, SENCO, Inclusion Manager).

- Subject teachers will be responsible for any SEND students in their class. They will monitor the student's needs and plan for any extra support required. Learning Support Assistants (LSA's) will be directed by class teachers to support children in class and in intervention groups. The Assistant SENCO will oversee Learning Support Assistants, intervention groups and extra work provided to support your Child
- Subject teachers will meet with families at least once a term to discuss your child's needs, support and progress. Additional meetings or phone calls can be requested via the school office or individual staff's emails. For further information the SENCO, Mandy Surridge can be contacted on 01582 722333 Ext. 1580 or via email at m.surridge@thesharedlearningtrust.org.uk
- If a parent has concerns about their child having Special Educational Needs they can either speak to the SENCO directly to discuss their concerns or seek external advice from a GP or paediatrician. In addition, parents are also invited to complete the Parental SEND Referral form which is found on the Stockwood Park Academy web site
- Stockwood Park Academy has a Trustee assigned to SEND, who liaises with the SENCO to maintain a high standard of SEND throughout the Academy. The Trustee visits the Stockwood Park Academy regularly.

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

The SENCO will regularly speak/meet with parents to discuss the future provision of their son or daughter. Effective communication is essential between all parties to ensure an appropriate education for the student.

- Class teachers will be regularly assessing student progress as part of their normal practice and in line with the graduated response of 'assess, plan, do, review'
- Parents get regular reports from the school regarding students' PRIDE (effort) and Working at grades (WAG), and subject specific targets

- There are opportunities throughout the year via parents' evening or Academic Review day to meet with the student's form tutor, subject teachers and the SENCO
- Those who are receiving specific SEND Support (as categorised by the Code of Practice 2014) will be offered a meeting with the school at least three times per year to discuss progress and support with the student's Key worker or SENCO
- A student's Learning Support Assistant (LSA) acts as a key worker to facilitate regular communication with parents
- Those students receiving specific SEND support from one of our LSA's will have their progress tracked and monitored, and this information will be fed back to the student and parent
- We will try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments
- There may be times though when we need to conduct more specialised assessments in order to obtain standardised scores so that we can see if a young person needs exam access arrangements for example. We will always let students know this is happening and let parents know the outcome of any testing

Parents are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school. The Head of Year is always the first point of contact for parents regarding their child.

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

The provision for students with special educational needs & disabilities will match the nature of their individual needs. The SENCO will keep regular records of the learners' special educational needs & disabilities, the action taken and outcomes.

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

The Stockwood Park Academy has a dedicated Pastoral team that works closely with the SEND team to support students in; improving behaviour, avoiding exclusion and increasing attendance. The team meets weekly to discuss strategies for students and appropriate action that can be implemented to support the student. Appropriate support strategies will be discussed with the individual and parents before commencing.

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

The Stockwood Park Academy will ensure that all students receive a broad and balanced and curriculum which is adapted to each student identified, individual needs

- The curriculum is very broad at our school and as such there is something available for all students to follow. There is a great deal of choice in our curriculum, this way those with SEND can have a very bespoke, personalised timetable that meets their needs
- We offer a range of GCSE courses, Entry Level Qualifications, BTECs and other vocational pathways
- The site is fully accessible and meets all the requirements of the Equalities Act 2010
- The school site is fully wheelchair accessible including disabled toilets, ramps and a lift to access specialist facilities
- Our curriculum information can be found on our academy website

7. What different types of support can the child/young person receive in school? (e.g. small group or individual)

The Student Resource Centre (SRC) supports students by delivering various internal & external courses depending on individual need including:

- Private study
- In class support
- Life/social skills classes
- Speech and Language Therapy
- Reduced timetables
- Time out cards
- Mentoring
- Additional English & Maths tuition
- Nurture Group

Students also have access to a specially equipped sensory room, in order to help manage self-regulation needs.

Some students will receive additional support from Learning Support Assistants within the classroom alongside their peers. This allocation is according to need. Specialist resources also provided to support SEND. Subject policies should include strands on teaching students with SEND and the resources available to support access within that subject. If students require small group/specialist support in order to access the full curriculum, they may be withdrawn from some part of lessons in order to follow a specific programme. This is flexible to reflect student and subject need and is discussed with relevant staff, student and parents.

At Stockwood Park Academy we have a wide range of support and intervention strategies available to any child who may need additional support. Our staff have a wealth of experience and training to support all children.

Support may include:

- Adapted lessons, activities and support in class according to their specific needs
- Designated support for learning and for student achievement
- Intervention/catch up programs for math's, writing and reading
- Booster groups to move students to the next level and challenge gifted and talented
- External support provided to us through the Luton Borough Council:
 - ❖ Educational Psychologists
 - ❖ Speech and Language support team

- ❖ Medical Needs support team
- ❖ Hearing & Visual Impairment specialist teachers
- ❖ SENS support team

8. How will the school 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?

- All students with SEND or an EHCP will be supported on educational visits with parents being fully involved in the planning of support
- Students who attend after school clubs and need support must be clearly defined in their EHCP or their Pupil Profile Sheet
- Students with SEND have full access to supervised break and lunch clubs within the SRC provision

9. How does the (early years setting/school/college) involve children/young people in decisions that affect them?

- We will always meet with a young person before beginning any specific support and explain what we are doing, and why?
- We ask students at transition when they are in Year 6 how we can best support them, and this information is included in their Individual Education Plan (IEP)
- We ask students for their views on their needs support required and this is recorded on their IEP at each 3 x per academic year during the review process
- Students with SEND have access to extra support and guidance when it comes to choosing their GCSE and Post 16 options. The academy will also facilitate support and guidance for those students with an EHCP from the LA personal advisor during the preparation of their individual Preparing for Adulthood Plan (PFAP)

10. How are the settings /schools /colleges' resources allocated to support children/young people with SEND?

Students who attend Stockwood Park Academy with an Education, Health & Care Plan (EHCP) will have specific hours of support. The SENCO in liaison with the Local Authority and parents will implement these hours. The support will be monitored and all data collected will be regularly assessed.

Support for SEN Support or EHCP students will be based on individual need and the availability of specialist staff. All teachers are made aware of these students and coded 'SEN Support'. Information is provided to teachers in order to support them to appropriately adapt their lessons to meet the needs of their SEN students

The school's special educational needs budget is allocated to the Student Resource Centre through staffing for Statemented or EHCP students.

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

The Stockwood Park Academy uses a variety of external agencies or providers to support students. We draw on a range of support from:

- NHS, Edwin Lobo Centre, local GPs.
- Children and Adolescent Mental Health Service (CAMHs)
- Children's Social Care
- Early Help Intervention from LBC
- Education Psychology Service
- Outreach service from Woodlands School
- Local Colleges (Barnfield, Shuttleworth, North Herts)
- Academy of Central Bedfordshire
- CHUMS
- Hearing Impairment Team
- Visual Impairment Team
- Speech and Language Therapy
- School Nursing Team
- Behaviour and Attendance
- Occupational Therapy
- Physiotherapy
- Hospital School tuition
- Luton Sexual Health Team
- Education Welfare Service
- Alternative Providers

There are many others that we can access from time to time to help us secure the best possible support for our young people.

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

- Mrs Surridge is the academy SENCO with 12 years' experience of working in SEND. She has worked in an Autistic provision in Central Bedfordshire and previously in Special needs schools and within the Supported learning department in a further education college. She has completed Autism Awareness Training, the TEACCH autism program, APAAC training in the proficiency of access arrangement coordination and has also completed the ELKAN Speech and Language support for 11-16s course. She is also trained in the positive handling of students
- Mrs Tingey is the academy Assistant SENCO and Nurture teacher. Mrs Tingey is a primary trained teacher with a wealth of SEND experience
- David Washington is an Assistant Principal and Trust SENCO with oversight of SEND across The Shared Learning Trust. He has been a SENCO with many years' experience, both at TCHA and a large upper school in Bedfordshire and he holds the National Award for SEN Coordination (NASENCO). David is a Specialist Assessor Award at Level 7 to support the assessing and teaching of Specific Learning Difficulties. David is also a trained SEN Expert for Bedfordshire. David is also a trainer for the Outstanding Teaching Assistant programme to support the LSA's within the Trust and is also trained in positive handling of students
- Staff are encouraged to continue to train as part of their own performance management, and we regularly undertake in house CPD on specific issues
- As part of the Academy we run termly CPD sessions for all staff on different aspects of SEND Practice
- We have a large team of LSA's who have attended SEND training including:
 - Autism Awareness training
 - Visual Impairment, Hearing Impairment & Communication difficulties
 - CAMHs Tier 3 well-being
 - CHUMs well-being
 - Level 3 mentoring
 - Grief counselling awareness
 - Sounds Write, Letters and Sounds
 - Anger management, Restorative justice and Conflict Resolution

- EAL
- Dyslexia
- 1:1 tuition and Luton Literacy Intervention Programme (LLIP)
- Emotional Literacy Support Assistants (ELSA)

- We use the local authority outreach service and external providers as needed.

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

- There is a well-planned programme of transition activities for those moving from Year 6 into Year 7. This involves a transitions programme for one to two days, followed by additional visits for all Year 6 students who are SEND via the academy “LINK” programme
- The SENCO and members of the SEN team Year 6 classes to observe children in their Primary schools up to 6 weeks prior to the end of term
- For those with an EHCP the Local Authority SEND Personal Advisor works closely with our students from Year 10 students to help them make the transition from school to College with the support of their ‘Preparing For Adulthood Plan’
- For those looking to move on from us at 16 or beyond, we work very closely with our careers, information, advice and guidance team at school to support as needed, and offer support specifically for those with SEND
- Transition for students into College is co-ordinated by the SENCO in consultation with the Director of Learning Support at their chosen College. Students are supported via taster days or access to the specialist services offered by colleges

14. How accessible is the setting/school/college environment?

The Stockwood Park Academy site is fully wheelchair accessible including disabled toilets, ramps and a lift to access specialist facilities (Science lab, art room....). We will do our best to cater for all needs within our school and would always suggest a meeting to tour the school and create a Personalised Emergency Evacuation Plan (PEEP) plan for each individual student with a disability.

In line with the SEND and Disability Act 2001 the school has an Accessibility Plan, which is available on request.

15. The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils.

The arrangements for the admission of pupils with Special Needs or disabilities to The Stockwood Park Academy fall within our duties under the Equality Act 2010 and are the same as those applied to all pupils. Admission is in the first instance arranged by application to the Local Education Authority. If successful, The Shared Learning Trust then receives notification that a child has been allocated a place at The Stockwood Park Academy.

The Stockwood Park Academy will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend The Stockwood Park Academy because of any special need or disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities:

- Wheelchair access onto school grounds at the main entrance
- Disabled parking is available near the main entrance
- The building is on two levels with lift access
- Wheelchair access into the main school at the main entrance. Door is fully accessible and equipped with automatic sliding doors
- Exterior lighting to improve evening access
- Student fully automated disabled toilet (please also see the Accessibility Policy)

16. Who can parents/carers contact for further information at the early years setting/school/college?

If you have any concerns at all about your child please come and see your child's **Head of Year** in the first instance.

You can also speak to our **Special Educational Needs Coordinator (SENCO)**

- Mrs Mandy SurrIDGE Tel - 01582 722333 Ext.1580 and/or via email at m.surridge@thesharedlearningtrust.org.uk
-

You can also speak to our **Assistant Special Educational Needs Coordinator (Asst. SENCO)**

Mrs Lisa Tingey Tel - 01582 722333 and/or via email at l.tingey@thesharedlearningtrust.org.uk

Other Key Personnel

- **Vice Principal Inclusion** – Tim Lucas
- **Assistant Principal Student Achievement & Aspirations KS3** – Emily Healy
- **Admissions Coordinator** – Mrs. Burgoyne-Murray
- **Safeguarding Designated Senior Person** – Kelly Keating

External Links

- **Luton Borough Council website -**
<http://www.luton.gov.uk/Pages/Homepage.aspx>



- **Luton Local Offer –**
<http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>



- **Central Bedfordshire Council Local Offer**
<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>



- **Luton SENDIAS Service**



http://www.luton.gov.uk/Education_and_learning/Special_educational_needs/Pages/Luton-SENDIAS-service.aspx

- **Luton Local Authority Admission Team –**
http://www.luton.gov.uk/Education_and_learning/Schools_and_colleges/School%20admissions/Pages/default.aspx

- **Special Educational Needs Assessment Team (SENAT) –**
http://www.luton.gov.uk/Education_and_learning/Pages/default.aspx

- **SEN Direct**
<https://www.sendirect.org.uk>



SEND PROVISION MAP



The Shared Learning Trust
THE STOCKWOOD
PARK ACADEMY

Monitoring' in class support for students we are monitoring

SEN SUPPORT' group targeted Special educational provision

'EHCP' 1:1 class support for students with SEND

COMMUNICATION AND INTERACTION (C&I)

- Quality First Teaching
- Flexible teaching arrangements
- Structured school and class routines
- Differentiated curriculum delivery
- Differentiated outputs
- Increased visual aids/symbols where needed
- Personalised delivery of instructions
- Registration in tutor groups
- Lunchtime and after school clubs

- Social skills lunchtime clubs
- Homework club
- In class support
- Exam access arrangements
- Handwriting intervention
- Mentoring
- Pupil Profile Sheets (PPS)
- Home/school book

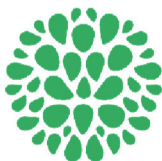
- Access to specialist support
- Structured school and class routines
- Break & lunchtimesupervision
- Before and after school support
- Outside agency advice
- ASC advisor
- Speech and language therapist
- Visual timetables
- Bespoke Personalised timetables

COGNITION AND LEARNING (C & L)

- Quality First Teaching
- Differentiated curriculum
- Differentiated delivery
- Differentiated outcome
- Tutor support
- Increased visual aids where needed
- Visual timetable where needed
- Use of writing frames wherneeded
- Short achievable tasks set
- Luton Literacy Intervention Programme (LLIP)

- In class support
- Exam access arrangements
- Core exam preparation
- Literacy lessons (English dept)
- Homework club
- Numeracy intervention
- Target spelling intervention
- Pupil Profile Sheets (PPS)

- Literacy intervention
- Letters and Sounds
- 1-1 intervention
- Personalised timetable
- ASDAN short courses Year
- Outside agency advice: Educational Psychologist
- Annual Review and reporting cycle



The Shared Learning Trust

THE STOCKWOOD
PARK ACADEMY

**SOCIAL EMOTIONAL &
MENTAL HEALTH
(SEMH)**

**SENSORY AND/OR
PHYSICAL DIFFICULTIES**

**'CLASS ACTION' in class support
for students we are monitoring**

- Quality First Teaching
- Whole school praise system
- Assertive discipline levels
- Registration
- Assembly
- Lunchtime and after school clubs
- Pastoral Support Plans
- Mentoring

- Quality First Teaching
- Flexible teaching and seating arrangements
- Teacher awareness of Sensory and Physical Impairments
- Medical care plans incorporated
- Exam access arrangements
- Personal emergency evacuation plans (PEEPs)
- Access to school Nurse (full time)

**'SEN SUPPORT' group targeted
Special educational provision**

- Lunchtime pastoral support
- Break and lunchtime drop in
- Learning log/subject report
- Lunchtime safe haven
- Social skills club
- In class support to keep focus
- Reduced timetable where possible
- Alternative provision where required
- Exam access arrangements
- Pupil Profile Sheets (PPS)
- Individual behaviour plans
- Timeout card
- Referral to specialist services

- Practical assistance in PE where needed
- Exam access arrangements
- Personal emergency evacuation plans (PEEPs)
- In class support
- Use of lift
- Pupil Profile Sheets (PPS)

**'EHCP' 1:1 class support for
students with SEND.**

- Daily meet and greet
- Risk assessment
- Social stories and scenarios
- Access to CHUMS
- In class support to keep on focus
- Exam access arrangements where applicable
- Reduced timetable where appropriate
- Student case conference
- Outside agency advice: CAMH/ social worker
- Behaviour Modification
- SEAL intervention
- Anger Management

- 1-1 support where needed
- In class support
- Student given physical assistance to lessons
- Equipment transferred to lessons and set up for student
- Specialist resources available where needed
- Alternative PE activities available
- Outside agency advice and training: visual impairment advisor/ hearing impairment advisor/ occupational therapist / Edwin Lobo