

SEN Information Report 2021-22

Welcome to the Stockwell Academy Special Educational Needs Report. Here at Stockwell, we endeavour to ensure that all pupils have the opportunity to participate fully in the life of the school. We believe that it is essential to provide a caring and supportive environment in which all pupils are valued equally and are given the opportunity to have their needs met in order to develop their full potential. The following information is a requirement of the Special Educational Needs and Disability Regulations 2014.

SENDCo and Inclusion Manager – Louise Kilby

Contact telephone number – (01482) 782122

Email – louise.kilby@hcat.org.uk

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1. The kinds of special educational needs that are provided for:

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

***a) has a significantly greater difficulty in learning than the majority of others the same age, or
b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”***

Four broad areas of need and support are identified within the 2014 Code of Practice.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and /or physical needs.

Here at Stockwell we have provision to meet the needs of children with moderate, severe and profound and multiple learning difficulties, including pupils who have autism, physical difficulties and multi-sensory impairments.

2. Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools) :

At Stockwell we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. We strongly believe in Early Identification of Special Educational Needs. At the earliest opportunity, we aim to identify a pupil with a specific need as:

- **Having a significantly greater difficulty in learning than the majority of children of the same age**
- **Having communication and/or interaction difficulties**
- **Having persistent emotional difficulties which are not improved by the PSHE curriculum usually undertaken by the academy**
- **Having a disability (sensory or physical) which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA)**
- **Being under five and falling within the definitions given above or would do so if special educational provision were not made, i.e. provision additional to or otherwise different.**

Where pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has a Special Educational Need. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and teaching support staff and a range of assessments. There can be many reasons for learners '*falling behind*'. These may include absence, attending many different schools, difficulties with speaking English, anxiety or worries that distract them from learning. Here at Stockwell we understand that children who experience these barriers to learning are vulnerable. This does not mean that all learners have SEN. Only those with a learning difficulty that requires special educational provision, either internally or by provision from an outside agency, will be identified as having SEN.

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

At Stockwell we are proud of our '*open door*' policy, which encourage parents to come in to the academy to discuss the needs of their children. [Due to the current situation with Covid-19, this is done through video and phone consultations rather than face to face meetings in school wherever possible. However, there are situations where face to face meetings are more appropriate.](#)

Staff are always alert to children who are experiencing difficulties with their learning. If concerns continue to grow at any time, the class teacher and SENDCo will consult with parents and collect any available information about the child. The SENDCo will then further assess the child's needs in order to plan future support for the child.

Often, as part of the assessment process, we will complete an Assess, Plan, Do, Review cycle to gain more understanding of the child's needs, and how intervention supports this. Initially we will discuss with parents any concerns we may have, seek information on any parental/carer concerns, and meet as a staff team, to look at the sorts of interventions meet the needs of the child at that time. After discussion with colleagues, parents and the child the team will then monitor and review the action to be taken. It may be necessary at this point to involve '*outside agencies*' who can provide specialist support to help meet the identified needs of the pupil. If a child is looked after by the Local Authority, we would hold a Team around the child meeting with all agencies involved, to get the best outcomes for the child as a whole team approach. There will then be regular updates and

meetings between these agencies and the SENDCo/class teacher to ensure that there is a coherent approach. Many children will be supported by a 'Graduated Response' document, which outlines current needs, support and outcomes, and is reviewed at least termly with staff and parents.

We hold regular meetings with all parents but additional meetings are held once every term with parents of pupils requiring additional support. Parents of children with an Education Health Care Plan are encouraged to attend their Annual review. [At the moment, in the majority of cases this will be done through a virtual meeting.](#) Parents are encouraged to have an input into the Special Educational Needs and Disabilities Support Plan and all areas of needs are shared with parents.

4. How the setting evaluate the effectiveness of the provision made for learners with SEN

We use a range of assessments to evaluate the effectiveness of provision for our pupils. This is a continuous process, which includes a range of staff, agencies and reporting systems.

Any child with additional needs, will have a Graduated Response document, which outlines provision and outcomes for the child. Some children also have a Pupil Passport, which supports them in the classroom, and gives staff a clear indication of how the child feels best supported. All children with an Education, Health and Care Plan have a Pupil Passport. These are updated at least termly, but often more frequently as needs change.

We use a combination of whole school and national data, which is collated regularly throughout the year, to assess pupils' progress against their outcomes. Often we look at attendance figures, behaviour and attitude to learning, as well as standardised testing before and after an intervention. This gives us a clear view of progress and allows us to adapt outcomes quickly and efficiently, in a timely manner. In some cases, we use the expertise of outside agencies to support us with testing and assessment.

5. Arrangements for consulting young people with SEN and involving them in their education:

At Stockwell, all pupils are involved in identifying the next steps in their learning through their own Learning Journeys. Target setting is undertaken with all pupils. The children are able to discuss the next steps in their learning and targets are set. These targets are then shared with parents/ carers during parents' evenings and reviews. Where a child is unable to verbally communicate their opinions, parents/carers views would be sought, as well as discussions with the staff who work closely with the child. Discussions help to identify the preferred learning styles of individual pupils, barriers which are stopping their learning and what the pupils feel is needed for progress to be made with their learning. Pupils who are on the SEND register will have a Graduated Response Document and often a Pupil Passport alongside this, which they create with their teaching team and parents/carers input these are reviewed termly with pupils, staff and parents/ carers. A Pupil Passport or One Page profile, as it is also referred to, is a document which clearly outlines how best to support the pupil, what makes a 'good' day and what sorts of things challenge the child. It also has some information about friendships and family, and what the child would like to achieve. When following an Assess-Plan-Do-Review cycle, the child will be involved in each stage of the process. This may be with support of the class team and/or parents.

6. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review:

Stockwell has rigorous and well established assessment procedures. These include:

- Pupils being monitored daily by their class teacher.
- Ensuring Quality First teaching and differentiation are evident.
- Regular half termly assessment successfully identifying pupils' wide-ranging and sometimes complex needs, ensuring that the extra help pupils need is available and interventions are put in to place immediately.
- Pupil progress meetings held with the head teacher, deputy head teacher, assistant head teacher and the SENDCo.
- SEND Support Plan/ Pupil Passport reviews held with the SENDCo, teaching and support staff and parents/ carers, in which progress against targets set are discussed, evidence for judgements assessed and next step targets set.
- Annual reviews for pupils with an Education Health and Care Plan. (EHCP)
- Standard Assessment Tests (SATs) at the end of year 2 and 6.
- Optional SATs for years 3, 4 and 5.
- Regular lesson observations / book scrutinies ensuring needs of all pupils are met and quality of teaching and learning is high.

6. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society:

We recognize that transitions can be difficult for a child with a Special Educational Need or Disability, and we take steps to ensure that any transition is as smooth as possible. When pupils are moving on to a new school contact is made with the new school SENDCo and if necessary, support staff to ensure he/she knows about any special arrangements or support that may be needed for the pupil. If necessary, a planning meeting will take place with the SENDCo from the new school and records/files will be passed on. In some cases, pupils may experience a phased transition where he/she will spend short periods of time in their new school, over a half term for example, to make the transition as smooth as possible.

When moving through the school all relevant information is passed on to the new teacher. SEND Support Plans/ Pupil Passports will be shared and a class file will be available to all staff with information about any SEND support, Individual Healthcare Plans or dietary requirements/ medical information and contact information etc.

For children moving into our setting, we offer a range of plans to support the child to have a successful transition. If a child is moving into our EYFS from another setting, we will do visits to the setting first- often the SENCo and class teaching team, and then the child will often visit our setting with their current key worker, who will then support transition, until the child feels ready to come to the setting independently. We often have a Team around the Family meeting, so that all information can be shared and effective practice can continue.

For pupils in year 6 the SENCo/Year 6 class teacher will discuss the specific needs with the SENDCo of the child's secondary school, and if necessary, any SEN support staff. In most cases, a transition review meeting to which the parent and pupil will be invited will take place with the SENDCo from the new school. The pupils will participate in focused learning relating to aspects of transition, to

support their understanding of the changes ahead. Where possible, if needed, arrangements will be made for pupils to visit their new school on several occasions, and staff from the new school will visit pupils in this academy. A pupil in Year 6 who has an EHCP will have an annual transition meeting with the local authority and the SENDCo/ school teaching team.

At all stages of the transfer process, we follow the GDPR guidelines to ensure that retention and transfer of information is stored and transferred appropriately.

We have a range of transitional support for preparing children in becoming more independent. This ranges from developing appropriate self-care skills, learning and developing key life skills, and making relationships. We have several agencies who work with us to support this with both children and their families.

7. The approach to teaching children and young people with SEN:

At Stockwell we have a model of action and intervention devised to help pupils identified as having additional needs. The model is designed to help children towards independent learning through a differentiated curriculum and varied teaching styles. In many cases the action taken will mean that the child's needs are resolved. Only for those children whose progress continues to cause concern should additional action be taken. All pupils are given access to quality first teaching and personalised learning. The school is always alert to children who are experiencing difficulties with their learning or behaviour. We have a behaviour support team who work closely with all staff and pupils.

Advice to staff is:

- When children are identified as having additional needs, they will be provided with intervention strategies that are additional to or different from those provided as part of the setting's usual curriculum and strategies.
- The class teacher remains responsible for working with the child regularly and for planning and delivering an individualised programme of learning.
- Learning support staff may also be directed to work with the child.
- For these children, the class teacher will discuss their needs with the SENDCo and then write and review, at least termly, a SEND Support Plan. They will also have a Pupil Passport.
- Often a referral to Support Services is made after a review of Pupil Passport/SEND Support plan targets and discussions between the teacher, parent and SENDCo/SEN support staff. Parental consent must be obtained before the external agencies can observe/assess a child.
- External support services may be brought in to assess the child in school so that they can advise teachers on new targets and accompanying strategies, provide more specialist assessment that inform planning and the measurement of a child's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide particular programmes. e.g., Educational Psychologist, Speech and Language Unit, Northcott Outreach Services, Ganton/Tweendykes Outreach team.
- For some of the children, learning may be accessed for part of the day in our nurture provision 'The NEST'. This is for children with complex needs who find it extremely difficult to access learning within the mainstream classroom. We then devise a programme of transition, to encourage time spent with their peer group. We use THRIVE and ELSA strategies and techniques in the NEST to support children's social, emotional development and wellbeing. Our NEST provision is transitional, and the aim is to support children to gain the skills and confidence to access learning with their peers in their classroom environment, wherever possible.

8. How adaptations are made to the curriculum and the learning environment of children and young people with SEN:

- Class teachers plan differentiated lessons according to the specific needs of all groups of children in their class and will endeavor to ensure that all individual pupils' needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of pupils where necessary through interventions.
- Specific resources and strategies will be used to support pupils' needs individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet the learning needs of all pupils.
- See separate link to our nurture provision 'The NEST'. There are many children accessing support within the NEST. Children access this for part of the day for specific sessions.

9. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured:

The SENDCo's role is to support the class teacher in planning for children with SEN and is able to provide training and support to enable all staff improve the teaching and learning of children. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties. Teaching assistant specialisms have been introduced to ensure staff have a high level of training in specific areas and can therefore deliver relevant programs. The SENDCo is currently completing the NASENCO award, and will complete this in the Spring term 2022.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team service.

The SENDCo has completed the 10 day THRIVE Practitioner Course in Childhood Studies. All staff have received training on THRIVE, cascaded down from the SENDCo who is a THRIVE practitioner. The SENDCo has also completed 'Girls and Autism' and 'Effective deployment of TA's' training as part of the Inclusion forum. During the last academic year, the SENDCo participated in training with 'Young Minds' (supporting children's and young people's mental health) over 7 separate sessions. All of our NEST staff, including the SENDCo, several of our Support learning assistants, and our behavior support team, have received Team Teach Positive Handling training.

Several of our Support Learning Assistants have attended training for individual Speech and language programmes and three members of our Support learning assistants' team have received training on the *Language in Colour* programme, which supports many of our children across Key Stage 1 and 2.

Our Intervention Support leader and Key stage 2 HLTA have completed the ELSA training, and support individuals and groups of children across the school. ELSA has supported many of our children in their social and emotional development. Our Intervention Support leader has also completed the Mental Health First Aid two day training course.

Many of our teaching support staff have recently completed the 'Supporting children's and young people's mental health' level 2 training, as well as the 'Understanding Autism' level 2 training.

We have close links with Tweedykes Special School, and our Intervention Support leader and two of our Support Learning Assistants, have attended training sessions to look at strategies and intervention within mainstream and how it can support our most vulnerable pupils. This has included using visual support and strategies to support our pupils with ASD.

We have half termly support from the Northcott Outreach team, who have recently delivered the *Cygnets Parent Programme*, to develop support for our families as well as our pupils.

We work closely with Ganton SLD outreach team to support our youngest children across the Foundation Stage. We also liaise closely with the Early Years Inclusion team, and the School SENDCo is part of their focus development group. This encourages smooth transition between settings for our Foundation stage pupils. The SENDCo is also part of the 'transition' sub group, which has been instrumental in developing the transition documentation for EYFS across the city.

As part of our medical training, all staff receive regular Epi-pen and Rescue Medication training, as well as yearly Asthma training. We also receive weekly support in school from our school nurse, who supports with the pupils' Individual health care plans, asthma plans, medical needs, accessibility plans, training and parent support.

During the staff training days in September, there was a strong focus on supporting children's Special Educational Needs. This included a range of training including:

- Identifying Need and Quality First teaching
- Developing reading for children with a Special Educational Need
- Provision based learning
- Learning and Cognition – Supporting children with memory and literacy difficulties
- Curriculum – How can we adapt our curriculum to meet the needs of children with specific learning difficulties. Can we help them find their element?
- ASD – How do we meet the needs of an autistic child in a mainstream classroom

All staff attended sessions suited to their role in the setting, and there will be ongoing training provided following the initial sessions.

10. Evaluating the effectiveness of the provision made for children and young people with SEN:

Stockwell has a robust system of reviewing provision each term and all pupils are assessed against their prior learning. All interventions are monitored closely with impact measured from commencement through to the end of intervention. Where difficulties persist, despite high quality intervention, advice and support may be requested from other professionals or agencies.

A formal meeting is held at least three times a year with the SENDCo, teachers, support staff and parents to monitor progress. [This is currently being done through virtual/phone consultations.](#) Pupil Passports are reviewed termly and are adapted whenever necessary. SEND Support plans are put into place quickly and reviewed regularly by the SENDCo and teaching team.

11. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN:

All pupils within Stockwell are given the opportunities to participate in all school activities and extra-curricular activities. Whenever possible activities will be differentiated to ensure they are accessible and we make sure staff will be available to ensure SEN pupils can participate.

In PE lessons, we differentiate to enable all learners to participate, including those with physical needs, social communication and interaction needs, learning difficulties and sensory needs. Some of our children receive support from IPaSS (Integrated Physical and Sensory Service), and often will have plans in place to support them with physical activities. IPaSS also provide training for inclusive practice. We offer a range of additional physical activities for all of our pupils including Bikeability, Swimming lessons, after school clubs including gymnastics, boxing and football, and residential trips.

12. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying:

At Stockwell, it is recognized that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioral difficulties, anxiety, and being uncommunicative.

All classes follow a structured PSHE curriculum, *Jigsaw*, to support this development. However, for those children who find aspects of this difficult we offer opportunities for these pupils to participate in activities which will help to overcome their difficulties, such as friendship groups, social communication skills support groups and small group tasks and activities to build self-esteem. We also have teaching assistants who have specialist training in supporting pupils with social and emotional needs, who will work alongside the class teacher to support these pupils.

Last year, the school has taken part in the '*Silver Linings*' programme, which has supported our pupils in their transition back into school following the 'lockdown' period. All pupils from year 2 to year 6 have participated in and completed this programme. (Please see our SEND page on the school website for more information).

We are part of the *Rainbows* Programme which supports children who are experiencing bereavement (see our school website for more information). Sunbeams is a branch of the programme which supports our youngest Foundation stage children and their families. Rainbows supports our children in Key stage 1 and 2.

We also have two members of staff who are trained ELSAs. (Emotional Literacy Support Assistants). This supports children with emotional and social wellbeing. All staff have received cascaded THRIVE training by the school SENCo who is a trained THRIVE practitioner. Our NEST deploys THRIVE and ELSA techniques to support our most vulnerable pupils.

14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families:

Stockwell Academy has a robust safeguarding policy and protocol in place. Pupils' health and well-being is paramount. Personal Care is conducted discreetly and with dignity, fostering independence whenever possible.

We work closely with medical practitioners if a child has a health need and will discuss with parents to create a Health Care Plan and administration of prescribed medication. We employ our own school nurse for one day a week who supports us in this area. We also work closely with Social Services, the Children with Disabilities Team and CAMHS (Child and adolescent mental health services.)

For a full list of services and outreach/outside agency support, this can be found in the SEND Policy which is accessible through the school website.

15. What arrangements are in place for handling complaints from parents of learners with SEN about the provision made at the school

Please refer to the HCAT Complaints Procedure and/or the SEND Policy on the school website for detailed information about our trust complaints procedures.

16, Information on where the Local Authority's Local Offer is published

Contact details of support services for parents of children with special educational needs are provided in the Hull Authority Local Offer.

Hull's Local Offer can be found at:

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>