

SEND Information Report 2024-2025

How do we know if children / young people need extra help and what should I do if I think my child / young person may have special educational needs?

Pre-transition

Before a student joins SUAS, we will acquire information about our students:

- Via transition documents and Liaison with Primary schools
- Contact with parents prior to transition and during induction
- Liaison with other agencies where appropriate.
- At 16+ with Head of Sixth Form interviewing individuals.

In School

We use the following systems to identify pupils who may have SEND:

- Monitoring academic progress (e.g. progress checks and reports)
- GCSE / BROMCOM and mock exam results
- Attendance/Behaviour data analysis
- Internal referral (Process for identification of students who would benefit from internal assessment)
 - Parental information and involvement
 - Specific screening, e.g., dyslexia screening.

Identification Procedure

If a SEND concern is identified by a of school staff, our internal procedures are:

- SEND Concern / Hub Referral Form is completed
- SENCo collects additional relevant information. This could include lesson observations, internal assessment, screening, book / work scrutiny
- Student, parents, and teachers are informed of any action that has been started and permission gained for referral to a specialist professional if deemed necessary.
- Professional reports are shared with parents and further actions are discussed and reviewed at a review meeting.

SEND External Assessment Procedure

A specialist SEND Assessment may be made, with parental consent. This could include professionals such as:

- Recommendation to refer to family's own GP, medical professional or external agency.
- A specialist teacher (SEND Supported)
- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Services). This is now RISE in Warwickshire.

How will school support my child / young person?

All staff have a responsibility to ensure pupils with additional needs receive an excellent education, in which every child achieves their aspirations. We have high expectations of all our teachers in meeting a range of needs. This will include appropriate adjustment and differentiation of curriculum learning.

If actioned, specific interventions may be delivered to provide bespoke, specialist support in both academic learning and Social, Emotional and Mental Health (SEMH).

Such interventions are measured to monitor impact against expected rate of progress under the We deliver a range of additional support & specialist intervention programmes:

- Allocated 'in-class' TA support
- Allocated Keyworkers and mentors
- Use of 'The Hub' to provide support and necessary respite:
 - Break and Lunchtime provision for pupils who find unstructured times difficult
 - Student storage area for timetables, equipment
- Student Laptop for accessing SEN software and provided adjustment for physical disability
- Numeracy intervention
- Literacy intervention
- A range of personalised SEMH Health interventions:
 - Anger Management, Anxiety, Social Skills, Zones of Regulation, Understanding Autism
- English as an Additional Language (EAL) support & bespoke curriculum adjustment
- Dyslexia support - Individualised spelling programmes / tutor time intervention sessions
- Extended Transition package for identified Year 7 students
- Online FLEX learning provision
- Specialist curriculum and SEMH provision:
 - Key stage 3 'The Bridge'
 - Key stage 4 'LEAP'
- Key Stage 4 Options subject – The 'STAR' programme leading to vocational L1 & 2 Awards

Any additional support & specialist intervention programmes are overseen by the SENCo.

How is the curriculum and other teaching strategies matched to my child's/young person's needs?

It is our ambition for all students to receive quality first teaching. This means that adaptive practice is embedded within our curriculum and teaching. It remains an important focus of our teacher training and development.

We have a tailored personalised curriculum for some pupils with severe and complex needs. These involve regular review meetings with children and young people and their families. The school maintains an SEN register which is shared with all teaching and teaching support staff.

For many students an 'SEN Passport' provides specific details of student needs and strategies to support them.

How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

We regularly share progress feedback with all our learners and their families.

We host several parent events to help families understand what learning is expected and how they can best support their child / young person's need.

For students with an Educational and Healthcare Plan (EHCP), we meet with parents to review their son/ daughter's progress against their outcome targets.

What support is there for my child's/young person's overall well-being, and to help them develop their independence?

All our staff received regular training to provide a high standard of pastoral support. We have an Inclusion Team, incorporating the Deputy Head, Senior Leadership link for SEN, SENCo, Associate SENCo, College Leaders, Attendance Officer. They meet weekly to ensure that students with the greatest need are monitored and reviewed regularly. In line with our medical policy, specific staff are trained to support key medical needs. Our Behaviour Policy includes guidance on expectations, rewards, and sanctions. Staff regularly receive training in behaviour management including trauma informed practice for the breadth of student within our comprehensive setting. We regularly monitor attendance, and our Attendance Support team work to support any barriers to student attendance.

What specialist services and expertise can be accessed by the school?

We have established relationships with a range of external professionals and organisations:

- Educational Psychologists
- Specialist teacher - Autistic Spectrum Condition
- Specialist teacher - Social, Emotional and Mental Health
- Integrated Disability Service for visual and hearing-impaired students
- Child and Adolescent Mental Health Services (CAMHS)
- Positive about Young People
- Vineyard Learning Centre
- Compass
- Middle England Farm and Flourish at the Farm
- Equine Learning
- Lifespace

What training do the staff supporting children and young people with SEND have?

We regularly invest time and resources in training our staff to improve universal provision delivery and the delivery of targeted interventions. We have an experienced team of teaching assistants who meet regularly to review provision; they engage in regular continuing professional development. Specific members of our support staff are trained to be 'experts' in different areas such as Dyslexia, Autism, Access Arrangements. The SENCo has gained the National SENCo Award. Several members of staff, including SLT and College Leaders are trained as Designated Safeguarding Leads and make up our Safeguarding team.

How will my child/young person be included in activities outside the classroom including school trips?

We promote involvement of all our learners within all aspects of the curriculum including activities outside the classroom.

Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.

How accessible is our setting / school environment?

We are vigilant in making reasonable adjustments where necessary. Our policy and practice adhere and embrace the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

- The school site is wheelchair accessible and there are disabled toilets on each floor, including a specialist full disability toilet within our Hub area.
- There are three lifts on each floor.
- Disabled parking is available.
- Students who require specialist software to complete work will have access to do so in school

How will the school prepare and support my child/young person to join the setting/school, transfer to a new setting/school or the next stage of education and life?

We have excellent relationships with our partner schools. Our SEN transition Lead will have regular communication with incoming Primary schools throughout Year 6.

Our SEN department provides additional transition sessions for students with high-level SEN or if it is felt that a pupil would benefit from extra support. Meetings are arranged with the families of those students with EHC plans in summer term.

For Year 11 students, our Careers Manager liaises closely with students and families.

How are the school's resources allocated and matched to children's / young people's special educational needs?

We use our designated budget to facilitate the strategic aims of our setting and our learner needs. We utilise our budget with great care and efficiency. All interventions are costed and evaluated.

How is the decision made about what type and how much support my child/young person will receive?

Universal 'first wave' Provision is clearly defined in our setting, and we expect all staff to deliver this.

Should additional support be required, this is undertaken after consultation with the relevant staff, the learner, and their families.

All interventions are monitored for impact and outcomes are defined at the start of any intervention.

The SENCO oversees all additional support and regularly shares updates/outcomes with the SEND Governor

Can the school signpost me to external agencies and / or voluntary organisations?

Information about available external agencies is shared via Hub Newsletter

We provide a range of available external services via the 'Local Offer link' on our school website

Who can I contact for further information?

Parents/carers are encouraged to talk to their child's Form Tutor/College Leader in the first instance.

Parents and students can meet the SEN / Hub team at Open Evenings, Parents' Evenings, and Induction Evenings. Parents can also arrange a separate meeting if they wish.

SENCO

Mrs Justyna Fifielska-Rozga

(Cognition & Learning / PD/ EAL) / Year 10 - 13 SEN Lead
jfifielskarozga@stratfordschool.co.uk

Associate SENCO

Ms Sarah Bennett

(Communication & Interaction/SEMH) / Year 8 - 9 SEN Lead
sbennett@stratfordschool.co.uk

Inclusion Assessment Leader

Mrs Sue Hermon

(Year 7 SEN Lead)

shermon@stratfordschool.co.uk

Hub & Inclusion Administrator

Mrs Michelle Mackrill

mmackrill@stratfordschool.co.uk