



SEND Information Report 2022-2023

1) How does the school 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 may refer to the following information:

- Information on transition documents including admission forms.
- Liaison with other agencies where appropriate.
- Liaison with Primary Schools.
- At 16+ with Head of Sixth Form interviewing individuals.
- Contact with parents prior to transition.

In School

Once at SUAS we use the following routes to identify pupils who may have SEND:

- Regular academic review, e.g., progress checks and reports.
- GCSE, BROMCOM/SISRA data and mock exam results.
- By Subject Teacher/ Form Tutor/Progress Leader/College Leader/SENCO (Special Educational Needs Co-ordinator).
- Parental information and involvement.
- Specific screening, e.g., dyslexia screening.
- Attendance/Behaviour data analysis.

Identification Procedure

If a SEND concern is identified then the procedure would be:

- Contacting SEN department to express the concern.

- SENCO collects additional information through collecting feedback from staff involved.
- Student, parents and teachers are informed of any action that has been started and permission gained for referral to a specialist professional where appropriate.
- Professional reports are shared with parents and further actions are discussed and reviewed at a review meeting.

Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have in the first instance.

SEND Assessment Procedure

A SEND Assessment may be made, with parental approval by the following external services:

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

2) How will school support my child/young person?

Our governor's play an active role in monitoring the quality of our special needs provision, as does the Head Teacher, Senior Leadership team and SENCo. All staff are clear that they 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. All interventions are measured to monitor impact against expected rate of progress under the ASSESS, PLAN, DO, REVIEW cycle.

We offer;

- Numeracy intervention
- Literacy intervention
- Support with Autism - Social skills work
- A range of personalised Social, Emotional and Mental Health interventions
- Transition packages for some new Year 7 students
- Support with dyslexia - Individualised spelling programmes/tutor time intervention sessions

- Laptops for some students as alternative methods of recording.
- Break and Lunchtime provision for pupils who find unstructured times difficult
- Keyworkers and mentoring
- Coloured exercise books and overlays
- Colour coded timetables
- Use of laptops

All our additional support programmes are overseen by the SENDCO and all our teachers are teachers of inclusion and special educational needs. The Inclusion Team/College Leaders support pastoral need and pupil welfare and the SEN leadership team have designated person status for child protection.

3) How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?

All students at SUAS should get Quality First. This means that differentiation is embedded with our curriculum and teaching practice. It remains an important focus of teacher training and development. All our teachers are clear on the expectations of universal provision and the Senior Leadership team monitors this regularly.

- We have a tailored personalised curriculum for some pupils with severe and complex needs which 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.

4) 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 in annual review meetings.

5) What support will there be for my child's/young person's overall well-being and to help them develop their independence?

- All our staff are regularly trained to provide a high standard of pastoral support.
- The Inclusion Team, including the Deputy Head, Senior Leadership link for SEN, two SENDCOs, College Leaders, Attendance Officer ensure every child is supported pastorally and all barriers to learning are addressed.
- Relevant staff are trained to support medical needs. We have a medical policy in place. In line with our medical policy, relevant staff are trained to support key medical needs, including Epi Pen training.
- Our Behaviour Policy which includes guidance on expectations, rewards and sanctions. Staff regularly receive updated training in behaviour management. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

6) What specialist services and expertise are available at or can accessed by the school?

Many of our Inclusion Team are trained to work in specialist areas of special educational needs. We encourage all staff to continually update their skills and knowledge. Our staff receive regular training and our teachers hold qualified teacher status.

We have several established relationships with the following professionals and organisations:

- Educational Psychologist
- Autistic Spectrum Condition specialist teacher
- Social, Emotional and Mental Health specialist teacher
- Integrated Disability Service for visual and hearing impaired students
- Child and Adolescent Mental Health Services (CAMHS)
- Positive about Young People
- Vineyard
- Compass
- Leamington Lamp
- Equine Learning
- In House Stratford upon Avon School FLEX provision
- School mentor

7) What training have the staff supporting children and young people with SEND had or are having?

We regularly invest time and resources in training our staff to improve universal provision delivery and develop enhanced skills and knowledge delivery of targeted interventions. We have an experienced team of teaching assistants who meet regularly to review provision and they engage in regular continuing professional development. Certain support staff are trained to be 'experts' in different areas such as Dyslexia/ 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.

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

- Our SEN/Inclusion Policy promotes involvement of all our learners in 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.

9) How accessible is the setting/school environment?

We are vigilant about 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.
- There are three lifts on each floor.
- Disabled parking is available.
- Students who need to word process work have access to do so in school where appropriate.

10) 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.

- Transition Team arranges visits to schools and organise Transition Days in summer term.
- SEN department – offers additional transition days for students with high-level SEN or when it is agreed that a pupil would benefit from extra support. Meeting are arranged with the families of those students with EHC plans in summer term.

- Career's Manager liaises closely with students and their families, as well as work experience settings and further education institutions.

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

Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. The Headteacher, Governors and Strategic Business Director oversee matters of finance. We seek to ensure value for money service, so all interventions are costed and evaluated on our provision map.

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

- Universal 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 SENDCO oversees all additional support and regularly shares updates/outcomes with the SEND Governor.

13) How are parents involved in the school? How can I be involved?

If teaching staff have a potential SEND concern regarding a student, they are responsible for monitoring this in line with their department and whole school procedures.

If a concern remains following this initial monitoring, the subject teacher is expected to liaise with the tutor/College Leader/ Progress Leader/SENCO and parents will be contacted. If a decision is made that an assessment is necessary, parents will need to sign a consent form. Following the assessment, parents are invited (and student if they wish to) to discuss the findings with SENCo and any relevant staff. Parents and students will be issued with a copy of the assessment report and can use this opportunity to discuss next steps or to raise any queries they may have.

Where a concern relates to a difficulty other than a specific learning difficulty such as dyslexia (for example Autism Spectrum Condition), parents will be consulted and signposted to services for further information.

Where a pupil is already identified as having SEND, parents will be consulted either by the tutor, Progress Leader, College Leader, or SENCO at any point during the year to discuss issues that may arise.

Parents are invited to contribute through several means including the Governing Body.

14) What arrangements does the school have in place for signposting me to external agencies such as voluntary organisations?

- SEND Supported - Specialist SEN educational consultants
- Educational Psychologist
- SEN department also supports families to access services through the Local Offer

15) 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 SENCOs at open evenings, parents' evenings and induction evenings. Parents can also arrange a separate time if they wish.
- The school SENDCOs can also give help and advice as needed.

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