POLICY DOCUMENT

Stratford-upon-Avon School is a company limited by guarantee, registered in England and Wales under number 7690776, whose registered office is Stratford-upon-Avon School, Alcester Road, Stratford-upon-Avon, Warwickshire CV37 9DH

SEND POLICY & INFORMATION REPORT

DISCLOSABLE UNDER FREEDOM OF INFORMATION ACT 2000	Yes
TO BE PUBLISHED ON WEBSITE	Yes

POLICY OWNERSHIP	
Governor Committee:	Quality of Education
Department responsible:	SEN
Post-holder: *(Title and Name)*	Justyna Fifielska-Rozga (SEN) Mark Brennan (Assistant Head Teacher)
LINKED PROCEDURES REF:	
Responsible Person - Procedures	

POLICY REFERENCE	SUAS.SENpol15
POLICY IMPLEMENTATION DATE:	June 2015
PLANNED REVIEW INTERVAL:	3 years for policy elements (Annually for the Information Report update)
PLANNED NEXT REVIEW DATE:	Nov 2027

Stratford-upon-Avon School welcomes comments and suggestions from the public and staff about the contents and implementation of this policy. Please write to the Compliance Manager at the school address or email your comment to policy@stratfordschool.co.uk.

i. POLICY OUTLINE

Policy outlines the aims, purpose and school provision for identified students with special educational needs. In line with the Code of Practice (2014), this policy outlines individual responsibilities and actions in relation to the Assess, Plan, Do, Review cycle of Special Educational Needs provision and the monitoring of its effectiveness.

ii. PURPOSE

iii. IMPLICATIONS OF POLICY

iv. EQUALITY ANALYSIS

Every policy will be subject of an Equality Analysis (EA) completed by the policy writer, which should be circulated to all those being consulted, with the draft policy.

v. CONSULTATION

Consultation will be with all staff holding significant financial responsibilities prior to presentation for approval by the Governing Body (Quality of Education).

vi. PROCEDURE

Procedure is the method by which the strategic intent of the policy is realised and is thus an 'instruction manual' on how the policy outcome is to be achieved.
The procedure which supports this policy is an independent document, for internal use by Academy staff. The procedure reference is shown on the Policy Identification Page.
The development or amendment of the procedure is at a tactical / operational level. There is therefore no necessity for active referral to the Governing Body ***unless*** *the policy intent has been altered.*
If there is significant change to the procedure element of the policy, there may be a requirement to engage in the consultation process and refer to the Governing Body.

vii. RELATED POLICIES AND PROCEDURES

viii. DOCUMENT HISTORY

The policy will be subject to regular review once ratified by the Governing Body. The history of the policy will be recorded using the chart following:

Date	***Author/ /Reviewer***	***Amendment(s)***	***Approval/ adoption date***
June 2018	*A Clifford*		*July 2018*
Nov 2021	*A Clifford*		*Nov 2021*
Jan 2025	J Rozga	Review, update and incorporation of the annual Information Report	*Jan 2025*

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1. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- The Equality Act 2010, protecting people from discrimination, harassment and victimization.

2. Definitions

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. Aims and objectives

Aims

Our SEND policy and information report aims to:

- Set out how our school will make best endeavors to support and make provision for students with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

Objectives

The objectives of our policy are:

- To ensure that all students with SEND have inclusive access to a high-quality education with a broad, balanced and relevant curriculum supporting them fully so that they can reach their potential and enhance their self-esteem.
- To meet the needs of all students who have SEND by offering appropriate forms of educational provision through the most efficient use of all available resources.
- To identify and assess students with SEND as early and as thoroughly as possible and to

ensure the correct provision for these students is in place using the agreed school framework and information from previous schools.

- To ensure students with SEND acquire knowledge, skills, principles, and cultural capital so they become independent and confident learners who can make a successful transition into adulthood.

- To fully involve parents/guardians, students and the Health and Social Care partners in the identification and assessment of SEND and the delivery of support and provision. Close co-operation between all stakeholders concerned and a multi-disciplinary approach will be adopted when considering the wishes of the young person.

- Play a role with system partners to uphold the aim and vision of the Warwickshire Schools Inclusion Charter and be a place were everyone feels valued, included, safe, supported and welcome.

This policy sets out how we intend to meet these objectives.

4. Roles and responsibilities

It is the responsibility of all members of the school community to fulfil their commitment to the support of young people with special educational needs and ensure that they receive their full entitlement to education in this school as set out in the policy's aims.

4.1 The role of the SENCo

The SENCo plays a crucial role in the school's SEND provision. This involves working closely with the other SEND Lead members (Associate SENCo, Inclusion Assessment Leader), Assistant Headteacher (SEND & Inclusion) and SEND Governor to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy

- Coordinating the provision for pupils with SEND, including those who have EHC plans

- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching

- Advising on the graduated approach to providing SEND support, focusing on quality first teaching and then moving towards intervention and specialist assessment over time

- Managing the team of Teaching Assistants

- Monitoring the progress and overseeing the records of pupils with SEND including those with EHCPs

- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively

- Liaising with external agencies, LA support services, Educational Psychology Service, Children and Family Service, Health and Social Services

- Making referrals and managing the reviews of pupils with EHCPs

- Liaising with the Local Authority (LA) with regard to provision and funding for SEND pupils with

EHCPs

- Liaising with College Leaders and Progress Leaders to ensure that there is a triage of appropriate pastoral, academic and SEND support

- Liaising with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

4.2 The role of the SEND Governor

The role of the Governor is to:

- Help to raise awareness of SEND issues at governing meetings

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this at least annually

- Monitor the progress being made by SEND students is in line with their national averages for students

- Work with SENCo and Assistant Headteacher (with Senior leadership Team responsibility for SEND and Inclusion) to determine the strategic development of the SEND policy and provision in school

4.3 The role of the Assistant Headteacher (SEND & Inclusion)

- To work with the SENCo and SEND Governor to determine the strategic development of the SEND policy and provision within the school

- To have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 The role of Class Teachers

"All teachers are teachers of pupils with special educational needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response". (DfE)

Class teachers are responsible for:

- The progress and development of every student in their class and will demonstrate high expectations of students with SEND

- Adapting teaching style and resources to make their subject accessible for every student

- Being aware of the school's procedures for identification and assessment and subsequent provision of students with SEND

- Liaison and collaboration with the SENCo and Teaching Assistants to ensure appropriate and high-quality teaching and support

- Working with the SENCo to review the progress and development of students with SEND and decide on any relevant provision

- Following any guidance and strategies on Student Passports to make reasonable adjustments to their teaching to take into account the needs of these students. The Head of Department in each subject is responsible for ensuring that the needs of students with SEND are met within their subject area

- Ensuring that students' views are considered
- Communication and liaison with parents/carers of students with SEND
- Contributing to annual reviews of students with EHCPs
- Ensuring they follow the SEND policy

4.5 The Role of Teaching Assistants

Teaching Assistants are expected to contribute to the strategies put in place to meet the students' special educational needs and support young people under the direction of the SENCO and teaching staff.

Teaching Assistants are responsible for:

- Working in collaboration with subject teachers to support students in class
- Familiarizing themselves with the pupils they work closely with so that they can understand them and better meet their needs, providing a positive support system and encourage them in their learning objectives, raising their independence and self-esteem
- Giving regular feedback to the SEND Lead, class teachers and share information at regular SEN meetings, briefings and wider school department meetings.
- Making a positive contribution to supporting the students' view of their progress, achievement and support.
- Contributing to small group interventions and reviews as appropriate.
- Mentoring more vulnerable students, providing relevant support and guidance.
- Communicating with parents to feedback on matters as directed by the SENCO.

4.6. The role of students

Students with special educational needs are encouraged to take responsibility for helping themselves to fulfil their potential and manage or overcome their difficulties with a view to becoming independent and successful learners. Students should try to make full use of support available and work with their parents, the school, and other outside agencies to achieve success and independence.

4.7 The role of parents

Parents are expected to contribute to, and support strategies put in place to ensure their son/daughter's progress. This includes attending review meetings and communicating concerns about their child's progress. Where parents are closely and positively involved in managing their child's additional needs, it is far more likely that the strategies in place to support these needs are effective.

2. SEND Information Report

5.1 The areas of SEND that are provided for

The SEND Code of Practice outlines four broad areas of need. We recognize that some students will experience difficulties or differences across more than one area.

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and Interaction**, e.g. Autism Spectrum Condition, Speech and Language Difficulties

- **Cognition and Learning**, e.g. Specific Learning Difficulties (SpLD), dyslexia, moderate learning difficulties

- **Social, Emotional and Mental Health**, e.g. ADHD

- **Sensory and/or Physical Needs**, e.g. physical disabilities, medical conditions, visual impairments, hearing impairments

5.2 Identification of students with SEND and assessment of their needs

The Code of Practice (2014) states that the identification of SEN should be built into the overall approach to monitoring the progress and development of all students across the school.

Identification of students with SEND is a priority. We aim to identify needs as early as possible.

Pre-transition

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

- Via transition documents and liaison with previous 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:

- Regular monitoring of academic progress (e.g. school progress reports)
- BROMCOM/ SISRA/mock exam results
- Attendance/Behaviour data analysis
- Evidence from teacher observations
- Internal referral- staff raising concerns with SENCo via email
- Parental information and involvement
- Specific screening, e.g., dyslexia screening, dyscalculia screening

Identification of SEND may include areas other than attainment, for example social and emotional needs. In this case, SENCo will work closely with College Leaders who perform a pastoral role.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether a student requires special educational provision, we will assess whether the student requires support above and beyond high quality first teaching to meet desired outcomes. Parents/carers views will be included in this decision-making process.

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

- SEND concern raised with SENCo
- 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.

Consultation and involvement of students and parents in identification of SEND

Parental/Carer conversations are an important part of our SEND process at SuAS. We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the concerns of parents and students
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear what the next steps are
- These plans will be reviewed as agreed with parents and students

Assessment and review of students' progress

Once we have established that there may be a possible area of SEND need to investigate and possibly provide additional support for in school, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Subject teachers will work with the SENCo, often alongside Progress Leaders and Curriculum Leaders, to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, if relevant.

Following a review of the assessment of need, parents/carers will be informed of any reasonable adjustments being put in place to meet their child's needs. Key student information, provision and

universal strategies will be shared with relevant school staff via appropriate methods, to include (but not limited to) student profile documents, email, staff digest and SEN briefing meetings. The assessment will be reviewed regularly.

5.3 Provision we offer for students with SEND

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 a student is added to the SEND register, a Student Passport document will be put in place. This will set out the information about student's area of need and additional support which need to be made in terms of classroom and teaching adaptations, differentiation and access arrangements. Reasonable adjustments may take many forms and will depend on the individual needs of the student. Parents/carers and student are consulted regarding the Student Passport prior to it being shared with the school staff. The Student Passport is a flexible working document which may be amended as and when needed to meet the changing needs of a student.

A number of students may still struggle even with high quality teaching and adaptations within the classroom.

In order to further remove barriers to learning and enable students with SEND needs to access the curriculum, we deliver a range of additional support & specialist intervention programmes including:

- 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.

5.4 Education, Health and Care Plans

ASSESSING

As outlined in the Code of Practice 2014, "when special educational provision currently being made for them (students) is not enabling a young person to progress", the school will consider submitting a referral for an EHCP and over two terms will collate evidence to enable this:

- Records of SEN provision to date, and the measured progress/outcomes.
- Academic progress and attainment levels.
- Other valuable/relevant assessments e.g. specialist or teacher advice and advice provided by an Educational Psychologist
- Views of the parent and the young person
- Involvement of other professionals
- Any involvement by Social Care, Education Welfare or other services associated with the school.

PLAN

On receipt of an EHCP from the local authority, the SENCo will formulate an action plan of support/provision. This will include the SENCo meeting with the parents and young person to implement and action the recommended targets. The SENCo will ensure that the teachers and other adults working with the student are aware of their needs and targets via a Student Passport.

DO

EHCPs are a statutory document which ensures the needs of the students are met. As specified within the EHCP, interventions will be prescribed appropriately against a range of resources most often with in class support, small group or 1:1 intervention.

REVIEW:

Interventions and targets are reviewed on regular basis. The SENCO will review on an annual basis, progress against specified targets and will gather information from the young person, parents and staff working with that young person. At the Annual Review the SENCO will either:

- Continue to act on and implement the targets outlined in the EHCP
- Request amendments to the EHCP (in Years 9 and 11)
- Request the EHCP can now cease due to progress made
- Request additional funding from Warwickshire County Council to meet the needs of the young person.
- Request that the Local Authority undertake a re-assessment of the Plan

In the rare and exceptional circumstances, it is considered that despite these high levels of support and reasonable adjustments, the student's needs are still unable to be met in our setting and that the student requires a different a different and more specialist setting, SuAS will discuss a way forward with parents/carers, external professionals and the Local Authority. The discussions will be focused on the best support for the student's holistic and academic wellbeing.

5.5 Our approach to teaching students with SEND and adaptations to the curriculum

All teachers are responsible for the progress and development of all students in their classes, including those with SEND. Quality First Teaching is our first step in supporting students with SEND, to help them access learning and the full curriculum and make expected progress in line with their peers. Quality First Teaching will be adapted for individual students to meet their specific needs. Interventions and adaptations may include:

- Adaptation of the curriculum to ensure accessibility for all students, e.g. teaching style, content of lessons, adapted/additional resources, handouts, grouping of students
- Adaptations of resources, e.g. enlarged fonts, subtitles, coloured paper/overlays, visuals
- Assistive aids and equipment, adaptations to the environment, specialist equipment, laptops, assistive technology, wobble cushions, lift access
- Exam access arrangements, e.g. additional time, supervised rest breaks, laptops
- Time and space to work away from the classroom environment, e.g. working in the Hub (SEND department)
- Individualised timetables to accommodate specific needs (this may include withdrawal from some subjects as agreed through the inclusion Panel)

The school aims to include all students with special educational needs into all the activities of the school as far as is appropriate. However, in the best interests of the young person, there may be occasions or periods of time when the next solution is withdrawal for intervention programs to be taught or a bespoke package to be delivered. Parents and students will always be involved in the discussions concerning appropriate provision. The student's physical and emotional welfare will be a key factor for consideration when decisions about provision is planned.

5.6 Supporting students' overall wellbeing and ways of improving emotional and social development

All our staff receive 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.

In order to improve our students' social and emotional development, we offer the following:

- Development of peer relationships through careful form tutor planning
- Social skills/zones of regulation/anger management/anxiety management interventions
- Supported social time- in the Hub and the hall at location supervised by a member of the SEND team
- SPHERE curriculum
- Our varied and diverse extra-curriculum programme

Students with SEMH needs will be supported initially by the school's Pastoral Team of College Leaders.

Where the SEMH need impacts significantly on a student's ability to access learning, the College Leader will collaborate with the SENCo to ensure these needs are met by providing a joints pastoral/SEND support. For a small number of students with very high SEMH needs, onsite SEMH provision with personalised programmes will be considered. Our Assistant SENCo is also an Attachment and Trauma Informed Practitioner who delivers 1:1 sessions when such need is identified.

5.7 Supporting students moving between phases and preparing for adulthood

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

Our SEND 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.

We will share the information with the school, college, or other setting the student is moving. We will agree with parents and students what information will be shared as part of this. This process of information sharing is taken on a case-by-case basis in order to meet the needs of the student and their next steps in education and training. For students with EHCP, this process is linked to their annual review cycles. For many SEND students we work alongside their SEND teams at new settings to share informally and plan transition visits as appropriate. Students are supported to visit their new settings with members of staff from SuAS as necessary.

KS4 students receive advice and guidance from our Career Team that arrange 1:1 meetings to discuss options for next stage in their education. Some SEND students are supported by a member of SEND team in those meetings.

5.8 Expertise and training of Staff

We regularly invest time and resources in training our staff to improve universal provision delivery and the delivery of targeted interventions. During the academic years 23/24 and 24/25, all staff participated in PACE training delivered by Educational Psychologists, autism training delivered by Act for Autism charity and a series of CPD sessions delivered by the school SEND team in collaboration with SLT members.

We have an experienced team of teaching assistants who meet regularly to review provision; they engage in regular continuing professional development, e.g. emotional literacy delivered by EP during academic year 23/24.

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 and Associate SENCo is working towards gaining SENCo qualification. Several members of staff, including SLT and College Leaders are trained as Designated Safeguarding Leads and make up our Safeguarding team.

The need for training may be identified through the specific needs of individual students or needs identified by the SENCo and School Leadership team in relation to the School Development Plan.

A designated SEND Governor meets with the SENCo termly to monitor the quality and the effectiveness of the SEND provision.

5.9 Working with external agencies

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

- Educational Psychologists
- Specialist teacher - Autistic Spectrum Condition (SEND Supported)
- Specialist teacher - Social, Emotional and Mental Health (SEND Supported)
- 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

5.10 Consulting and involving parents/carers

Parents/carers are viewed as partners in their son/daughter's education. They will be contacted directly should there be any significant change in their child's progress, behaviour or educational provision within school. The process for contact with parents/carers will be:

- SENCo, Progress Leader, College Leader to communicate with parent.
- SENCo, Progress Leader, College Leader to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over student progress.
- SENCo to meet with parents/carers where a request for formal assessment for an EHCP is to be made to the Local Authority during which time the 'Family Conversation' and 'Pupil View' will be discussed.
- SEN Lead is available at Parents' Evenings to discuss, progress provision and access arrangements.
- Annual review meetings take place for all students with an EHCP; however regular contact with parents/carers is made outside of these meetings to address any concerns or extra support required. Normally a 'key worker' who is a member of the SEN department will maintain a close relationship with students and their parents.
- Whole school parent surveys are conducted and available at Parents' Evenings.
- SEN Lead is also available for Open Evenings/Transition Parents' Evenings.

The SEN department operates an open-door policy where parents have the opportunity for informal discussion or meeting at any time during the school year. The school will seek to engage the services of a translator when requested by parents or deemed necessary by the SENCo to ensure partnership in developing strategies to support an individual student. The school encourages parents of students with SEN to make contact with local SEN organizations to seek impartial advice.

5.11 The student's voice

At SuAS we believe that any support put in place should be 'student-centred' and we encourage students to be at the heart of establishing the support they need when possible. Offering their views of their own needs enables them to take ownership of their learning and support and to be proactive in reaching their desired outcomes.

5.12 Enabling students with SEND to engage in activities in all areas of school life

At SuAS we believe that there should be no barriers to any student being a fully active participant in all areas of school life, from a full curriculum, sports clubs, school trips, house events, Duke of Edinburgh Awards, school plays, and any other extra-curricular activity. Students with SEND are supported to enjoy all the same activities as any other students. No student will be excluded from taking part in activities because of their SEN or disability. Additional provision or adaptations will be made to ensure that students with SEND are able to engage with activities that are offered by the school. Parents and professionals may be contacted for advice and collaboration to support this

process, and every endeavour will be made to ensure that the needs of the student are met and supported.

- TAs are available at breaks and lunchtimes to supervise students who need some extra support with developing their social skills.
- There is a homework club available to SEND students every day after school that is supervised by a member of SEN department team.
- TAs usually accompany school trips and visits and ensure students are able to access and take part fully.

For further information, please refer to our Equality and Cohesion Policy (link).

5.13 Supporting students with medical conditions

Some students have medical conditions which require additional support to access learning and activities in school. To enable us to fully support these students, we follow advice from the medical professionals involved in the care of the student and adhere to the Code of Practice and local Authority Guidance. These students may be added to our SEND register and/or may have an Individual Healthcare Plan where appropriate.

For further information, please refer to our First Aid and Medicines Policy (link).

5.14 Facilities and accessibility

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.

For further information, please refer to our Accessibility Plan (link).

5.15 Evaluating the effectiveness of SEND provision

- All students' progress is monitored closely; details of targets and current levels of performance are checked regularly, and parents can also monitor through the 'parent portal'. Where appropriate progress is not being made, interventions and strategies will be reviewed and adapted accordingly.

- Teaching Assistants supporting students in class monitor students closely and record progress/observation in the Hub diary and any concerns to be reported to the teacher and/or SENCo.

- Student Passports are reviewed and may be amended as and when needed to meet the changing needs of a student.

- The effectiveness of provision is discussed in annual reviews for students with EHCP.

- Small group interventions are monitored and reviewed regularly.

- Student questionnaires are also used to evaluate small group interventions.

- TA2s are observed in lessons and teachers are asked for feedback on the impact of TA in-class support.

- SEND Governor monitors the quality and effectiveness of SEND and disability provision within the school and updates the governing board on this at least annually.

The following information also provides a valuable insight into the progress of students with special educational needs:

- Examinations/tests, both school-based and external
- School's award schemes and behaviour data
- Extra-curricular activities
- Attendance
- Students transition and destination at the end of the student's school career.

5.16 Complaints about SEND provision

The SENCo is available to discuss with parents and listen to their concerns they may have. If parents feel their concerns are not being addressed, then they may follow the school's complaints procedure.

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.

5.17 Contact details

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 Lead 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 / ASC/ EAL) /
Year 10 - 13 SEN Lead
jfifielskarozga@stratfordschool.co.uk

Assistant SENCO
Mr Thomas Tillier
(SEMH/ PD)
Year 8 - 9 SEN Lead
ttillier@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

5.18 The Local Offer

Our local authority's local offer is published here: SEND Local Offer- Warwickshire County Council

6 Links with other polices and documents

You can access all these polices via our website School Polices:

Accessibility Plan
Admissions Policy
Child Protection and Safeguarding Policy
Complaints Procedure
Equality and Cohesion Policy
First Aid and Medicine Policy
Student Anti-Bullying Policy