

SEN Information Report (SEND Provision)

Document Control

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Introduction

Welcome to our SEND Information Report which forms part of the Central Bedfordshire Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79). This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEND.

This document has been designed to advise families with children who present with Special Educational Needs, Disabilities and or are vulnerable on the provision available at Stratton Upper School. It should guide families when deciding if Stratton Upper School is the right educational setting for their child.

When we talk about “provision”, we mean what we provide in order to meet the needs of a student and help them make progress at school which is appropriate to their age.

What is the Local Offer?

In 2014, SEND reforms came into force with a new Code of Practice. This means that local authorities and schools are now required to publish and keep under review information about services they expect to be available for the children and young people with SEND, aged 0-25. This is known as the Local Offer.

The Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

It will include information about the following:

- Services and support available.
- How children and young people's needs are identified and assessed.
- The way schools, colleges and maintained nurseries support children and young people with SEND.
- How to access services and explains how decisions are made.
- Preparation for adulthood and independence.
- Arrangements for making a complaint and mediation.
- How to comment on the local offer.

It can be accessed at

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

What is our trust approach to teaching students who have SEND?

All Meridian Trust staff will work collaboratively to create vibrant, successful centres of learning for those with SEND in the heart of our local community. Using their best endeavours, educational outcomes will be generated, through exciting, inclusive, forward thinking or different methods, to enable aspirational opportunities for all students.

We value high-quality teaching (“Quality First Teaching”) for all students and monitor the quality of learning and teaching in the school. We use a range of methods to do this including regular lesson observations, work scrutiny by Curriculum Leaders and Senior Leaders, learning walks (when senior staff and/or SENCo follow a student or group of students to see at first hand their learning experiences), regular professional development training for all staff. The schools training schedule for this academic year has allocated six dedicated training sessions.

All teachers and SEND support staff will be informed about your child’s individual needs and will adjust their lessons to meet needs identified. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities, to enable your child to access the learning.

Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right things do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available, and should your child need this, it would be discussed with you.

What types of SEND are provided for at Stratton Upper School?

There are four broad areas of need, although Stratton Upper School recognises that a student’s needs may fall into one or more categories. We provide provision for all areas of need in line with the appropriate provision students require.

1. Communication and Interaction (C&I): Students with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand what is being said to them. They may not understand or use social rules of communication. Children with Autistic Spectrum Conditions including Autism or Asperger’s can have difficulties with social interaction due to deficits in their understanding and connections between language, communication and imagination, which then impacts on how they relate to others.
2. Cognition and Learning (C&L): A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific learning Difficulties, Moderate learning Difficulties, Severe Learning Difficulties where children and young people will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.
3. Social Emotional and mental Health (SEMH): Children and Young people diagnosed with Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education.
4. Sensory and or Physical Needs (SI/PD): Children and Young people with Hearing or Visual Impairment, or Multi-Sensory Impairment may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability may need additional and ongoing support to enable them to access opportunities available to their peers. SEND provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

Provision and Funding

The Learning Support Team (LST) offers support to all students in Years 9-14, working particularly with those within the Graduated Approach, Wave 3 and 4 and where needed Wave 2. The LST has a dedicated suite, where small group and 1:1 teaching can take place.

The LST, in conjunction with Senior Leadership Team (SLT), Senior Tutors, Tutors, Heads of Faculties and subject teachers, offers support to students in coping with and overcoming barriers to learning.

The Local Authority (LA) allocates a budget to all schools based on a funding formula for each financial year. Funds have been allocated to us in the following way:

- Fund 1 – Money for every individual student on the school's role.
- Fund 2 – Additional 'delegated' money for students on the schools SEND list.
- Fund 3 – Additional 'top-up' money for students with an EHC Plan.

The delegated and top-up money is used to fund SENDV provision at Stratton Upper School. This fund supports interventions, teaching Assistants (TAs), specialist classrooms, SEND resources and materials. We also seek to gain additional funding for wave 3 students through the LA Access and Inclusion Early Intervention Funding.

We receive Pupil Premium money to support disadvantaged students, Looked after Children and Young Carers.

How will we secure equipment and facilities to support pupils with SEN?

The school uses its own budget to provide most resources and facilities that are needed to provide for the pupils.

How does Stratton Upper School identify children and young people with SEND?

Stratton Upper School acknowledges that students' needs should be identified and met as early as possible. The SEND team in conjunction with class teachers, curriculum leaders and senior tutors, closely monitor the progress and attainment of wave 2,3 and 4 students.

A student may have additional needs if:

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate of progress
- Progress fails to close the attainment gap between the child and their peers
- The attainment gap widens
- It can also include progress in other areas than attainment, as stated in the Code of Practice

However, identification may also be as a result of:

- Teacher concern, following up parental/carer concerns
- Tracking individual student progress over time
- Liaison with partner middle schools on transfer
- Information from previous academies/schools
- Information from other services

If further assessment is required, we use a variety of assessment tools appropriate to the area of need, to support us identify specific areas of difficulty, to explore appropriate intervention and provision to support the child with their needs. If it is thought a child or family needs a more in-depth assessment, we have good working relationships with outside agencies and a referral can be made.

The statutory guidance for identification, assessment and provision of SEN is documented within the Code of Practice and is based on a model known as the 'Graduated approach'.

Using the graduated approach, students will be identified on the schools SEND systems at the appropriate level, which is accessible to all staff. A visual representation of the system can be found in Appendix 1

How will my child and I know that my child is making progress?

All students, including those with SEND, are assessed on a regular basis, in accordance with the academy's assessment policy. Teachers formally assess and review progress and attainment 3 times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. Students on the register coded as W3 and W4 will have an APDR and Passport, which is reviewed 3 times a year, in line with the whole school data drop. A Key Worker is linked to each student and are the first point of contact.

All students with an Education, Health & Care Plan have an Annual Review, where a discussion can be held around the progress of meeting the outcomes stated in the plan.

How will Stratton Upper School support my child and how will the curriculum be matched to support my child's needs?

All Students access:

- Quality First Teaching that includes differentiated approaches by subject specialist teachers.
- Teaching that is informed by assessment, planning and review.
- High expectations for each student in their class regardless of SEND.
- Multi-sensory teaching to enable each student to participate in all lesson activities.
- Relevant student information provided for all teaching and support staff.
- Targeted homework sessions are available for SEND students.

Some students are identified by the subject specialist teacher, the SENDCo and/or parent/carers as needing some additional specialist support (described as School Support in the Special Educational Needs Code of Practice 2015). They may access:

- Additional in-class support provided by a Teaching Assistant.
- Specific group work delivered by either a Teaching Assistant, a SEND teacher, a specialist teacher or other trained adults.
- Specialist targeted interventions delivered by either a TA, a Specialist teacher or a SEND teacher.
- Specific strategies that may have been suggested by the SEND Department and/or professionals.
- Access to specialist professionals. This will help the school to understand your child's particular needs better and therefore support them more effectively.
- Access to the Learning Support or Appropriate Provision area which supports students who may need some time out of the classroom to support their Emotional, Social or Mental Health needs.
- Some students are exempt from a subject because of their need to do additional English and Maths while in the Learning Support area.

A few students may require or have an Educational Health Care Plan (EHCP). This support is available for those students whose special educational needs are severe, complex and lifelong.

These students experience specific barriers to learning and require specialist support. The school, or parents/carers themselves can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. The process is as follows:

- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an EHCP. If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in the school so that a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline a budget and the SENDCo, along with the parents, student and other Professionals will determine what the intended outcomes for the student should be and a support package put in place to achieve these.

Stratton Upper School supports inclusion, independence and meaningful progression for all students, including the more able. Every student has access to a full range of assessment and accreditation opportunities considering their individual needs.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

- All students, including those with SEND, are assessed on a regular basis, in accordance with the school's assessment policy.
- Teachers formally assess and review progress and attainment 3 times a year which is communicated to parents/carers by a report that is sent home.
- Parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.
- SEND students who are identified at Wave 3 of the graduated approach will have review meetings as required, this should be at a minimum of three times per year.
- SEND students are assigned their own keyworker, who meets with them at least once a term to discuss progress and any further support they might need.
- SEND students are part of the Assess, Plan, Do and Review (APDR) process. Students meet with their keyworker and discuss their progress, setting SMART targets, looking at their data and putting a plan in place to achieve their potential for the next term. The APDR is sent home for parents/carers involvement in the process.
- All interventions are tracked on our online SIMs system, every 6 weeks the interventions are assessed and reviewed to ensure students are making progress within their interventions
- All students with an Education, Health & Care Plan have an Annual Review, where a discussion can be held around the progress of meeting the outcomes stated in the plan.

Who are the best people to talk to at Stratton Upper School about my child's difficulties with learning?

Pupils may raise a concern with their class teacher, form tutor or any member of staff with whom they may have a good relationship. Parents may also wish to address the class teacher directly or take their concern directly to the heads of the department for the subject. Concerns around

difficulties with learning can also be taken to the SENDCo. Once the student has been identified the staff use our online referral form to refer the student to the LST for assessment.

The SENDCo: Paul Forster

Responsible for:

- Developing and reviewing the school's SEND Policy.
- Co-ordinating the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are kept informed about the support your child is receiving, involved in supporting your child's learning and involved in regularly reviewing their progress.
- Developing and overseeing personalisation of teaching and learning for your child.
- Liaising with professionals who may be coming into school to help support your child's learning, e.g. Educational Psychologist.
- Updating the school's SEND Register (a system for ensuring that all the SEND needs of students are known by all teaching staff in school) and making sure records of your child's progress and needs are kept. Only students who access teaching and/or support that are different from usual excellent classroom teaching (known as quality first teaching) will be included on the Register with the consent of parent/carer.
- Providing specialist support for teachers and support staff in the school, so that they can help students with SEND to achieve the best progress possible.
- Effective transition from Middle School for those with identified SEND.
- Providing specialist teaching for identified students.
- Assessing and ensuring that appropriate examination arrangements are put in place for those students who require these.
- Line managing the day to day operations of the team of Teaching Assistants.
- Strategic oversight of SEND Faculty and provision
- Analysing student Progress and Data

The SENDCo and Key Workers can be contacted either by:

- Email – learningsupport@stratton.school
- Phone – 01767 220 000 ext 214

How are resources allocated and matched to the student's SEND?

- Deploying additional adults to work in class with groups of students.
- SEND department run regular form time sessions which includes reading
- SEND department will run interventions during lessons, highlight students which need extra support in both literacy and numeracy
- SEND department provide a quiet space for vulnerable students during unstructured times.
- SEND department support with external groups to work with students to develop social skills for identified students.
- Modified curriculum for those students who need a more appropriate provision.
- Laptops are made available to students with issues with handwriting.
- All support is reviewed regularly, and changes made as necessary to ensure that the needs of all students are met proactively, and resources deployed effectively.

What adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Most of our students follow the whole school curriculum, however a small number of learners have a more appropriate curriculum to match their individual needs, interests and abilities. This may include different option choices, additional literacy, intervention groups and a reduction of number of qualifications studied.

How will my child be included in extra-curricular activities and trips?

We try our best to ensure that trips are accessible for all students wherever possible. If appropriate, additional adult support will be made available to ensure that your child is fully included. Risk assessments are carried out to ensure that Health and Safety requirements are fully met. Where possible travel will be fully accessible to all students. All students can participate in a wide range of extra-curricular clubs and activities.

What support will there be for students' overall well-being?

Some students may require additional support to ensure that emotional, social and mental health is appropriately developed and nurtured. These needs can be shown in different ways, including anxiousness, behavioural difficulties, and being uncommunicative.

Interventions to support students emotional, social and mental health include Milo, our wellbeing dog, who has his own timetable. Students can walk Milo with a member of staff, talking through any issues, or simply spending time with Milo in our sensory room. We use our online referral system to identify students of need to work with our Life Coach, who works with our students 1:1, once a week to support and mentor our students over a 6-week programme. We also have Think For The Future (TFTF) a SEMH provision, to support groups of students in specific areas of need groupings. The students have access to our in-house school Counsellor, who works with our students on a 1:1 basis once a week to support their mental health.

All students are in Tutor Groups that provide the opportunity to explore Personal, Social and Health Education and support this development. There are many extra-curricular clubs that your child may participate in.

Students will have access to their House Hub where they can speak with their Senior Tutor or a Student Support Administrator (SSA). The Hub supports students who may need some time out of the classroom to support their Emotional, Social or Mental Health needs. Students will be able to discuss and come up with strategies to overcome their anxieties.

If your child needs additional support to that which the school can provide through the Pastoral system, then with your permission we may access further specialist support through, for example, the EHA (Early help assessment) process.

Appropriate Provision

For those students that struggle with the pressures of the mainstream curriculum demands we have the Appropriate Provision (AP) lead by our specialist AP Lead and behaviour mentor. The AP provision supports students through registration where the students take part in sports or arts and crafts. The AP has developed a bespoke curriculum for Key Stage 4 students with them completing courses in ASDAN Foodwise, Employability and Personal Social Education. Students are referred to the AP through our online referral system.

Specialist services and expertise available through referrals by the school include:

- Educational Psychologist
- Autism Advisory Service

- Child Development Centre
- Hearing Support team
- Occupational Therapist
- Speech and Language Therapist
- Visual Impairment Service
- CHUMS
- CAMHs
- Early Help Assessment team

We access these specialist services where we feel additional advice is required to support a student.

What training do the staff who support SEND receive?

Every teacher is a teacher of SEND. It is part of the SENDCo's role to support subject teachers to assess, plan, monitor and review the progress of students with SEND. Training and support is provided for all teachers and teaching assistants to ensure sound differentiated classroom practice (quality first teaching). Training and support is provided for all teachers and teaching assistants that is specific to the individual needs of the students, for example, diabetes training. Individual teachers and teaching assistants attend a wide range of internal and external training that ensure staff develop a wide knowledge and experience base of Learning difficulties.

How is the school environment accessible for students with SEND?

- The school is compliant with the Equality Act (2010) requirements.
- Provision has been made for those with medical conditions, as well as visual and auditory disabilities and wheelchair users.
- Specialist equipment is purchased and provided as appropriate.
- There are lifts to upper floors at the back of school and in the Science Block.
- Where there is no lift, students can be accommodated on the ground floor.
- There are toilet facilities with disabled access.
- Outside areas of the school environment are accessible to all students regardless of SEND.
- Extra-curricular activities and trips are accessible for students with SEND.
- PEEPs are in place

What are the arrangements for consulting with young people with SEND and involving them in their education?

Students are encouraged to:

- take part in pupil voice activities
- regularly evaluate their work in lessons
- attend review meetings
- contribute to outcome setting and reviewing
- reflect on their learning and achievements
- Contribute to their APDR and Passport, shared with all staff

Are parents/carers and young people encouraged to discuss and contribute to policies and practices relating to SEND?

Collaboration with, listening to and developing effective partnerships with parents/carers and their child is essential. Parents/carers know and understand

their children best. Therefore, students and parents/carers are encouraged to participate in the development of, application of, and review of policies relating to SEND in various ways including;

- Academic Reviews
- Annual Reviews
- Parent/carers surveys
- APDR
- Risk assessments

How are parents involved in the school?

- Discussions with tutors
- Meetings with staff
- Open Days/ information evenings
- Option Choices
- Parents' Evening/ Progress reviews
- Support with homework

What support services are available to parents?

The school runs Information Evenings for parents on matters such as revision techniques. We always aim to listen to parents concerns and will make referrals to specialist services, such as Early Help, if required. Our website signposts wider services, Key Workers are linked to students and contact families, the SENCO is always available if required.

How do we handle complaints from parents of children with SEN about provision?

There is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either the class teacher, the SENDCo or the head teacher. A parent might also contact an Academy Counsellor. If a concern is more formal the parent would be directed to the Complaints procedure which is found on the school's website. We would hope that through early intervention any complaints would be resolved without the need for this stage.

How does Stratton prepare my child for transition?

In September 2024, Stratton Upper School will convert to a 11-18 Secondary School. We will be working closely with our feeders schools to ensure a smooth transition of children into the secondary system..

- The SENDCo or appropriate representative of Statton Upper School attends the Annual Reviews of those with EHC plans in year 6, 7, 8.
- The SENDCo or appropriate representative of Statton Upper School visits partner middle schools to gather information in the Summer term.
- ~~Two~~ Induction days at the school in July.
- Extra transition visits with TA support, if required.
- TAs/teachers may visit the middle school to observe students.
- The SENDCo meets with some individual parents of SEND students in the Summer term.
- Meet the Tutor evening – a chance to meet and discuss needs with parents in July.
- Access to resources such as a picture booklet found the website.

Post 16: several different activities take place, including:

- The SEND Department will liaise with Sixth Forms as required and as is appropriate.
- Encourage students to attend Sixth Form open evenings.
- One to one/small group careers advice meetings for some students.
- RE/Supported Study lessons in Year 11 to help prepare and offer support for post 16.
- 2-day Sixth Form Induction for yr11 in the Summer Term.
- Staff are available to support students with SEND in researching courses and completing college applications.

Transfer Arrangements and Preparation for adulthood

All documentation about special needs included in a student's record is transferred between schools. The SENDCo transfer reviews for students with an EHC plan whenever possible. The Form 8 report that is submitted to the exam board before exam concessions are agreed is passed on to Post 16 placements with the student's permission.

All students have meetings with the dedicated the SUS Careers Lead during their time at Stratton, EHCP students are allocated a LA Caseworker for CEIAG following school request. Students also take part in planned whole school activities to help them prepare for adulthood.

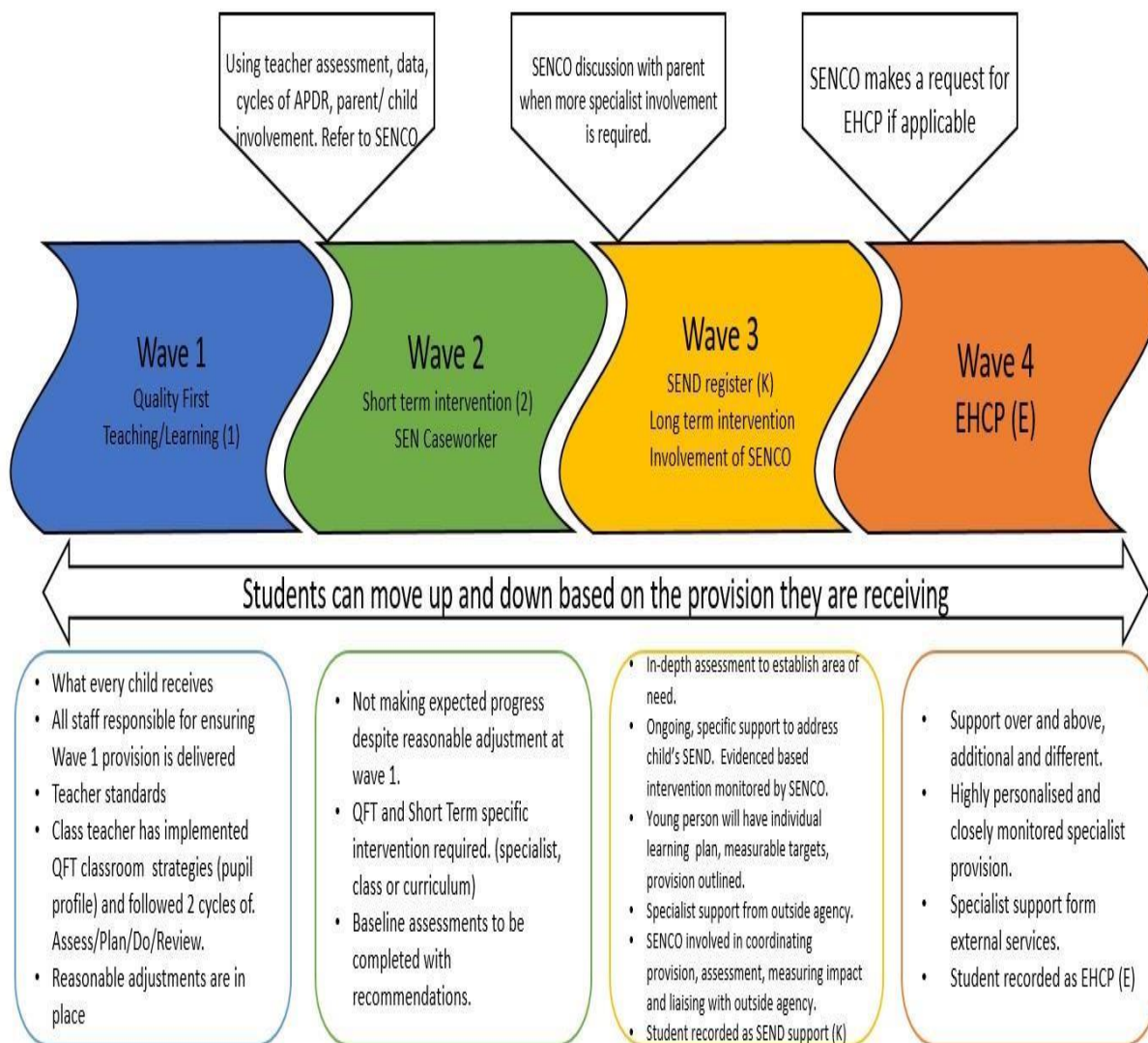
How do we evaluate the effectiveness of our SEN provision?

At Stratton ~~Upper~~ School we look to continuously improve the provision for our students. The provision offered is reviewed annually, following the trust SEN Audit, to assess where change may be needed. We listen to the thoughts of teaching staff, parents/carers and the students in order to develop and improve our provision.

Appendix 1
Graduated Approach

The Graduated Approach

1 APDR cycle = 6 weeks



External contact details

Hearing Impairment Service:

Phone: 0300 300 8038 Website: www.centralbedfordshire.gov.uk

Visually Impaired Service:

Phone: 0300 300 8038

Email: VisualTeam@centralbedfordshire.gov.uk

Website: www.centralbedfordshire.gov.uk

CAMHs

Phone: Central Bedfordshire - 01234 310800 / 01234 310801

Website: <https://camhs.elft.nhs.uk/>