

SEND

Stewards Academy Special Educational Needs and Disabilities (SEND) department works hard to ensure that the learning needs of all learners at our academy are met.

Reward systems are firmly embedded at Stewards Academy to ensure that all pupils are rewarded for doing the right thing on a daily basis. People often refer to the ‘family feeling’ at Stewards Academy and we embrace this by supporting pupils and their family alike, working together to support pupils to fulfil their potential and strive to ensure that they exceed their potential.

Stewards Academy was awarded the prestigious Inclusion Quality Mark (IQM) for the first time in July 2009 and has since gained Flagship status. The IQM award is presented to schools that have proved that they have inclusion as a core principle and the highest standards of SEND practice.

On entry to Stewards Academy, pupils are assessed and this information, in conjunction with the information received from their Primary schools will ensure that the correct provision is put into place for all pupils. Parents will be informed by letter if their child is to receive additional support.

For more information on SEND provision at our academy, please click on the FAQs below.

Frequently Asked Questions (FAQs)

FAQ1 - What kinds of SEND are provided for at Stewards Academy?

We support pupils with a diverse range of needs including (but not exclusively) the following:

- Communication and Interaction Difficulties
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or physical needs

Those who receive additional support through our department at Stewards are placed on the SEND register under the following categories:

- Education Health Care Plan (EHC Plan)
- Additional Needs (referred to as ‘K’ pupils)

Admission to the school for pupils follows the Essex Admissions policy. Admission for those with an Educational Health Care Plan (EHC Plan) is through the West Essex Statutory Assessment Service, where a consultation process takes place and if the school is deemed as an appropriate provision, it is named on the statutory paperwork. All other pupils identified as requiring support for additional needs come through the general admission process in line with our Admissions Policy.

Stewards Academy makes provision for students with SEND in accordance with the SEND Code of Practice (2015) and the SEND Disability Act (Amended 2001), the Index for Inclusion (updated 2001), the Discrimination and Disability Act (2006) and the Children and Family Act 2014. Our SEND policy and our practice aims to reflect the principles of these documents.

FAQ2 – How do we identify young people with SEND and assess their needs?

At Stewards we follow the graduated approach of Assess, Plan, Do and Review. The Academy sees parents/carers as partners in the process of education and development of all students. We want to work closely with parents/carers to ensure that every student develops into an independent and resilient young person able to cope in life. We do this by:

- Consulting with pupils and parents/carers through structured conversations, EHC Plan, Implementation Planning Meetings and Annual Review meetings.

- Support for pupils through early intervention work to ensure that any emerging difficulties are identified and addressed promptly before they become more serious.
- All students with a SEND profile have a key worker who supports them and liaises with parents/carers as required.
- Contact can be in person, via text or email or by telephone, whichever is the most appropriate.
- A member of staff will respond to any contact from parents at the earliest opportunity.
- Parents evenings
- Written reports
- Termly IPR data to report on progress

Consultations with parents/carers can be arranged in addition to the above as required.

During their time at Stewards Academy, regular monitoring of pupils will ensure that the provision in place for them is exactly what is required for them. All parents/carers will be informed if their child is placed on or removed from the support register at any time during their time at Stewards Academy.

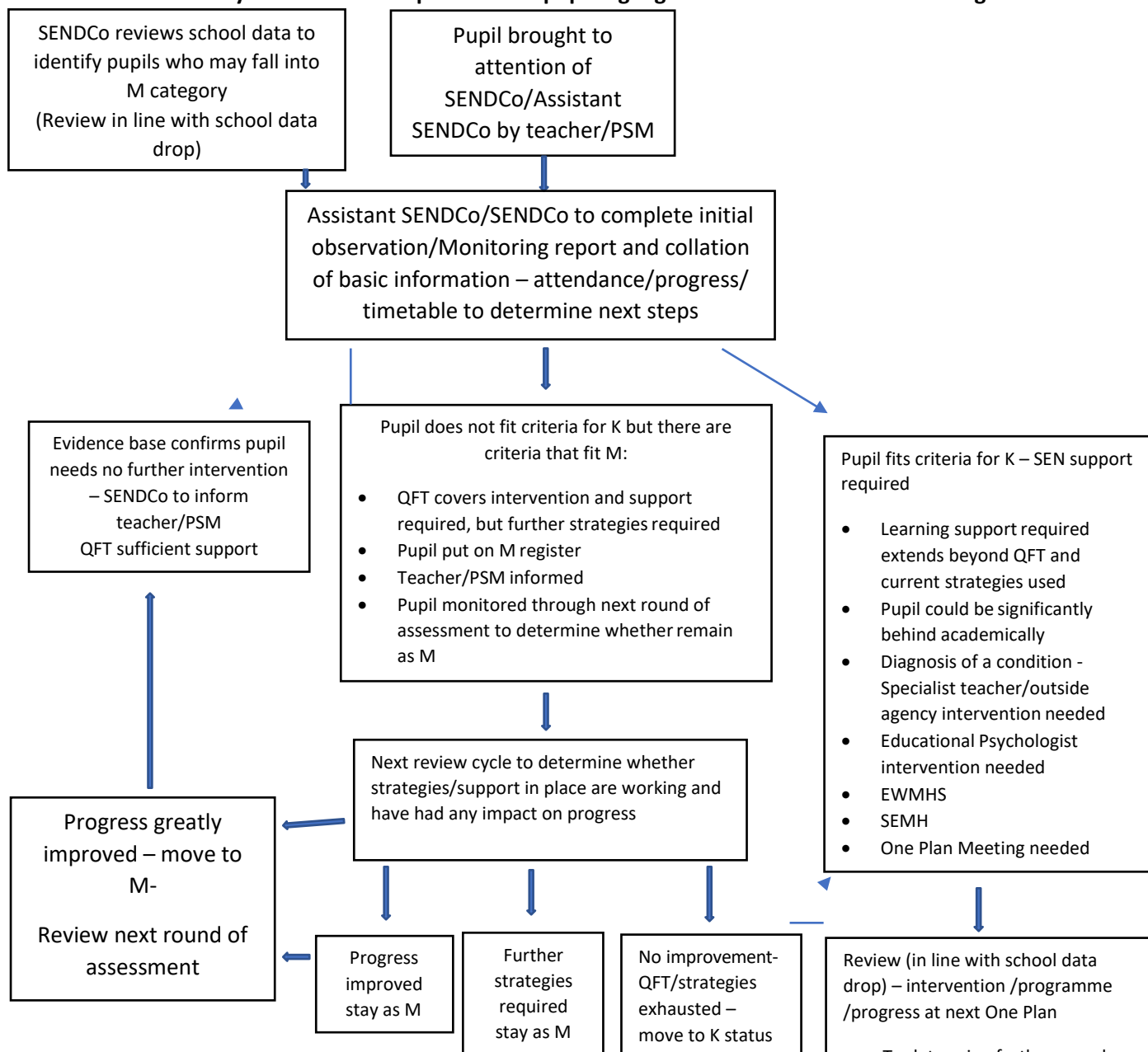
Pupils who receive additional support at Stewards Academy are involved in a clear cycle of review meetings, involving parents/carers, the pupils and staff working with the pupil. One plan meetings are held three times each academic year and for those pupils with a Statement of Educational Needs or an EHC Plan there will also be a yearly Annual Review. Other meetings during the year will be arranged as necessary.

Staff and pupils work together continuously, to ensure young people are aware of their progress, their current working levels and what they need to do to improve. Using a range of mandatory tools, we are able to track the progress of pupils accurately. Pupil progress will be communicated to parents via the software package 'Class Charts'.

Through the one plan meetings, parent's evenings, individual plans for young people and Individual Progress Report (IPR) data, we are able to ensure that the appropriate arrangements are in place to support young people enabling them to make progress and achieve their full potential.

IPR data is collected throughout the year and shared with parents and the young people. This is used in the process of target setting and is reviewed frequently through discussions, oral feedback, marking and review meetings. One Page Profiles aid this process and put the pupils in control of their targets. In addition to this, various members of staff will meet in order to ensure that the provision is in place for pupils is up to date and is currently what is required for each pupil.

Basic referral by staff to SEND Department re pupil highlighted with difficulties in learning



Definition of SEND		
Level	SEND	Description
1	M-	QFT / progress slow but improving after being on M
	M	QFT intervention/support/strategies in place as progress is static or dropping away – disaffection in class, barriers to learning, subject specific, relationship with teacher(s) – all impact on learning but QFT and targeted strategies should be sufficient to support pupils in their learning. Diagnosis of condition does not equate automatic K.
2	K	SEN Support – This is support above and beyond QFT and interventions and support given to every pupil as appropriate. There is a special educational need with specific targeted intervention to support learning under the four categories. Pupils are significantly, academically behind in their learning to their peers (but not in every case). External professional intervention required to support. Regular reviews (termly) (SEND Meeting/structured conversation) would be held to ensure all strategies and interventions remain pertinent or are annotated to child’s needs. Pupils have a one page profile (student passport)
3	EHCP/One Plan ‘Ks’	EHCP students – annual review/one planned. One Plan Ks – cycle of one plans to form evidence base for future application of EHCP. All pupils have one page profile.

Information Source:
Educational Psychologist (EP)
NASAN – Graduated Approach

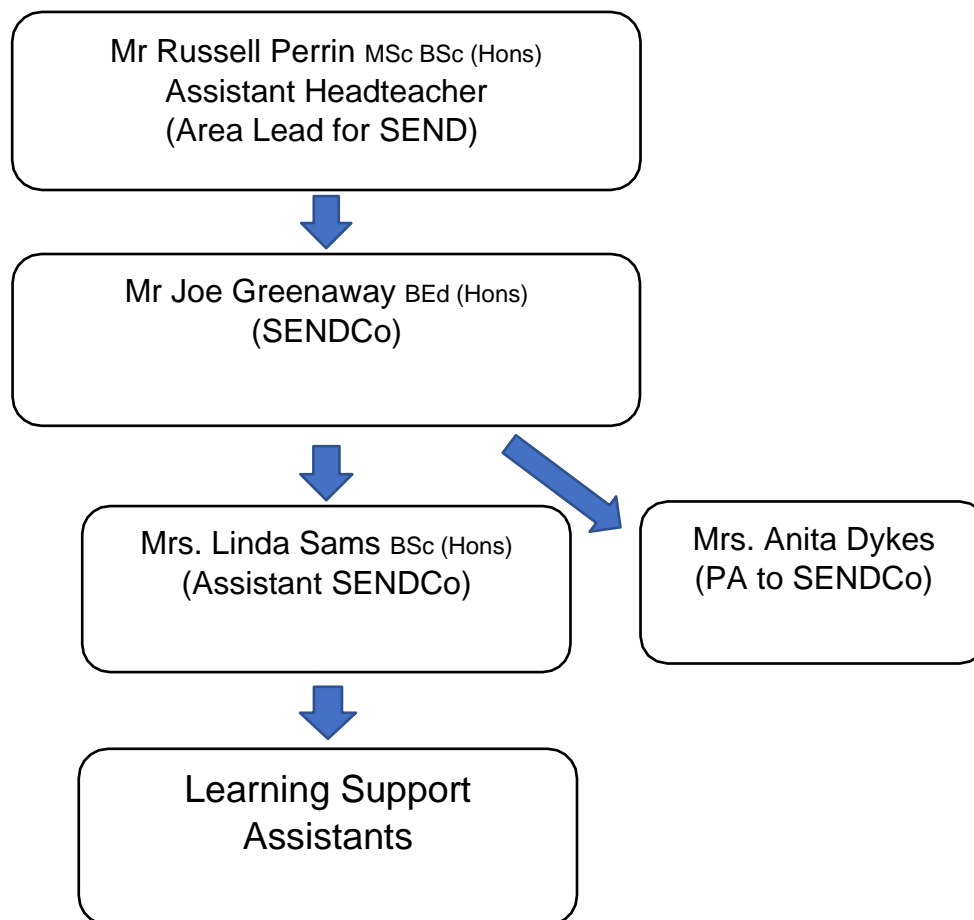
FAQ3 – Who is the SENCo at Stewards Academy?

Our current SENCo is Mr. Joe Greenaway. Mr. Greenaway is supported by his Assistant SENCo, Mrs. Linda Sams and his PA to SENCo, Mrs. Anita Dykes. They can be contacted by telephone via the Academy number (01279 421951). The Learning Support Team at Stewards Academy is available at parent's evenings and parent/teacher events, including options evenings to support parents and students with key choices.

The SEND Link Governor is Mrs. Oliver.

The Area Leader for the SEND department is Assistant Headteacher, Mr. Russell Perrin.

SEND Staff Structure



FAQ4 – What are the arrangements for meeting the needs of young people with SEND?

The arrangements for involving and consulting with young people with SEND will always be via a person-centred approach.

- Consulting with pupils and parents/carers through-conversations, implementation planning meetings, one plans and Annual Review meetings.
- Peer Mentor scheme
- IPR Data
- Student Council
- Yearly survey of the views of young people
- Opportunities to speak to members of staff on a daily basis
- Pastoral Support Managers (PSMs) who are available to support all pupils
- Tutorial

FAQ5 – What are the arrangements for consulting with young people with SEND and involving them in their education?

We firmly believe that this process should be person-centred; pupils should be involved in the decision made about their learning. Consequently, the Academy is committed to working in partnership with the pupil, the parents/carers and outside agencies if appropriate, to provide the very best support for each individual by identifying their needs, providing support for them and monitoring the progress of all students. Pupils are invited to take part in all meetings. They are involved in regularly reviewing and updating their one-page profile to ensure that the provision in place is the best it can be for each pupil.

FAQ6 – What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

Successful transition between key stages is vital. The SENDCo visits pupils' primary schools prior to them starting at Stewards Academy. A member of the SEND team will also attend Year 5 transition Annual Reviews and Year 6 annual Reviews. Additional visits will be arranged for any young people who require these prior to starting at Stewards Academy. The SENDCo works closely with staff to consider the transition from Key Stage 3 to Key Stage 4. The SENDCo will support the staff, parents and pupils in the choosing of options. The transition of young people from Key Stage 4 to the next stage of their education is a culmination of many staff working together. We work closely with the Essex Preparation for Adulthood Advisor, the local schools and colleges to ensure that pupils are fully prepared for the move. Additional visits are arranged to the new institutions as required. Young people are supported with their applications as well. Stewards Academy has a highly skilled transition team that works closely with any relevant outside agencies and staff from other schools/colleges.

FAQ7 – What approaches are used when teaching children and young people with Special Educational Needs?

Teaching and support staff constantly update their skills through a programme of continual professional development (CPD). All staff regularly receive safeguarding training. New staff to the school complete a comprehensive induction programme which includes a substantial SEND element.

As well as a team of Learning Mentors and Learning Support Assistants, each pupil will have a tutor who are there to support them on a daily basis. As well as the Pastoral Lead, each group has a Pastoral Support Manager who is available to support pupils and their families.

Outside agencies are involved with pupils if progress is still not made despite the range of interventions available within school.

If pupils' needs are so complex that they still fail to make the expected progress, the Academy can make a request for an Educational Health Care Plan (EHC Plan) for the pupil where additional funds would become available to the Academy to help meet their special educational needs and/or disability.

FAQ8 – How is the curriculum and learning environment of the children and young people adapted to suit pupils with SEND?

Through Quality First Teaching and the individual person-centred approach, we adapt the curriculum to suit the additional needs of pupils. This is done by offering a range of subjects and qualifications tailored to pupils' needs.

LSAs are allocated to departments to ensure that pupils receive expertise in the subjects they are working in.

FAQ9 – How do we ensure our staff have the expertise and training to support children and young people with SEND?

Pupils with SEND will have regular meetings along with key staff and parents/carers. Information from any meeting is shared with relevant staff and copies are sent to parents/carers and any outside agencies involved with the pupil as appropriate.

Outside agencies such as Physiotherapists, Occupational Therapists, Speech Therapists, EWMHS (formerly CAMHS) and Specialist Teachers work in conjunction with the staff at the Academy to ensure that the support is targeted to assist the pupils with their learning. They will also ensure that any equipment required will be supplied and adapted for individual pupils.

The following services are available to work with the pupils at Stewards Academy:

- Speech and Language Therapist
- Specialist Teachers
- SEMH providers
- Physiotherapist
- Occupational Therapist
- School Nurse
- Educational Psychologist
- Creative arts providers

FAQ10 – What is the SEND local offer?

The Children and Families Act was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. This information details how they can support children and young people with SEND. The LA refer to this as the 'Local Offer'.

The intention of 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.

Stewards Academy believes that all pupils should be valued and given equal opportunities to enjoy a broad and balanced curriculum and enjoy their learning experience. Pupils should have a wide and varied curriculum adapted to meet their needs, are assessed and make progress according to their individual development potential.

There are four broad areas of need which cover SEND:

Communication and Interaction

Communication and Interaction Children with speech, language and communication needs (SLCN) have difficulty in 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 or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Cognition and Learning Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health (SEMH)

Social, Emotional and Mental Health Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/Physical Needs

Sensory and/or Physical Needs Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

FAQ11 – How do staff at Stewards Academy evaluate the effectiveness of the provision made for children and young people with SEND? (Please also refer to the SEND Strategy)

At Stewards Academy students are assessed formally through the school's assessment cycle. Regular reports are shared with pupils and parents/carers. All pupils receive targets from subject teachers, and these are broken down further for SEND pupils.

All data is compared to national data and students not making progress are highlighted and interventions are put into place to address these issues. Teachers have high expectations of all pupils. We aim to assist all pupils to reach their full potential or exceed it and this expectation is no different for SEND pupils.

The Academy records progress and departments moderate this progress and intervene when progress is not being made. Staff will at times take account of past progress as well as any changes that may have occurred in the learner's condition, health or circumstances.

Homework is differentiated to take account of the individual needs of SEND pupils.

FAQ12 - How do staff at Stewards Academy ensure that all young people with SEND are able to engage with activities in the same way as those who do not have SEND?

Our Academy is a Science Specialist School with pupils aged from 11-16. We support pupils to become confident, independent and resilient learners who are prepared for the wider world when they leave us, assisting them to make a successful transition into adulthood, whether into further education, training or employment.

Rigorous systems are in place to support all pupils, including those with SEND. The Pastoral Lead is supported by a Pastoral Support Manager. They work closely with the tutors to ensure that any issues relating to any of these issues noted above are dealt with promptly. Learning Mentors are available to support pupils and their families. The support of other agencies are sought as required, to support pupils throughout their time at Stewards Academy. In addition, LSAs are available to support pupils within classes.

Training is provided to staff to ensure that the work they do takes account of the latest findings and research.

FAQ13 – How does Stewards Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

Staff, Governors and outside agencies who work within Stewards Academy, value the uniqueness in every pupil and every family. We work in partnership with pupils, parents/carers and staff to track and review progress. We work with all staff and outside agencies to ensure that the provision in place is the best it can be for all pupils.

If required, individual learners will have a range of specialist equipment that is for their use. This may include specific toileting equipment, hoists and stair climbers. A young person may have particular items that are required, and these will be provided, to ensure that the pupils can fulfil their potential.

To ensure that our learners have the special aids that are required, we ensure that there is:

- An Access Plan to ensure that all areas of the buildings are accessible. This plan is revisited as new learners present any new challenges to the Academy and the learning environment.
- Equipment in place to support learners.
- Health and safety plans and risk assessments to ensure that the environment is a safe place for learners to learn.
- Communication and technology aids.
- ICT equipment available as required.

FAQ14 – What arrangements are in place for handling complaints from parents of children with SEND about the provision made at the Academy?

It is important to us that you contact us when you feel that things are not right with your son/daughter's learning.

- Firstly, contact your son/daughter's form tutor. This can be done by phone in the first instance.
- You can speak to the key worker who supports your son/daughter. This again can be done by phone or through the planner.
- If you feel that this has not been successful, you can contact the SENDCo via telephone or by letter.
- Following consultations with the SENDCo, if you are still unhappy that your complaint has not been dealt with, you can write to the Assistant Headteacher for SEND.
- The Head teacher is the next stage if you feel your complaint has not been resolved.
- School Governors are the next stage after this if your complaint has not been resolved. The named SEND Governor is Mrs. Oliver.
- Should none of these stages above resolve your complaint, then you can go to the Local Authority Statutory Assessment Service – SEND Operations who retain the responsibility for your child's education. Our SEND Operations Partner is Mrs. Lauraine Pryor who can be contacted on 033301 39911,
- If your complaint relates to Health, Social Care or other partnership agencies, the Academy cannot make other Health and Social Care Services act, but all partnership agencies have a complaints procedure that you can follow. You can speak to Mrs. Anita Dykes (PA to SENDCo) who will be able to provide you with the appropriate contact number to ring and who you would need to speak to. Further information can be found on the Local Authority under the 'Local Offer' section.