



# SEND Information Report

Academic Year 2023-2024



**Review Date**

September 2023

**Ratified**

**Next Review**

September 2024

**Responsible Colleagues**

Christine Franklin, Director of Safeguarding

# Our Vision



## Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



## Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



## Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment to Education**

**Transparency and Integrity**

**Innovation and Improvement**

**Dedication to Inclusivity**

# Our Values

## Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

## Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

## Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

## Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

# SEND Information Report

This information report has been prepared by Principal Mrs Bloor and SENDCO Mrs Eplett and approved by the Board of Trustees for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEND policy.

## The academy makes provision for the following kinds of SEN

Star Academy, Sandyford is a Mainstream Academy which provides educational provision for children aged between 3-11 years old. We cater for a wide range of SEN needs including children with ASD, Speech and Language difficulties, Sensory or physical difficulties and children who may have a specific learning difficulty such as dyslexia.

Star Academy, Sandyford does not discriminate against any type of SEN and seeks to review each student on an individual basis. Where adjustments, training and resources can reasonably be made staff will seek to support any student in accessing the academy and its full provision offer.

At Star Academy, all of our lessons are inclusive for all needs. Teachers work hard to adapt lessons to ensure that pupil's needs are met, this may include wedges to support physical needs. Lessons may have adaptations made that include counters or word mats. If pupils have gaps in learning, targeted interventions will be put into place. Lessons may be differentiated if needed to support the pupils learning. Word mats, number lines, teacher models and adult support is available in all lessons.

Lessons are monitored by the Senior Leadership team and the wider trust team. Teachers are coached and supported to develop practise to enable the best practise. Teachers are constantly assessing pupils to ensure that lessons are adapted and needs are met. Where a teacher identifies that a pupil is not making the expected progress the teacher refers the pupil to the Senior leadership team, who then hold a discussion around the pupil and make recommendations. If the pupils still do not make progress the teacher may put in additional targets.

We have a wide range of provisions at Star Academy, we offer ELSA sessions, Lego therapy, colourful semantics, phonics

	<p>sessions, active literacy, talk boost, switch on literacy, precision teaching, SOS spelling, plus many others.</p> <p>All pupils are invited to attend all club offered to the children at Star Academy. Where needed adaptations will be made.</p>
<p>The academy identifies and assesses SEN by:</p>	<p><b>On Entry to the Academy</b></p> <ul style="list-style-type: none"> <li>• SENCO meetings with feeder schools if the child has been at a previous setting.</li> <li>• Transfer information- we will check to see the child's previous schools have flagged any areas of concern.</li> <li>• SENCO parent meeting if the parent has SEND concerns. There will be an opportunity to note any SEND concerns as part of the academy induction paperwork.</li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• Teacher referral to SENCO as a result of in class observation and assessment (We have an internal support referral form)</li> <li>• SENCO observations</li> <li>• Through pastoral monitoring</li> <li>• Discussions with outside agencies such as school nursing/speech and language or medical professionals</li> <li>• Pupil progress meetings held every term</li> <li>• EHCP needs assessment</li> </ul> <p><b>Exam Access Arrangements</b></p> <ul style="list-style-type: none"> <li>• Pupils who may qualify for extra time in exams or require adapted teaching materials in order to access the papers, will be supported by the SENCO. The SENCO will liaise with the principal to ensure access arrangements are requested in line with the Testing Agency protocol.</li> </ul>
<p>The academy supports SEN in accordance with its policy framework which is set out at:</p>	<p>All of Star Academy, Sandyford's policies can be found on our <a href="http://attrust.org.uk">Special Educational Needs - Star Academy Sandyford (attrust.org.uk)</a></p> <p>This includes our SEND Policy, Equalities Policy and Objectives, Attendance Policy, Behaviour Policy, Curriculum Policy and Assessment Policy. They are to be read in conjunction with the SEND Code of Practice 2014 (updated 2020).</p> <p>These policies set out the academy's approach to:</p> <ul style="list-style-type: none"> <li>• Assessing and review of the progress of children with SEND</li> <li>• Teaching children with SEND</li> <li>• Adapting the curriculum and learning environment for children with SEND</li> </ul>

	<ul style="list-style-type: none"> <li>• Making decisions on additional support in relation to children with SEND</li> <li>• Ensuring inclusion of children with SEND with children without such needs across all academy activities</li> <li>• Supporting the emotional, social and mental development of children with SEND</li> <li>• Evaluating the effectiveness of our provision for our children with SEND.</li> </ul>	
<p>The academy's SENCO's details are:</p>	<p><b>SENCO:</b></p>	<p>Mrs Leigh-Anne Eptlett</p>
	<p><b>Email:</b></p>	<p><a href="mailto:Leigh-Anne.Eptlett@attrust.org.uk">Leigh-Anne.Eptlett@attrust.org.uk</a></p>
	<p><b>Assistant SENCO:</b></p>	
	<p><b>Email:</b></p>	
<p>The academy's staff have been trained and have expertise in the following areas:</p>	<p>All staff at Star Academy, Sandyford have received training on how to meet the needs of all learners and in particular strategies to support students with ASD, ADHD, Autism, speech and language difficulties, dyslexia and visual and hearing impairments.</p> <p>We also have experience of supporting children with SEMH needs. All staff have had attachment-based training and we have 1 members of staff that are Mental Health First Aid trained. We have a nurture room where we run pastoral interventions where we help children who may be struggling with anxiety, bereavement or managing their behaviour. We have 2 members of staff who are ELSA trained to also support students who need additional Emotional Literacy support.</p> <p>Our PHSE curriculum supports children in their understanding of feelings and emotions. This allows all children to explore and ask questions in relation to their feelings and personal changes. We</p> <p>A member of staff has also trained in Lego Therapy to support pupils needs.</p> <p>Several members of staff have had training to supporting children who require medication, including peg feeding.</p> <p>The SENCO has completed the nationally accredited qualification required to be in the role of SENCO.</p> <p>We have a selection of our staff trained in Welcomm and Early Talk Boost. This allows us to screen all EYFS children on entry to help us identify any language difficulties at the earliest opportunity.</p>	

	Some staff have completed certified training in dyslexia training, ELSA, Precision Teaching and other evidence based interventions such as Nessy Reading and Spelling.
The academy will secure equipment and facilities for children with SEND by:	<ul style="list-style-type: none"> <li>• Planning through its annual budget</li> <li>• Applying for Higher Tier Funding</li> <li>• Pupil Premium Funding</li> <li>• Applying for grants/additional funding</li> <li>• Buying into the local authority offer</li> </ul>
The academy aims to involve the parents/carers of children with SEND in the education of the children and will do so by:	<ul style="list-style-type: none"> <li>• Annual Reviews</li> <li>• Parents' Evenings</li> <li>• Plan, do, review cycles</li> <li>• Ongoing communication</li> <li>• Open door policy</li> <li>• Pupil Plan reviews every term</li> </ul>
Any concerns or complaints raised by a parent/carer of a child with SEND will be dealt with by the academy by:	<p>Following our complaints procedure</p> <p><u><a href="#">Policies and Procedures - Star Academy Sandyford (atrust.org.uk)</a></u></p>
The academy works with other agencies to support children with SEND and their families:	<p>At Star Academy, Sandyford we buy into our own Private Educational Phycologist and SEND Support Team</p> <p>We also have our own home school link worker who completes pastoral interventions for key children in the afternoon.</p> <p>We also work with a range of local services including</p> <ul style="list-style-type: none"> <li>• Stoke SEND Services</li> <li>• Stoke Education Service</li> <li>• Stoke Speech and Language</li> <li>• Mental Health in School Team</li> <li>• CAMHS</li> <li>• Family Support Services</li> <li>• Autism Outreach</li> </ul>
The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	<p>Stoke SENDAIS</p> <p><u><a href="#">Home - SENDIASS (sendiass-stoke.co.uk)</a></u></p>
The academy works on transition arrangements for	<p><b>Year 6 into 7 Transition</b></p> <ul style="list-style-type: none"> <li>• Open Evening with SENCo available to support if needed</li> </ul>

children joining or leaving the academy by:

- Year 5 and Year 6 Transition activities with feeder schools
- SENCo meetings with feeder schools to ensure the best possible transition.
- Secondary schools will be invited to EHCP reviews for any child in Y6.
- Supporting parents with applying for secondary school placements
- Enhanced transition from Year 5 for identified students (and parents/carers)

**On Entry to the Academy**

- SENCO meetings with feeder schools if the child has been at a previous setting.
- Transfer information- we will check to see the child's previous schools have flagged any areas of concern.
- SENCO parent meeting if the parent has SEND concerns. There will be an opportunity to note any SEND concerns as part of the academy induction paperwork.

The Local Offer produced by the Staffordshire Local Authority is available at:

[SEND Local Offer - SEND Local Offer \(stoke.gov.uk\)](https://www.stoke.gov.uk)