

Special Educational Needs (SEN) Information Report 2024-25

Key Information

Principal: Mrs Janine McCann

SENDCo: Mrs Amy Burrowes

Assistant SENDCo: Miss Bethany Cragg

Assistant SENDCo: Mrs Julie Bird

SEND Governor: Elizabeth Chilvers

Link to Local Offer: [Special educational needs and disabilities \(SEND\) local offer - Stockport Council](#)

Vision

At Stockport Academy we are committed to enabling every child to achieve the highest possible academic outcomes. It is an inclusive community dedicated to working hard and ensuring that the teaching and learning are of the highest quality for all. There are high standards, and it is expected that students, regardless of ability or background make progress and achieve their unique potential from their different starting points. By removing educational barriers, providing a stimulating curriculum, and prioritizing equity, accessibility, and excellence, we foster a positive and inclusive atmosphere for every student to thrive as they move towards their future pathway.

Context

Which types of need are supported at Stockport Academy?

As of September 2024, Stockport Academy has 1036 students on roll, of which 32 have an Education, Health and Care Plan (EHCP) and 212 access SEND Support (K). We have a team of one SENCO, two Assistant SENCOs, 9 Learning Support Assistants (LSA), including one ELKLAN (speech and language trained) LSA and a Mental Health and wellbeing lead. Our team works closely with the curriculum team and the pastoral team at the Academy.

Glossary

SEMH: Social Emotional Mental Health

C&L: Cognition and learning

C&I: Communication and interaction

S&P: Sensory and physical

We recognise that often students have co-occurring needs which is reflected on our SEND register and within our SEN data. Our SEN support register is regularly reviewed, these figures are accurate as of September 2024.

	SEMH	C&L	C&I	S&P	EHCP	SEN support	TOTAL
Year 7	16	19	24	2	4	47	51
Year 8	27	30	31	4	1	67	68
Year 9	18	27	35	6	9	40	49
Year 10	12	18	34	8	10	28	38
Year 11	22	23	33	4	9	32	41
TOTAL	95	117	157	30	33	214	



At Stockport Academy, the most common type of need for students with an EHCP Autistic Spectrum Condition and for students with SEND support is speech, language and communication.

Local and National Picture

	Stockport Academy September 2024	Stockport Local Authority 2023/2024 (secondary)	National 2023/2024 (Secondary)
Students with an EHCP	3.09%	3%	2.7%
SEND Support	20.46%	14.4%	12.9%

Admissions

How do students with SEND get a place at Stockport Academy?

Please also refer to Stockport Academy Admissions policy [LINK](#)

Students with an EHCP

- If your child is in Year 5 or Year 6, your preferred secondary school will be discussed at their annual review. The SENCo at Stockport Academy may be invited to attend your child’s annual review at Year 5 and/or Year 6 to understand more about your child’s needs and how they could be supported.
- The SENCo at your child’s primary school will specify your preferred secondary school as part of the annual review process in year 6, this will be sent to Stockport Local Authority’s SEND team who will confirm your admissions request has been approved via the release of an amended EHCP.
- If your child has an EHCP and is already at secondary school, you must discuss any requested change of placement via the statutory annual review process with your current SENCo. They will specify which school you wish to be consulted and your child’s EHCP will be sent to that school to establish if they can meet the provision detailed within the plan. This process will be led by Stockport Local Authority.
- Where Stockport Local Authority proposes to name Stockport Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student’s needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.
- Stockport Academy will admit any child in whose EHCP it has been appropriately named. In deciding whether a child’s inclusion would be incompatible with the efficient education of other children, the school will have regard to the relevant guidance issued by the Secretary of State to maintained schools.

Students with special educational needs without an EHCP

- Admissions are dealt with by Stockport MBC Admissions Team, you can find out further details about the admissions process and how to apply by visiting [their website](#).

No student will be refused admission to Stockport Academy based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Stockport Academy welcomes any requests to visit our site to ensure we can meet individuals’ needs (with advice as necessary from health professionals on suitability). Visits can be arranged by contacting the SEND team or by visiting our open evening.

Identification

How are additional needs identified at {SCHOOL NAME}?

The SEND Code of Practice (2014) states: ‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely **provision different from or additional to that normally available to**



pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'

Upon entry to Stockport Academy (or on referral from a parent or staff member), we assess each student's skills, building on information from previous settings and key stages where appropriate. At the same time, Stockport Academy will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Only medical professionals will make formal diagnosis of any SEN in all areas of need – screening tools, assessments and observations will be used to support referrals where necessary, but staff at school should not indicate traits or offer any potential diagnoses.

What assessments are used at Stockport Academy to identify SEN?

Assessments may include:

- Standardised test results
- MidYIS scores
- Reading ages (NGRT)
- Reading and comprehension skills (YARC)
- Dyslexia screening (NGRT)
- Lexonic literacy assessments
- Speech and language screening
- Strengths and Difficulties Questionnaire (SDQ)
- Input from external professionals (e.g. educational psychologists, speech and language therapists, CAMHS)
- Class teacher screening questionnaires in each area of need
- Assessments by class teachers identifying students with:
 - Significantly slower progress compared to their peers
 - Failure to match or exceed previous progress
 - Failure to bridge the attainment gap with peers.

What external agencies and professionals do Stockport Academy work with?

Stockport Academy work closely with both Local Authority and Private external agencies, these include but are not limited to:

- Child and adolescent mental health service (CAMHS)
- Sensory Support Service
- Neurodiversity team
- MASSH
- Ethnic diversity service
- Inclusion service
- NHS physiotherapy
- Youth offending service (YOS)
- Young Carers
- Speech and Language therapists
- Educational Psychology service
- Sex and Relationship Team
- Family help team

What would not constitute SEN?

Drawing on guidance from the SEND Code of Practice (2014):

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of Early Help, may be appropriate.



- Low attainment or slow progress do not necessarily mean that a student has SEN. In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.
- Difficulties related solely to limitations in English as an additional language are not SEN.
- Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to young people having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a student's short-term needs in order to prevent problems escalating.
- The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools [Mental health and behaviour in schools](#)

What should I do if I am concerned that my child has SEN?

- Parents know their children best and it is important that we listen and understand when parents express concerns about their child's development.
- In the first instance, parents should email the SEND team and request to book a meeting with the SENCo / Assistant SENCo to discuss their concerns.
- The first response to such concerns should be high quality teaching targeted at the child's areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENCo, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents). Stockport Academy will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

The Graduated Approach

What are the school's arrangements for assessing and reviewing students' progress towards outcomes?

Where a student is identified as having SEN, Stockport Academy will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

This is known as the graduated approach.

Assess

- The SEND team will carry out an analysis of the students needs in partnership with other staff in the Academy.
- The views of parents and the student are also recorded at this time through the pupil and parent views section of personal learning plans.
- If appropriate, advice from external support services will also be sought.
- Students' progress academically will be considered by classroom teachers and shared with the SEND team. The pastoral team will provide an overview of the support they have provided the student.
- Assessments used to identify SEND will also be used where appropriate.

Plan

- All teachers and support staff who work with the student will be made aware of the student's needs, the support provided and any teaching strategies that are required. This information will be recorded on a 'Personal Learning Plan' (PLP).
- Parents will be fully aware of the planned support and will receive a copy of their child's pupil passport. Parents can formally contribute to this plan on a termly basis but more often if required.
- Stockport Academy ensures that all students have access to a broad and balanced curriculum. Subject Leaders make sure that their schemes of learning are adapted for students with SEN (with guidance from the SENCo, as required). Adaptions are built into the curriculum to ensure consistency across departments.



- Individual teachers (under the guidance of Subject Leaders, where necessary) will plan lessons to address potential areas of difficulty and to remove barriers to student achievement.
- Teachers all create annotated seating plans which are updated as required to ensure the special educational needs of students are identified and appropriately planned for.

Do

- The student's teachers remain responsible for working with the child on a daily basis.
- Where the student has interventions that involve group or one-to-one teaching away from the main class, the SENCo/Assistant SENCo will monitor the impact of this support and how the learning can be linked to classroom teaching.

Review

- After 12 weeks (or on the date agreed), the impact of the support will be evaluated against student progress.
- A review will take place through a discussion (either on the phone, online via Teams or in-person) with parents, the student and the student's Link Learning Support Assistant (or SENCo / Assistant SENCo)
- Progress will be evaluated alongside the views of the student and their parents.
- The Link Learning Support Assistant (or SENCO / Assistant SENCo) will revise the support in light of the student's progress, deciding on any changes to the support in agreement with the parent and student.
- A record of the action and support agreed through the discussion will be shared with all appropriate school staff.
- The student's personal learning plan will be updated and a copy will be given to the student's parents.
- Where a student continues to make less than expected progress, despite support and interventions, the SENCo will involve specialists (e.g. educational psychologist, speech and language therapist, CAMHS, occupational therapist). The student's parents will always be involved in any decision to involve specialists.
- Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months.

Whole school evaluation of SEND provision

- Stockport Academy makes data on the levels and types of need within the school available to the local authority through School Census.
- The SENCO has an important role to play with the headteacher in working with the governing body to determine and evaluate the strategic development of SEN policy and provision in the school.
- Stockport Academy works closely with the trust's (United Learning) regional SEND Adviser to bi-annually audit provision and access further support and advice as required.

Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, the young person has not made expected progress, the school, external professionals or parents can request an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of the graduated approach.

Interventions offer at Stockport Academy

What additional support outside of the main classroom teaching can students and parents access?

Cognition and Learning

- SENergy homework club
- Literacy interventions both small group and 1:1: Lexonic Leap, Lexonic advanced, Lexia guided reading
- Touchtyping
- Academic Mentor for subject specific intervention



- Bespoke revision materials
- Sparx club
- Form time reading based on reading age data

Communication and interaction

- Visual timetables
- Social skills group
- Targeted 1:1 speech and language intervention
- Lego therapy
- Emotional literacy

Social, Emotional, mental health

- Lunch and break quiet space
- Lunch time wellbeing drop in session
- Movement & Wellbeing passes
- Bespoke check-ins and timetabled support for wellbeing
- Resilience and wellbeing small group intervention
- Sport related interventions for confidence and resilience
- School counsellor programme
- Parent workshops
- Positive behaviour mentor intervention
- Football with Character
- Manchester united foundation mentoring

Sensory and physical

- SEN resources: Coloured overlays, Fidget toys, chromebook
- Toilet pass
- Lift pass
- Physio sessions
- Adjustments to the school day

Any other interventions which are specified in EHC plans will be followed as agreed by the SEND team and the Local Authority.

Exam Access Arrangements

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

At Stockport Academy we endeavour to ensure that students who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working.



<p>Reader/ Computer Reader</p> <p>A reader is an adult who reads the instructions of the question paper and the questions to the student. This may involve reading the whole paper or only some words.</p> <p>A computer reader is software which accurately reads out text; it is allowed in papers that test reading.</p> <p>When might this be needed? If a student has a reading age below 9 years and / or when a student benefits from having the text read aloud to them.</p> <p>Example A student with dyslexia is allowed a laptop with computer reading software (a computer reader) in all subjects, including those testing reading, as this has reflected his normal way of working within the centre since Year 7.</p>	<p>Scribe</p> <p>A scribe is an adult who writes or types a student's dictated answers to the questions.</p> <p>When might this be needed? If a student has an impairment that has a substantial and long-term adverse effect on their writing; or a student cannot write or type independently, or at sufficient speed to record their answers even with extra time allowed. A scribe is <u>not</u> to be given for poor handwriting or poor spelling.</p> <p>Example A student has been diagnosed with an autistic spectrum condition. The pupil has persistent and significant difficulties when concentrating and is totally unable to write in any detail. His verbal recall is very good. He can answer multiple choice questions but has a complete block when writing detailed answers.</p>	<p>Extra Time</p> <p>Up to 25% extra time may be given in addition to the total length of the examination.</p> <p>When might this be needed? Where a student has a current Education, Health and Care Plan or where a student has complex needs which have a substantial and <u>long term</u> adverse effect on his/her speed of working.</p> <p>Example A candidate has Asperger's Syndrome. He has persistent and significant difficulties with his handwriting which is poor but not illegible. He is unable to complete mock English, Geography and Religious Studies papers within the time allowed. This is having a substantial and adverse effect in those GCSE subjects with extended writing.</p>
<p>Supervised rest breaks</p> <p>The timing of the exam can be paused and re-started (as many times as necessary) when the student is ready to continue. During the supervised rest break the student must not have access to the question paper/answer booklet.</p> <p>When might this be needed? If a student has persistent difficulty concentrating (due to social, emotional or mental health needs) and/ or a poor working memory and / or suffers from fatigue due to a Specific Learning Difficulty or medical condition.</p> <p>Example A student with ADHD has persistent difficulty concentrating and poor working memory. Rest breaks and the use of a prompter (who shows him where on a page he has been working) are reasonable adjustments.</p>	<p>Prompter</p> <p>A prompter can keep a student focused on the need to answer a question and then move on to answering the next question.</p> <p>When might this be needed? If a student has a substantial and long-term impairment resulting in persistent distractibility or significant difficulty in concentrating.</p> <p>Example A student with Asperger's syndrome has no sense of time. The prompter sees that the student is doing nothing. She says "Jake, focus on the question, there are 15 minutes left".</p> <p>A student with ADHD works for a few minutes then looks out of the window. As he is taking his examination under separate invigilation, the prompter can call out his name to bring his attention back to the question paper.</p>	<p>Read aloud / reader pen</p> <p>Read aloud is where a student is permitted to read the examination questions and their answer out loud (by themselves).</p> <p>A reader pen can be scanned over text and will read this aloud.</p> <p>When might this be needed? A student who persistently struggles to understand what they have read might benefit from read aloud.</p> <p>A reading pen might help students who wish to work independently who need a reader for accuracy rather than comprehension.</p> <p>Example A student was found to be mildly dyslexic in Year 7. The student has always read aloud in internal school tests.</p>
<p>Discrete provision</p> <p>Students sit their examination away from the classroom / examination hall in a private room.</p> <p>When might this be needed? If a student has specific social, emotional, mental health needs where their performance would be impacted by sitting in the main examination hall.</p> <p>Example A student suffers from acute anxiety and panic attacks. She has a letter from CAMHS supporting the arrangement of discrete provision.</p> <p>A student with ADHD causes a distraction to himself and others when seated in the classroom / examination hall.</p>	<p>Word processor</p> <p>Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled to any student where this is their normal way of working.</p> <p>When might this be needed? For a student whose quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.</p> <p>Example A student does not have a learning difficulty but is a 'messy' writer. His handwriting is hard to decipher. He requests the use of a word processor.</p>	<p>Bilingual dictionary</p> <p>Available to <u>all</u> students who have English as an additional language.</p> <p>The EAL Co-ordinator should determine the needs of the individual. Not all students for whom English is an additional language will need to use a bilingual translation dictionary.</p> <p>Bilingual dictionary with 10% extra time</p> <p>Where a bilingual dictionary with 10% extra time is to be used, an online application must be processed using Access Arrangements Online. Very few bilingual dictionary users will need to have 10% extra time. The provision of 10% extra time reflects the candidate's usual way of working with the dictionary.</p>
<p>Social, Emotional and Mental Health Provision Stockport Academy's Senior Mental Health Lead is: Naomi Robinson</p>		



Social Emotional Mental Health: Provision Map

Triage based on the Thrive framework - focussing on 5 categories:



Students are identified and referred to the Senior Mental Health and wellbeing lead via the pastoral team. If teaching staff are concerned about a student's mental health, they will speak to either the Pastoral team or safeguarding team where appropriate. The appropriate support is planned by the Senior Mental Health and wellbeing lead. Some services and offers of support cannot overlap.

	<p>Safeguarding -Managing Risk *Safety Planning</p> <p>*Referral to School Counsellor -Range of support including anger, low mood, bereavement, family and school worries *Referral to School Nurse</p> <p>-Confidential advice service for selfharm, depression, puberty and sexual health etc -CAMHS- Child and Adolescent Mental Health Service Specialist service to CYP experiencing mental health and wellbeing difficulties. --External referral through MAASH -UL Therapy</p> <p>-7 funded therapy sessions for students on CAMHS waiting list more than 3 months *Pendlebury- Mental Health Pupil Referral Unit -Supports students with SEMH needs. Placements are fulltime for up to 12 weeks *Pendlebury Paths</p> <p>-Attendance intervention to help reengage students back into education with placements up to 12weeks *Secondary Jigsaw -Multi agency MH team that's a part of Pendlebury and Stockport CAMHS services *Outreach Support in the home *Referral to external support services -E.g. SHINE at Arc and Beacon, Mosaic, Great Minds, TLC</p> <p>*Referral to Mental Health in Schools team: MHST -Low level CBT therapy for Anxiety and Low Mood -Caseload of 4 students at a time -Consultations and assessments carried out byMHST to determine if student is suitable for service *Interventions: -Resilience and Wellbeing Intervention -Mental Toughness *Referral to Senior Mental Health Lead by PM/Member of staff -SMHL meets with student and triages to appropriate support -Provides : Journals, Self-Help activity resources E.g. affirmations, stress bucket, calming techniques</p> <p>*Signposting: E.g. KOOTH, Hopeline, NHS Pennine Care, Mind, CoCurricular Clubs, External Clubs, Parent Workshops , Lunchtime wellbeing Dropin *Assemblies-Future Me Days- PHSE Lessons--Mental Health Week *Posters in School *Pastoral Support *Quality First Teaching</p>	Risk Support
		Getting More Help
		Getting Help
		Getting advice

Belonging

How are students with SEND encouraged to take part in the wider school offer and learning opportunities?

At Stockport Academy, we foster a culture of developing the 'whole child', providing opportunities, which will inspire, excite and prepare students for the future.

Charter and rewards

The Academy vision is to personally develop all students, to produce responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. We are proud of our commitment to deliver outstanding Education with Character.

To support this vision, the Academy pledges to provide leadership, careers, social and cultural opportunities for all our students. Students can earn Bronze, Silver and Gold Charter Awards, which are awarded each term. Students also get an opportunity to be rewarded and recognised by showcasing their best work at our weekly 'work of the week' table. The SENCo and key workers endeavour to ensure that students with SEND are always represented and included in all aspects of leadership, as well as being recognised for their fantastic contributions to Stockport Academy.

Extra-Curricular Offer

Stockport Academy's co-curricular programme offers an array of clubs including sports, performing and creative arts, cooking, computing, and technology. The club timetable undergoes adjustments each term, ensuring students can access a variety of different experiences after school. Recognising the unique needs of students with SEND, our dedicated key workers provide tailored support to plan their involvement in these extra-curricular activities, this can include the additional nurture offered in our lunchtime room or learning support with homework club. The Academy is committed to proactively addressing any potential barriers to ensure every student can fully engage and benefit from the diverse opportunities offered.

Educational Trips

At Stockport Academy we want to ensure that pupils have lots of opportunities beyond the classroom to learn, develop and achieve essential skills. Our educational trips are broad from reward trips, residentials and trips linked to the curriculum. Pupils are all offered opportunities to take part in trips, we encourage pupils to attend to support them develop their experiences and help develop their future me skills and qualities. Education with character is a strength at the Academy and we invest heavily in ensuring that there are ongoing opportunities



for students to develop as rounded individuals as they strive for excellence. Stockport Academy has created a 'Future Me' (FM) curriculum model that students work towards in their time at the Academy. There are four areas that staff look to develop and support; powerful knowledge, place in society, character and personal skill set. Inclusivity is a key message across all four areas including a celebration of diversity, reflection, respect, tolerance, positive relationships, and integrity.

We have a planned, progressive and inspiring programme of activities that supports students from year 7 in choosing pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives. The school has shown that it is successful in achieving this goal, demonstrating a four year upward trend against a rising cohort on destinations into further education, employment, and training.

House system

At Stockport Academy one of our values is community, the house system has helped bring everyone together in our school community. Working together as a team, collecting house points sharing unforgettable experience, competition against other houses. Stockport Academy's house system offers around 80 competitions and events per year. These include photography competitions, sports competitions, design, colouring and so much more. Understanding that some of our SEND pupils do not always like to take part in loud, energetic events the house team have carefully devised a programme which is truly diverse, and everyone can access. Pupils are all in house specific forms that offer encouragement and support by their forms and also their form teachers. The house system has a good understanding that not every pupil has the same interests and that is reflected throughout all the opportunities offered to all pupils.

Parent/Carer and Student Voice

How are students and families included in decision making?

Parents/Carers and students are central to the work that we do at Stockport Academy. The SEND team has an open-door policy and encourages an open communication with families.

- Annual online United Learning Survey for parents and students
- Termly parent voice surveys
- Termly pupil passport reviews with the students Link Learning Support Assistant
- A dedicated SEND representative at all parents' evenings
- Dedicated SEND student voice activities

Transition

What additional support can students with SEND benefit from at key transition points?

Primary School Transition

- Stockport Academy's Transition programme which includes an additional transition day for vulnerable Y6 students (hosted at the academy)
- Targeted visits and planning with primary school SENCOs and Y5/6 teachers to ensure a smooth handover of key information
- SEND team meetings with families during Term three of Year 6
- Y6 parents evening and meet your tutor event for students
- 1:1 and small group tours of school and introductions to key staff
- Stockport Academy Learning Support Assistant visits to primary schools to spend days working with students ahead of transition
- A student friendly guidebook for the Academy

KS3 to KS4 Transition

- Personalised student support to guide through the options process
- SEND representative at the options parents evening.



- Guided pathways which offer vocational options to support students with cognition and learning needs

Post 16 Transition

- Personalised career advice for students (Link Learning support assistants invited to join careers meetings, if required)
- Post 16 transition support through Stockport Academy's careers programme, this can include additional college visits and travel planning
- School shares information before the young person takes up their post 16 place with the consent of parents/carers
- For students with EHC plans, discussions about post-16 options will be part of the preparing for adulthood focus of ECH plan reviews, which must be included as part of the review from Year 9 (age 13-14)
- A dedicated SEND representative at the careers fair

Training

What training do staff undertake at Stockport Academy to support students with SEND?

Available to all staff:

- ✓ September INSET: whole school SEND systems, student transition & access arrangements
- ✓ Disruption free learning: supporting students with SEND
- ✓ Termly year group meetings to discuss key students
- ✓ Tailored SEND briefings weekly (as needed in response to key themes or challenges)
- ✓ Solution focused sessions facilitated by the Educational Psychologist and / or SENCo for identified students / areas of need.
- ✓ Circle of adults for key students so staff can share best practice
- ✓ Need specific training during the school twilight programme: Attachment and Trauma, ADHD, dyslexia and ASD CPD
- ✓ Teaching and learning CPD monthly

Subject Leaders:

- ✓ Subject specific curriculum adaptations for students with SEND (scheduled departmental sessions with SENCo for collaborative planning).
- ✓ SENCo and Subject Leaders joint learning walks, book looks and SEND student voice.

Pastoral & SEND teams:

- ✓ Manual handling
- ✓ Hoist training
- ✓ Evacuation chair training
- ✓ Emotional based school avoidance training
- ✓ Trauma informed approach to behaviour
- ✓ Developing and reviewing SMART outcomes
- ✓ Year group meetings monthly with link Learning Support Assistants
- ✓ Exam access arrangements and Invigilator training

Impartial Information and Advice

Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)

SENDIASS offer free, confidential and impartial support to parents and carers of children and young people aged between 0 and 25 who have, or may have special educational needs and disabilities.

You can contact them via their website, email or phone number:

[SENDIASS \(Special Educational Needs and Disabilities Information Advice and Support Service\) - Stockport Council](https://www.stockportsendiass.org.uk)
stockportsendiass@togethertrust.org.uk



Communication and Complaints Process

Please also refer to Stockport Academy Complaints policy [LINK](#)

Stage 1

Stockport Academy aim to deal with all matters of concern raised by parents/carers promptly, fairly, openly, and without prejudice. In the first instance, parents are encouraged to discuss their concerns with the SENCo. These concerns can be made in writing and emailed to amy.burrowes@stockport-academy.org. **The SENCo will aim to resolve matters at Stage 1 within 15 working days.**

Stage 2

If parents/carers are not satisfied with the response at Stage 1, the complaint can be escalated to formal Stage 2 procedures. Stage 2 complaints should be made to the Principal via Linda Duffy (PA), (or the Chair of Governors if the complaint concerns the Principal) who will investigate and provide a formal response. This can be done by contacting linda.duffy@stockport-academy.org. **At Stage 2, the principal or Chair of Governors will acknowledge the complaint in writing within 10 working days (excluding those that fall in the school holidays) of receiving it. The written acknowledgment will, as far as possible, explain how the complaint will be investigated, the timescale for completing any necessary investigation and delivering a response.**

If a parent/carer remains dissatisfied with the outcome at Stage 2, please see [LINK](#) for next steps.

Complaints about Stockport Local Authority

If your complaint is about the Local Authority, for example admissions, EHC assessment requests or reviews, contact SENDIASS on 0161 240 6168 or email stockportsendiass@togethertrust.org.uk for further advice and guidance.

Further Advice

Parents can also contact IPSEA, a charity in the field of SEND law in England. IPSEA provide free and independent legal advice and support to families of children and young people with SEND:

<https://www.ipsea.org.uk/call-in-helpline>

IPSEA also provide lots of useful free guides and resources, including template letters to fit your situation: <https://www.ipsea.org.uk/template-letters>



Links to other Useful Policies

Parents may find it helpful to read further information about how Stockport Academy supports students with SEND in the following policies:

- SEND Policy
- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy

All policies are available on the academy website: [Policies | About Us | Stockport Academy \(stockport-academy.org\)](#)