
If you have concerns that your child may have a Special Educational Need you should talk to the Academy's Special Needs and Disabilities Co-ordinator (SENDCo), who can advise you.

You should talk to the SENCo about:

- Why you think your child has SEN.
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- Referrals to external agencies and specialists e.g. Children and Young People's Service, Educational Psychology, Autism Outreach Team etc.

The SENDCo will be heavily involved in planning the transition for your child to ensure that the appropriate level of support is in place. Your child wi

- Exam access arrangements
- Dyslexia screening
- Educational Psychologist assessment
- Pastoral support
- Children and Young People's Service referral
- Autism Outreach Service referral
- Social skills sessions
- Homework club
- Access to Pupil Support Centre (PSC)
- Mentoring support
- Peer to Peer mentoring
- Referral to the Education Mental Health Practitioner (EMHP)

At Southmoor Academy, we aim to identify any additional needs as early as possible in order for each child to reach their full potential. Teaching and supporting pupils with SEND is a whole school responsibility.

All teachers are responsible for identifying pupils with SEN and, with the SENDCo, will ensure that those requiring different or additional support are identified. Regular assessment ensures that pupils who are not making academic progress in line with their peers can be identified effectively.

Early identification of pupils with SEN is a priority. The Academy will use appropriate screening and assessment tools to ascertain pupil progress through:

- KS2 reviews and transition data
- Information provided by previous school/schools
- Evidence obtained by teacher observation/assessments
- Their performance when judged against the appropriate National Curriculum Level Descriptions
- Standardised screening or assessment tools
- External support services may also play an important part in helping the Academy identify, assess and make provision for pupils with SEN

At Southmoor Academy we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes with appropriate support. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life. Staff at Southmoor Academy value pupils of different abilities and actively support inclusion. The Academy recognises the entitlement of all pupils to a balanced, relevant and broad curriculum.

Within the Academy both staff and pupils will be consistently involved in deciding the best ways to support each child's individual needs. There is flexibility in the approaches used in order to cater for these individual needs.

Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing body will ensure that appropriate provision and reasonable adjustments will be made for all pupils with SEN.

Within each class, teaching and learning styles will be flexible to ensure effective learning. Grouping to support children with SEN will be part of this process. 'Every teacher is a teacher of SEND' (Chapter six, Code of Practice 2014).

Schemes of learning and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

Differentiation takes a variety of forms within each teacher's planning. Learning intentions are made explicit and activities may be adapted. Alternative methods of responding or recording may also be planned.

We recognise that each individual pupil learns at different rates and that there are many factors that may affect their achievement, including ability, emotional state, age and maturity. We aim to provide a differentiated curriculum appropriate to the individual needs and abilities of each student. Students will be given appropriate support in order that they experience success. Each student is treated as an individual and as such their lessons are planned to meet their individual needs and abilities.

Southmoor

The emotional wellbeing of our pupils is very important to us. We have an effective, well established pastoral team who know our pupils very well. We have policies in place to ensure that pupils feel safe and understand what is expected of them in terms of their behaviour and conduct.

We are a fully inclusive, caring community who value and celebrate diversity. All children should be valued equally and we strive to eliminate prejudice and discrimination.

All pupils are placed in a tutor group on entry where they have daily access to their form tutor.

We have MIND drop in sessions, Peer 2 Peer mentoring and mentoring carried out by our support team – these interventions help to raise the profile of mental health and anti-bullying within the Academy.

All pupils access a PHSE curriculum that reinforces British values and includes issues of disability, difference and valuing diversity.

All staff take the safeguarding of students very seriously and have the required level of safeguarding training as well as a designated team of staff who have more in depth training. There are policies and procedures in place to ensure the safety of all.

The Academy has designated staff who are responsible for health care coordination. They are responsible for coordinating the everyday care of children with medical needs including the administering of medications and the delivery of first aid.

The Assistant Headteacher for SEND, is a qualified teacher and has completed the National Award for
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- The Assistant Headteacher for SEND / SENDCo – Mrs. O. McCourt
- Deputy SENDCO – Mrs. A. Riddle (currently on Maternity Leave Aug 2022 – Aug 2023)
- Maternity cover Deputy SENDCO – Miss C Jackson (year 7, 8 and 9), Miss L McFaul (year 10,11,12,13)
- The SEND Governor – Mrs Chiny Patnaik
- Associate Senior Leader (Behaviour for Learning)- Mr L. Sommerville
- Deputy Headteacher (Pastoral) –Mrs N Harris
- Behaviour Support