

## **SEND Information Report 2017- 2018**

**Member of Staff Responsible for Policy: Mr P Bagry**

**Last reviewed: September 2017**  
**Review Date: September 2018**

## Shrewsbury Academy SEND Information Report

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**Designated Person responsible for managing the provision of children and young people with SEND -**

**Title: SENDCo**

**Mr P Bagry**

**Responsibility for Governance and Regulatory matters: Mrs Gill Cheshire**

### **Issues of Compliance**

This Policy complies with the statutory requirement laid out in the SEND Code of Practice, 0 - 25yrs (January 2015) and has been written with reference to the following guidance and documents:

- The Equality Act 2010;
- Statutory guidance on supporting pupils at school with medical conditions, 2015;
- The Accessibility Plan;
- The Admissions Policy;
- The Safeguarding and Child Protection policy;
- Behaviour Policy;
  
- Curriculum Policy;
  
- Emergency Plan;
  
- Equal Opportunities Policy;
  
- Health & Safety Policy
  
- School Prospectus;
  
- Strategic Plan;
  
- Staff Development Policy.

## **Aim**

The purpose of this policy is to ensure that all students with special educational needs at Shrewsbury Academy are recognised and receive the support necessary to enable them to gain maximum benefit from the educational provision offered by the Academy.

## **Objectives:**

- To promote an educationally inclusive school, where the teaching, learning, achievements, attitudes and the well-being of every pupil with additional needs matters.
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- To work with subject teachers to identify those children that are making less than adequate progress and plan appropriate provision to ensure that their needs are met to the best of our ability.
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- To follow the SEND Code of Practice: 0-25, 2015 years on the identification and assessment of special educational needs.
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- To adhere to and follow the DfE teacher standards with regard to special educational needs.
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- To promote a differentiated approach to the delivery of the curriculum throughout the school, providing a wide range of effective learning opportunities for all pupils with additional needs.
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- To recognise the importance of early intervention, working with staff and parents to identify children making less than adequate progress.
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- To work within the Academy's assessment systems and to carry out regular assessments of progress throughout the school year.
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- To ensure recommendations in reports from outside agencies are put in place and monitored carefully.

### **What are Special Educational Needs or Disabilities?**

A child or young person SEND and if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of that are provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Identification:**

A child may have a special educational need in any of the following four areas:

1. Communication and Interaction;
2. Cognition and Learning;
3. Social, Emotional and Mental Health; and
4. Sensory and / or Physical.

It is the duty of all teaching staff to inform the SENCo about any pupil who is finding it difficult to access the curriculum and progress.

Parents who have concerns relating to SEN should contact the SENCo for further advice and guidance.

Generally identification and assessment of a difficulty may occur through any of the following:

- During The Admissions Process, as noted in The Admissions Policy
- Following concerns raised by parents/carer
- Following concerns raised by a child
- Following concerns raised by the class or subject teacher.

- Following concerns noted on school records during transfer from another school
- Following performance in exams and/or assessments

### **Assessment:**

- Pupils' are assessed to gain a deeper understanding about their individual strengths and areas for development.
- Outcomes of assessment inform placement on the Wave Model and strategies for the Provision Map
- Assessment and screening is an integral part of the process of building a complete picture of the child; it is also used as a first step towards identifying specific difficulties.
- As a result of screening and assessment, a pupils may be referred for further assessment by an outside agency or professional

### **Exam Arrangements:**

In order for those with learning needs to reflect their knowledge and understanding in a way that they are not disadvantaged by their disability, it is sometimes necessary to award an examination concession.

- In Years 7 to 9, pupils placed on the Academic Support List are sometimes awarded an examination concession for end of year exams. This decision is based upon teacher recommendation and data obtained from screening.
- The same concession may also apply to Progress Tests; in this case the subject teacher notifies the Head of Academic Support prior to the assessment taking place.
- At the end of Y9 all pupils who have been receiving additional support and any pupils who are newly referred for support, are screened to determine the exam access arrangement they may require for GCSE. Whenever a concessionary award is made the Academic Support department must

always consider the history of need in addition to the evidence of test results.

- Parents, staff and the examinations officer are informed once an examination concession has been awarded.

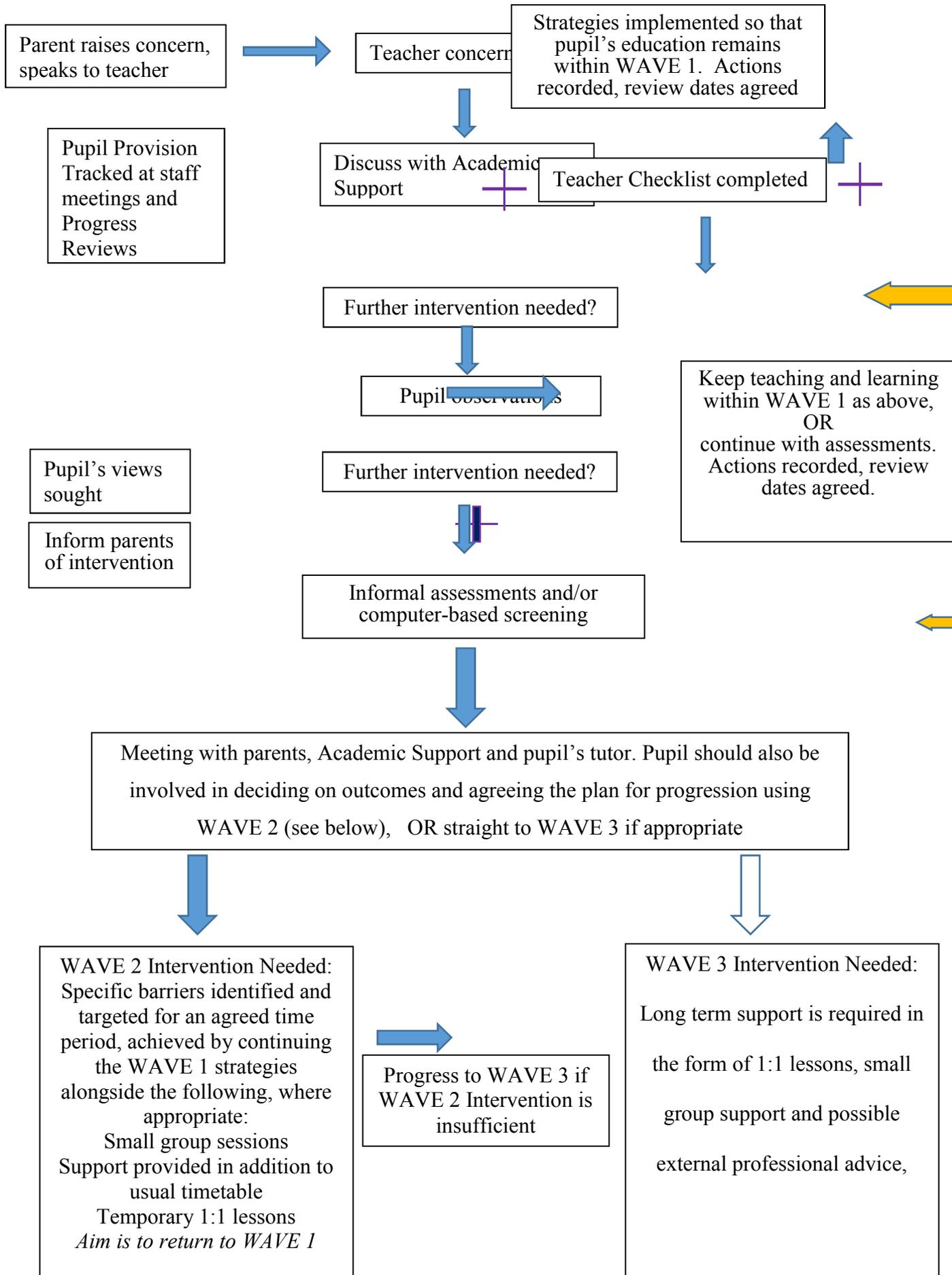
### **Roles and responsibilities:**

- All teaching staff have a responsibility to identify and provide appropriate resources and learning experiences to meet the individual needs of all students, including those with, or suspected to have, special educational needs.
- School leaders have the responsibility to consult health and social care professionals, students and parents to make sure that the needs of students with medical conditions are effectively supported.
- The Head of Academic Support has the responsibility to action assessment of special educational needs and to liaise with students, parents, the Educational Psychologist or external agencies to ensure prompt assessment and provision is made available.

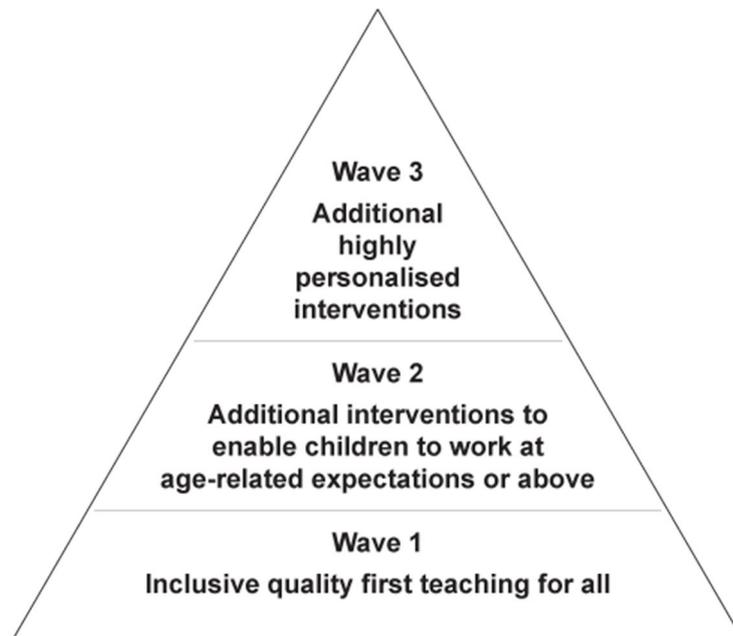
### **The SENCo has the responsibility to:**

- Create, monitor and supervise the amendment of Provision Maps.
- Highlight special educational needs, or changes in the needs of students to Teaching Staff, for example at staff briefings.
- To produce a list summarising those with SEND annually.
- To liaise with the SEND Governor.

## Academic Support Referral and Provision Process: A Graduated Approach



## The Wave Model of Provision:



### Wave 1 Provision:

- At Wave 1 the emphasis is on "Quality First Teaching".
- The Teachers' Standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils'.
- Within Wave 1 children may be taught in small groups or in a one-to-one situation by the class teacher, to support their learning. Where a teacher has opened up a discussion about a pupil, Academic Support may make suggestions for differentiation at this point.
- It is expected that the teacher will match targeted intervention to areas of concern and monitor accordingly. This is recorded at departmental meetings or at the end of a Progress Review. When a child does not make adequate or expected progress and following discussions with all parties concerned, they may then be moved to Wave 2.

**Wave 2 Provision:**

- Children on Wave 2 have been identified as being behind the rest of their age group in some areas.
- To improve the quality of provision the school carries out some further assessment to determine how best to meet their needs.
- Interventions may include small group work, in-class support, and some 1:1 lessons. The pace of this type of intervention will be more suited to the needs of the child; they will be involved in setting their own targets based on discussion around what they are finding difficult to achieve in lessons, and what they want the outcome to be.

**Wave 3 Provision:**

- The child who has greater difficulties in literacy/numeracy or specific aspects of learning and continues to raise concerns about their progress is placed at Wave 3. This may mean additional assessments from other agencies or professionals
- The pupil receives small group support as an alternative to one or two foreign languages, according to need
- The pupil receives a programme of support designed to meet their individual needs.
- The programme of work is designed to boost progress and confidence, and help the child close the gap between themselves and their year group.

Following a review and according to progress pupils may be moved up or down the Wave model.

All pupils placed at Wave 2 and 3 have their progress reviewed in Academic Support bi-annually. Adjustments to their Provision Map are then circulated to all staff.

## **Rationale / Background**

Shrewsbury Academy strives to be an inclusive school where the achievements, views and attitudes of all members of the school community are valued. The school seeks to include all students in all aspects of school life.

All staff commit themselves to uphold the principles embedded in the 1996 Education Act, the Equalities Act (2010) and in the SEN Code of Practice (2014), to identify needs promptly, and put in place appropriate provision for all students who have SEND, in order to minimise potential barriers to achievement.

The SEND Policy is reflected in all other policies and practices within Shrewsbury Academy, and directly impacts on raising the achievement of all students, including those with SEND.

## **Special Educational Needs - A Definition**

There is a wide spectrum of special educational needs which are frequently inter-related, although there are also specific needs that usually relate directly to particular types of impairment. Children have needs and requirements which may fall into at least one of the following areas:-

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

We have a wide spectrum of special education needs at Shrewsbury Academy. Difficulties encountered by students may include:-

- Poor basic language skills - low reading and spelling ages.
- Difficulty in understanding oral and/or written information and instructions.
- Slow pace of work.
- Difficulties in completing classwork and homework.
- Discrepancy between classwork and oral work.
- Performance in tests not coherent with classwork.
- Social and emotional difficulties.

- Inability to stay on task.
- Students with sensory impairment.
- Students with physical impairment.
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### **Access to the Curriculum**

All students have equal access to the full range of curriculum offered by the school at each Key Stage. Students with SEND engage in the activities of the school together with students who do not have SEND. Tutor groups consist of mixed ability groupings where students experience personal and social education together. We embrace the government policy on inclusion and recognise the requirements of the 2010 Equalities Act.

We value all our students and staff equally and make the teaching and learning, achievements, attitudes and well-being of every young person really matter. Our work is designed to reduce barriers to learning and participation and promote tolerance and understanding.

We meet a range of diverse needs but are well aware that all students are individuals and we are constantly striving to develop our understanding and awareness. We are willing to change and adapt our provision for any student who wishes to be a part of our school. We wish to hear the voice of students with disabilities and allow them to assist us in our planning.

### **Policy Objectives**

To ensure that:

- all students with SEND needs have access to a broad, balanced, flexible curriculum and extra-curricular activities, within the terms of the school's equal opportunities policy
- there is early identification and assessment of students with SEND in order to provide a graduated response to provision as outlined in the SEN Code of Practice (2014)
- financial, human and physical resources are deployed effectively to meet the needs of students with SEND

- there is close partnership with parents and carers and that their knowledge of their child, and their views and experiences, are valued
- the school takes into account the ascertainable wishes of the students and finds ways to involve students in developing their own learning
- there is a well-planned, high-quality, differentiated curriculum in place with high expectations of all students
- all staff plan effective teaching, learning and challenge for students with SEND.

### **Principles**

There will be a framework for an efficient testing and referral system within the school.

When necessary, involvement will be sought from external agencies to supplement any assistance given within school. The classroom teacher is seen as the person most responsible for children with learning difficulties. However, there must be the flexibility to teach on an individual or small group basis or by means of in-class support. In order to ensure the continuity of an effective learning process, there will be liaison between primary and secondary schools, and also between parents and teachers. Students will be encouraged to become actively involved in setting targets and evaluating their progress. Students will be encouraged to take part in decisions about their education. Through a programme of in-service training for teachers, support will be given to colleagues to develop ideas, methods and techniques.

### **Governing Body**

The Governing Body will ensure that the school's SEND provision meets the needs of students with SEND. The SEND Governor will liaise with the Headteacher and the SENCO and report back to the governing body and parents and carers on the success of the school's SEND Policy and provision.

### **Staff with responsibility for the co-ordination of SEND provision:**

- The Special Educational Needs Coordinator (SENCO) - Mr Pali Bagry
- The Deputy SENCo - Mrs Mary Clay
- SEND Intervention Lead - Mrs Gill Perks
- SEND Lead Attached TAs - Mrs Sue Thomas
- The SEND Governor - Mrs Gill Cheshire

### **Arrangements for co-ordinating SEND provision**

#### **Roles and responsibilities of the SENCO:**

The roles and responsibilities of the SENCO are to:

- coordinate the development and implementation of policy and provision for students with SEN, and those with disabilities
- coordinate the early identification and assessment of students who may have SEND
- work in partnership with colleagues, parents and carers, students and outside agencies to set short-term learning objectives for students with SEND
- coordinate the monitoring of SEND students' achievement, and use this information to inform planning
- provide professional guidance and continuing professional development for all staff to secure high quality teaching and effective use of resources for students with SEND
- in conjunction with other senior and middle managers, monitor the quality of teaching and learning of SEND students, and work with colleagues and students to set targets for improvement
- liaise with external agencies in matters relating to students with SEND, including in respect of post-16 transition planning for students with statements

- take responsibility for managing Teaching Assistants and SEND related support staff
- make effective use of ICT and administrative support to ensure that statutory and non-statutory duties are fulfilled
- liaise regularly with the parents and carers of students with SEND
- act as an advocate for students with SEND at pastoral, curriculum and inclusion meetings
- work in partnership with feeder primary schools for prospective students with SEND.

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### **Roles and responsibilities of the Governing Body**

The Governing Body will comply with its statutory obligations as outlined in the Special Educational Needs Code of Practice 2014 (with particular regard for Chapter 6).

The Governing Body at Shrewsbury Academy will:

- delegate a named governor to be responsible for SEND
- ensure that teachers in the school are aware of the importance of early identification and provision for students with SEND
- ensure that, where the SENCO has been informed by the local authority that a student has SEND, those needs are made known to all who are likely to teach them and that statutory processes are implemented
- do its best to ensure that inclusion and SEND resources are matched to need, and the necessary provision is made for any student with SEND
- work in partnership with other professionals in the school and the wider community and to coordinate provision, where necessary
- ensure that students with SEND are included fully in the life of the school and wider educational community and receive the necessary educational provision and resources
- arrange regular meetings with the SENCO and arrange attendance at relevant Governors' sub-committees in order to monitor the implementation and success of the SEND Policy
- ensure that parents and carers are notified that SEND provision at School Action is being made for their child and that progress on the

implementation of the school's policy for SEND is reported to parents and carers.

### **Equality of Opportunity**

The progress of students with SEND will be carefully monitored and regular review meetings will be held. Parents and students will be consulted regularly. Records will be kept by the SENCO.

It is our policy to ensure that students with SEND engage in activities in a fully inclusive manner. This is implicit in practice and is in line with our Equal Opportunities Policy. Students with SEND are entitled to be registered in mainstream tutor groups, have full access to the National Curriculum and the opportunity to engage in all activities including extra-curricular activities.

### **Admission Arrangements**

Shrewsbury Academy seeks to be an inclusive school by ensuring that students with SEN and/or a disability have access to the school's normal admission procedures. If a student with a disability seeks to be admitted, the school will continue to make reasonable adjustments to its policies and practice in line with the Disability and Discrimination Act 1995, amended by the Equalities Act of 2010.

The SENCO will work in partnership with feeder schools. The SENCO will attend the Year 5 Annual Review Meeting for any prospective student with a statement of Special Educational Needs. Additional visits to the school for Year 6 students on School Action Plus or with statements of SEND will be arranged to enable them to familiarise themselves with the school and to reduce potential anxiety. Prior to the start of the term, or during the first few weeks, parents and carers will be consulted and provision and learning/behaviour objectives will be agreed.

The school will plan for the provision of students with SEND and do its utmost to target resources appropriately, including ensuring that the special educational provision in students' statements is delivered.

In the event of Shrewsbury Academy receiving a student with SEND mid-year, the school will assess their needs and make reasonable adjustments out of its whole school budget to ensure the student's needs are met.

### **Transition Arrangements**

A Connexions Advisor is present in school and liaises with the SENCO to ensure that the needs of students with SEND are met as they progress through the school and as they prepare to leave school.

In addition to links with primary schools and post-16 establishments the school greatly values the help and advice given by local special schools.

Additional Transition is available for students with additional needs, involving meetings in the Spring term in Primary Schools and then weekly afternoon visits to Shrewsbury Academy to establish clear links for parents and students during the summer term.

### **Support**

Teaching students with special educational needs is a whole school responsibility. Central to the work of every teacher - a continuous cycle of planning, teaching and assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of students. The majority of students will learn and progress with these arrangements. However some students will require extra support. In the main, in-class support is advocated. In this way, students have the benefits of specialist subject teaching and specialist support.

However, there are occasions when individual teaching is considered the most beneficial and on these occasions, students are withdrawn from class for short periods of time. A co-operative teaching approach does need to be carefully planned, with differentiated work.

Learning difficulties arise when there is a mismatch between the curriculum and the abilities of students. Additional support is given in catch up sessions in literacy and numeracy and in individual or group sessions which have been especially arranged to meet needs. These may be for example for the improvement of spelling or anger management.

Where a classroom teacher has the opportunity to work with either a support teacher or a support assistant, it would be expected that for maximum effect, the following issues may be considered:

- Students are included in classroom activities rather than excluded.
- There is collaboration rather than polarisation of teacher expertise.
- There is some modification of the curriculum so that all students have access.
- Teachers would liaise and discuss lessons.
- Both teachers enjoy parity of status in their own eyes and in the eyes of the students.
- The classroom management style favours active learning and group work.

The majority of support given to students is provided in-class. The school uses Teaching Assistants to support students learning in class according to their level of need. The timetable for in-class support is written by the SENCO ready for the academic year. It is essentially a fluid document and is amended or re-written as and when the need arises. The following criteria are used to prioritise support for students with SEND:

- Students with statements are allocated support for the appropriate level as indicated in their statement of special educational need
- Low ability groups for English and Mathematics
- Other students (K in need of class support)
- Requests from teachers

### **Identification of Students with SEND**

Students are identified through a variety of ways including:

- Information from parents/carers
- Year 7 Screening (CATS4) - These tests alert us both to high and low attainment in verbal, quantitative and non-verbal areas. Discrepancies between verbal and non-verbal scores may indicate specific learning difficulties.
- Primary school transfer documents and interviews with primary school teachers.

- National Curriculum levels and SAT results.
- Advice from Partner Agencies
- Referrals (Referrals may be made at any time during the school year from departments to the SENCO. Identification of students not previously on the SEN list remains the responsibility of all members of staff. Any student who is giving cause for concern in any area can be brought to the attention of Learning Support. Referral is completed by the member of staff who indicates the nature of the difficulty and strategies tried to date. After consultation between teaching staff, student and Learning Support it may be appropriate to place the student on School Action or School Action Plus. During this process, parents/carers will be consulted)

### **Level of Support - Graduated Response**

The school will follow the graduated approach to special needs as prescribed in the Code of Practice (2014).

### **K Students**

When a student requires interventions which are additional to or different from those provided as part of the school's differentiated curriculum they will be placed on the SEN register at K code.

### **Statemented Students/Those with Educational, Health and Care Plans**

Some students may require a statement or an Education, Health and Care Plan (EHCP). This will be maintained by Derbyshire County Council and appropriate provision for the student will be put into place either by the school or the authority.

## **Review arrangements**

### **Statements/EHCPs**

Students with Statements of Special Educational Needs will have a formal annual review led by the SENCO. The student, parents/carers, Teaching Assistant(s), Tutor and representatives of any outside agencies are invited to attend.

- At least one additional review is conducted during the year with the SENCO.
- Prior to the reviews, progress towards targets forms are circulated to the entire students teaching and pastoral staff.
- The student completes a student's views form before the review.
- Staff are alerted to this, and statements/EHCs are shared with all teaching staff.

### **K students**

- Students receive three reviews per year with their mentor and their parents (face to face)
- Progress towards targets sheets are completed by all teaching and pastoral staff
- The student completes a student's view form which is also completed prior to the review.
- Parents/carers and the student are invited to attend the review
- Progress is monitored and targets are discussed and set with the student.
- Staff are made aware of this.

## **Responsibilities of Leaders of Learning/Teaching Staff**

Shrewsbury Academy is committed to the principles within the National Inclusion Statement in that we always strive to:

- set suitable learning challenges for students with SEND
- respond to students' diverse and individual needs
- attempt to overcome potential barriers to learning and assessment for students with SEND.

The school will:

- differentiate, as necessary, the National Curriculum programmes of study to provide all students with relevant, appropriately challenging work at each key stage
- develop an increasingly personalised curriculum which supports the individual learning styles of students with SEND and caters for students with disabilities
- provide flexible programmes of study with an emphasis on personal pathways and opportunities for appropriate academic or work-related learning programmes
- ensure that support is deployed effectively so that students with SEN and disabilities can make progress and participate fully in the life of the school, as independently as possible
- maintain high expectations that all students will have access to a broad, balanced but flexible curriculum, where any disapplication is fully in accordance with statutory regulations and are discussed with parents/carers and students
- map curriculum provision at student, cohort and school level, to maximise achievement and ensure that curriculum provision is matched to need
- use assessment for learning and effective target setting as an integral part of the planning process.
- All students with SEND are provided with full access to the school's extra-curricular activities.

### **Evaluating the success of the education for students with SEND**

The Governing Body, in partnership with the SENCO and staff, will monitor the success of the education provided for students with SEND in a variety of ways, including:

- monitor and evaluate the success of short/medium term targets set for students
- monitor and evaluate the progress made by students with statements of SEND in relation to objectives set within their statements

- monitor progress made on 'P' scales, National Curriculum teacher assessments, and exam results on a student profile graph and determine 'value added' for each student and cohort
- seek the degree of satisfaction of parents/carers and students with the quality of education provided, during parents' meetings and, for students with statements of SEND, at annual review meetings
- analyse faculty attendance and progress data for targeted groups of students, including students with SEND
- participate annually in scrutiny of students' planners and workbooks to assess the impact of the marking scheme and the quality of work completed
- evaluate evidence from monitoring of the quality of teaching and learning for students with SEND, through the regular cycle of monitoring as part of the performance management structure and themed visits
- evaluate the impact of tailored provision and programmes of study for students with SEND
- analyse attendance and exclusion data for students with SEND

### **Partnership with Parents/Carers and Students**

Shrewsbury Academy believes that parents and carers have a fundamental role to play in the process of inclusion for their children. It seeks to include all parents/carers in the education of their children by acknowledging that the:

*'Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and others. This is important in enabling children and young people with SEN to achieve their potential' (SEND Code of Practice)*

In recognition of this the school offers a range of opportunities, both formal and informal, for parents and carers to be involved with the education of their child, including through:

- a formal meeting with parents/carers each year with subject teachers
- Annual Review meetings, with the pupil, the SENCO, and other relevant outside agencies, to discuss progress against targets set and to set future targets. These are usually held in the school, but arrangements can be made to meet in the parents/carers home if necessary

- signposting parents/carers of students with SEND to a variety of parents'/carers' groups.
- encouraging parents/carers to communicate through students' planners

### **Complaints procedure**

The school has well-established procedures for dealing with complaints from parents and carers.

In the event of a complaint relating to the provision for a pupil with SEND on K code or with a statement of SEND or an EHC they should be referred, in the first instance, to the SENCO. In the unlikely event of the need to take the matter further, the Headteacher will deal with the complaint and refer it to the Governing Body if the issue remains unresolved.

The LA has a Parent Partnership Service, which offers independent advice and support for any parent/carer with a child with SEND. Further information can be found on the LA website.

### **Professional Development in Relation to Special Educational Needs**

The SENCO has successfully completed the mandatory Postgraduate Certificate in The National Award for SEN Coordinator.

The SENCO will keep up to date with developments in Special Educational Needs. This will be done through regular attendance at local meetings of other SENCOs and other relevant in service training. The SENCO will advise the Inset Co-ordinator to assist in the Special Educational Needs training of other staff and ensures that the staff are kept fully aware of developments regarding Special Educational Needs that formally and informally through contributions to staff meetings and professional development. Such professional development is actively encouraged to develop the breadth and depth of SEND experience amongst all staff, including Teaching Assistants. The impact of this training is monitored and evaluated by the SENCO.

## Links to external support services for SEND

The school makes good use of outside agencies. Funding is used flexibly to purchase additional support and advice, and good use is made of external agencies that provide statutory services at the point of contact, including:

- IASS Ami Price, Lesley Perks.
- Woodlands Outreach Jane Otter- Dyslexia Testing, Access Arrangements, Year 6 Transition.
- Behaviour Support - Kat Edmunds-
- Autism Spectrum Specialist. - Angela Willis-
- Spectra Val Jones, Andrea Marshall.
- Shropshire Youth Kim Weston
- Educational Psychology Service Adele Thacker
- Multi Cultural Agency Ginny Sales
- Relateen Counsellor Hannah Owen
- CBT Therapist Trude Whisker
- School Nurse Wendy Andrews
- Sensory Inclusion Service Mary Brotherton
- Targeted Youth Service
- CAMHS
- Learning Support Advisory Team
- ENHANCE
- Lifelines (Bereavement Service)
- Independent Careers Advisor
- FutureFocus (Telford & Wrekin Carers service)
- Early Help Team/COMPASS

Permission will be sought before any work takes place

There is a policy of close consultation with agencies in order to support students who may have problems outside the normal remit of the school.

## Health and Safety

The Special Educational Needs Department has full regard for the Health and Safety of students and staff. It follows the School Health and Safety Policy. Risk Assessments are carried out prior to any SEND student taking part in any activity if considered appropriate.

## Conclusion

All children will be encouraged to develop positive attitudes to learning, and thereby gain confidence in their own abilities to cope with all aspects of school life. **The 2001 Special Educational Needs and Disability Act maintained that schools must do everything in their power to make provision for students with special educational needs.** At Shrewsbury Academy we have regard for this Code of Practice. We are committed to developing strong partnerships between students, parents, the local authority, health and social services and voluntary organisations. In this way we will strive to remove barriers to participation and learning and ensure achievement for all.

Please do not hesitate to contact Shrewsbury Academy and the SEN department should you wish to discuss your child's individual circumstances - every child is unique, as are their needs, they will be treated as such at Shrewsbury Academy.