



Sutton Community Academy

SEND Information Report

2019-2020

A decorative graphic at the bottom of the page consists of a grid of purple hexagons. The hexagons are arranged in a pattern that tapers to the right. The letters 'S', 'C', and 'A' are prominently displayed in white on three of the hexagons, forming the beginning of the school's motto.

Successful
Confident
Ambitious

Academy Transformation Trust's Offer for Children with Special Educational Needs or Disability

Academy Transformation Trust Mission Statement:

The trust is committed to providing excellence for all students and supporting every child within our academies to achieve. As a Trust we made every effort to be truly inclusive. We welcome everybody into our Academy community and aim to support every child to reach their full potential.

We believe that:

- All children deserve a first class education
- All schools can be transformed to being judged as outstanding
- All students can and should, leave education well prepared for their life ahead academically, personally, emotionally and professionally
- All of our staff feel valued and supported in reaching their full professional potential

The Academy recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for them and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they:

Have a significantly greater difficulty learning than the majority of others of the same age; or
Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Academy makes provision in accordance with the Code of Practice [2014], the SEN and Disability Act [amended 2001], Index for Inclusion [updated 2001] and the Equality Act [2010]. Our SEN policy and our practice aim to reflect these principles.

Special Educational Needs or disability is identified in terms of four broad areas:

- Communication and interaction
- Cognition and learning
- Social and emotional and mental health
- Sensory and physical needs

The identification of SEND should be built into the overall approach to monitoring the progress and development of all students. The Academy believes that each child and their parents have a right to be involved in making decisions and exercising their choices. The Academy is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

The Trust's objectives for SEND provision in all our academies is:

- To ensure students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the child's needs and ability
- To ensure the identification of all students requiring SEND provision as soon as possible
- To ensure SEND students take as full a part in the life of the academy as possible
- To ensure parents are kept fully informed of their child's progress and attainment
- To ensure that SEND students are involved in making decisions affecting their future SEND provision
- To liaise with specialists and other agencies to access specialist support for students and parents.

Sutton Community Academy SEN Information Report 2019-2020

Introduction

Welcome to our SEN information report which is part of the Nottinghamshire Local Offer for learners with Special Educational Needs or Disability (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for students with SEND. The information published will be updated annually.

More information about what support is available within Nottinghamshire can be found at the Nottinghamshire Local Offer website:

<http://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>

The School's SEN policy can be found on our website

Our Accessibility Plan can be located on our website

What are Special Educational Needs (SEN)?

The term "special educational needs" has a legal definition and at different times in their school career, a child or young person may have a special educational need.

The Code of Practice 2014 defines SEN as:

"A child or young person has SEN 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:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) Have a disability which **prevents or hinders** them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

This means that some children will need extra help from that given to other children of the same age. Children with SEN may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language, or how they relate and behave with other people.

Many children will have some kind of SEN at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. It is only a few children that may need extra help for some or all of their time in school.

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

The Special Educational Needs Co-Ordinator (SENCO)

The SENCo at Sutton Community Academy is **David Jenkins**, supported by an Assistant SENCo (**Jayne Waterfield**) and a Learning Support Team. The SENCo is responsible for the day to day operation of the SEN policy and co-ordination of specific provision put in place to support individual students with SEN including those who have Educational Health Care (EHC) plans. The SENCO works closely with

staff, students, parents and carers and other agencies, in order to provide the best and most appropriate support for your child with the resources that are available. You can contact the SENCO on 01623 980055 ext 5152.

The SEND Governor is Sarah Barrowclough.

Identification and Assessment of Need

We place great importance on identifying special educational needs early so that we can help children as quickly as possible.

When your child first comes to us we use information from:

- Primary school teachers
- End of key stage 2 levels
- Base line testing, Cognitive Ability Tests and other initial tests in year 7
- Parents/carers, application form information
- Subject teachers
- Specialist colleagues, external agencies

As your child gets older we use information or referrals from:

- Termly assessments and interim data
- Subject teachers and tutors
- Parental concerns
- External agencies
- Diagnostic tests
- Views of the student

We also assess progress in areas other than attainment for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life then we would put in extra interventions and support to meet those needs.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of young person's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

Difficulties related solely to limitations in English as an additional language are not SEN.

Where a student is making less progress than expected, the first response to such progress is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected the SENCO working with the subject teachers, Form Tutors and Heads of Year, assess whether the child has SEN. The student's response to such support helps to identify their particular needs.

Parents- What to do if you have any concerns or worries

If you think your child may have a special educational need that has not been identified, you should contact the SENCO, who will arrange a meeting to discuss your concerns.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the student's parents.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

How do we involve parents, carers about their child's education?

Sutton Community Academy firmly believe that developing a strong partnership between parents/carers, the student and school is important to the success which will help SEN students to achieve their potential. We recognise that parents/carers have a unique overview of their child's needs and how best to support them. We will consult parents about all the decisions that affect their child. We aim to keep you up to date and involved with your child's progress through:

- Progress Review Days and target setting days
- Notes in diaries
- Email
- Termly reports
- Telephone calls
- Appointments made with individual teachers
- Annual reviews (for those with an Education Health Care Plan)

The academy provides information for parents through:

- Termly newsletters
- Information on the website
- Open evenings
- Letters home
- Facebook/Twitter
- Text system
- Information evenings (Year 5 and Year 6 through to Year 13)
- Parent forums

How else can you be involved?

We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Checking and signing their diary
- Attending parents meetings
- Attending our parent forums
- Attending any meetings specifically arranged for your child
- Keeping us informed of any changes that may affect your child's progress in the academy

How can your child contribute?

Students are encouraged to:

- Actively and positively engage in the learning experience and any interventions offered
- Attend review meetings
- Contribute to target setting and reviews
- Take part in student voice activities such as school councils and student surveys

SEN Support in our Academy

Sutton Community Academy provides help and support for a range of SEN as identified under the four broad areas of need according to the Code of Practice June 2014. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.
- All staff working with students who may have a suspected SEN in any of the areas above will differentiate their teaching in order to meet their learning needs.

We regularly review how we provide support across these areas.

Only a few students will require interventions which are **additional to** and **different from** the differentiated curriculum provided for all students.

If we feel that your child needs additional support, we offer a range of interventions that can be discussed and agreed with you. These may include some of the following but each child will be assessed on an individual basis and appropriate support put in place to meet their specific needs.

Differentiated teaching within the classroom:

- Additional support from a teaching assistant
- Alternative provision where appropriate
- Interventions from the learning support department
- English and or Maths interventions with a specialised teacher
- Referral to an appropriate external agency
- Access to The Bridge
- Access to specialised equipment
- Mentoring reports
- Home/Academy Diaries
- Meet and Greet
- Start Right / End Right
- Bespoke pieces of work, for example, but not limited to:
 - Small steps
 - Getting to know me
 - Breakwell Cycle
 - Ideal school
 - 5-point scale
 - Circle of friends
 - Anxiety curve

The Learning Support Department

Our Learning Support Department is dedicated to offering extra support to those students who have been identified as having additional needs.

The team consists of:

- 1 x SENCO (**David Jenkins**)
- 1 x Assistant SENCO and ELSA Specialist (**Jayne Waterfield**)
- 1 x Specialist Autism Teaching Assistant
- 1 x part time Specialist Low Level Literacy and Dyslexia HLTA
- 2 x Classroom Teaching Assistants
- 1 x Care Assistant
- 1 x HLTA Behaviour Support Assistant (Bridge Unit Manager)
- 2 x Apprentice Support Workers

Our Inclusion Unit, The Bridge, is available to offer students short term support when they may be unable to access their normal lessons for a variety of needs including medical, social and emotional difficulties.

The Pod, offers a safe haven for those students who are unable to cope with unstructured times at break and lunch.

The academy has a pathway guide to behaviour interventions and this includes behaviour resilience mentoring and counselling. These interventions offer bespoke interventions to students who may be experiencing difficulties in managing their behaviour appropriately and offers a range of strategies and programmes depending on the individual's needs. Some of these interventions and support services are group based and/or 1:1 based.

Counselling Services are used to support the development of young people who may be experiencing difficulties in managing their behaviour

What other services are available to support students with SEN?

Sutton Community Academy has developed positive working relationships with a number of professionals and outside agencies and that may be called upon to support students with SEN where appropriate. These include:

- Educational Psychologist
- School Nurse
- Family Services Support
- Social services
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Community Police Support Officers
- Police
- CAMHS (Child and Adolescents Mental Health Service)
- Health Service (e.g. GP, Paediatrician, local Health Trust)
- Health Related Education Team
- Alternative Provision providers

- Careers Guidance
- Parent Partnership
- Other external agencies/partnerships/specialist agencies
- Charities

We will always consult with parents, carers and the young person, before contacting external agencies for support.

Requesting an Education, Health and Care Needs Assessment

A very small number of students may need further support and in this case, in consultation with parent, carers and other professionals we may ask Nottinghamshire County Council to consider a student for an **Educational, Health and Care Plan needs assessment (EHC Plan)**. An EHC plan is only drawn up by the local authority once a needs assessment has determined that an EHC plan is necessary, and after consultation with relevant partner agencies. This is a legal document which has replaced the statement of special education needs and provides details about the education, health and social care support that is to be provided to the student who has SEN or a disability. It has clear and measurable outcomes that must be worked towards and reviewed on a regular basis.

How do we support young people in key transition points?

- We liaise with Primary schools and provide visits, taster sessions, masterclasses, transition days and open evenings for year 4, 5 and 6 students to ease the transition between primary and secondary education.
- The SENCO, wherever possible, attends Year 5 and 6 annual review meetings for students intending to move up to Sutton Community Academy in Year 7.
- Additional transition support is available according to need.
- As young people prepare for adulthood their outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- All students are given the opportunity to engage in work experience in year 10.
- All students receive advice on careers from both in-house and external staff and are encouraged to visit colleges to explore post-16 courses.
- Time is devoted within the curriculum to offer more in depth careers information and guidance and includes the involvement of post 16 providers.
- To support transition, we share information with the school, college or other setting the child or young person is moving to. We agree with parents and students the information to be shared as part of this planning process
- If additional support is needed this will be put in place.

How do we provide an inclusive education for all young people?

We are firmly committed to providing equal opportunities for all, regardless of whether they have SEN or additional needs. All our students have access to a broad and balanced curriculum, facilities, trips, and experiences.

How do we approach teaching children and young people with SEN?

At Sutton Community Academy we see all our children and young people as individuals and all our staff are committed to meeting the needs of all our students. We promote the belief that every child has a right to an education and:

“All teachers are teachers of children with special educational needs”

All staff participate in regular continued professional development (CPD) throughout each academic year. As part of whole school CPD, staff are regularly advised and updated on the needs of individual students and plan and adapt lessons accordingly to ensure that they provide an inclusive and accessible curriculum for all our students taking into account individual needs. Further specialist advice and support can be called upon if the need arises.

What if I am concerned about Bullying?

We recognise that bullying can occur and young people with SEN are often vulnerable and so may become a target for bullies. We operate a zero tolerance on bullying and our anti-bullying policy can be found on our academy website. Our curriculum content covers information on bullying and cyber bullying with useful contact details if there are any concerns in, for example, PSHCE, Computing, Year Team Meetings and the tutor programme.

If you have any concerns that your child may be being bullied, you need to contact school and speak to your child's:

- Form Tutor
- Head of Year (LOLA)
- Duty Team
- SENCo
- Any senior member of staff

Alternatively, your child can report any incident to a member of staff that they feel comfortable talking to any staff member or by pressing the blue 'I Want To Talk' button. All students have access to this button on their homework portal. When they press the button, a member of staff (usually their LOLA) will meet with them the next time they are in school.

What do I do if I have any concerns about the provision my child is receiving?

Please contact the school on 01623 405592 to raise any concerns you have. You may speak to the SENCO in the first instance or your child's:

- Form Tutor
- Head of Year
- Any senior member of staff

If you need independent advice and support you may contact Ask Us Nottinghamshire on 0115948288. They also have a Helpline number which is 01158041740