



SEND Information Report 2021-22

Sutton Community Academy



#TransformingLives

Contents:

Our vision	P 3
Statement of Intent	P 4
Contact Details	P4
Local Authority Offer link	P4
Academy's Offer	P5
Annual Evaluation Report	
Appendix A – Academy Needs Analysis	

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise that 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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally 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 their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Who parents can contact for further information at our academy:

Name	Role	Contact Details
Sarah Bailey-Wiles	Associate Assistant Principal for SEND and Inclusion / SENCO	Sarah.bailey-wiles@attrust.org.uk
Peter Edwards	LAC Governor	Peter.edwards@attrust.org.uk
Jayne Waterfield	Inclusion Lead and Pupil Premium Mentor	Jayne.waterfield@attrust.org.uk
Cheryl Morphus (Mon-Thur) and Lucy Pritchard (Tue and Fri)	SEND Administrator	cheryl.morphus@attrust.org.uk lucy.pritchard@attrust.org.uk

Contact details of support services for parents of pupils with Special educational needs:

Notts Help Yourself

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/home.page>

Notts SEND Local Offer

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Ask Us Nottinghamshire

<https://askusnotts.org.uk/support/parents-and-carers>

Helpline: 0800 121 7772

Healthy Family Teams

<https://www.nottinghamshirehealthcare.nhs.uk/healthy-family-teams>

Parentline: TEXT: 07520 619919

Chat Health: TEXT: 07507 329952

Main Advice Line: TEL: 0300 123 3387 Mon-Fri 9:00am-4:30pm

MENTAL HEALTH:

CAMHS

<https://www.nottinghamshirehealthcare.nhs.uk/camhs-parents-and-carers>

Single point of access: TEL: 0115 854 2299

CASY Counselling

<https://www.casy.org.uk/>

TEL: 01636 704620

Other Mental Health useful Websites:

<https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/children-and-young-peoples-mental-health-services-cypmhs/>

<https://youngminds.org.uk/>

<https://www.kooth.com/>

SLEEP

<https://thesleepcharity.org.uk>

EMAIL: info@thesleepcharity.org.uk

TEL: 01302 751416

<https://teensleephub.org.uk/> Teen Support - This is part of The Sleep Charity above.

TOILETING

<https://www.eric.org.uk/>

FREE HELPLINE: 0808 169 9949

AUTISM

<https://www.nhs.uk/conditions/autism/>

Autism East Midlands

<https://www.autismeastmidlands.org.uk/>

TEL: 01909 506678

National Autistic Society

<https://www.autism.org.uk/>

ADHD

<https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/>

ADHD Foundation

<https://www.adhdfoundation.org.uk/>

SELF-HARM

www.harmless.org.uk

www.youngminds.org.uk/find-help/feelings-and-symptoms/self-harm

Information on where the local authority's offer is published:

Notts SEND Local Offer:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Sutton Community Academy Local Offer:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=5lCedQBnSAA&newdirectorychannel=9>

1. The kinds of special educational needs provided for:

Refer also to Appendix A – Academy Needs Analysis

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

2. How the special educational needs of pupils are identified and assessed:

The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. 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 pupils.

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 pupil

We also assess progress in areas other than attainment for instance where a pupil 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 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.

3. Our academy's approach to teaching pupils with special educational needs:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- All staff working with pupils who may have a suspected SEN in any of the areas above will differentiate their teaching in order to meet their learning needs.

4. How we adapt the curriculum and learning environment for pupils with special educational needs:

Pupils who are identified as having SEN and who are placed on the register will have a Pupil Passport created. This will be reviewed termly with pupils and parents and will detail the required classroom provision for teachers to implement on a day to day basis. This may include modifying teaching materials, adjusting seating plans, providing specialist equipment such as overlays or laptop support, and may also include additional support such as interventions and specialist provision.

Adaptations such as the use of more specialist equipment and support, including but not limited to the following, may be required:

- Specialist pens / pencils
- Laptops provided by PDSS with specialist programmes
- Specialist seating
- Access to lift support
- Hoist and plinth
- Personal Care / Intimate Care

5. Additional support for learning available to pupils with special educational needs:

We regularly review how we provide support across these areas. Only a small number of pupils will require interventions which are additional to and different from the differentiated curriculum provided for all pupils. If we feel that a child needs additional support, we offer a range of interventions that can be discussed and agreed with parents and carers. 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:

- Access to The Inclusion Hub
- Access to specialised equipment
- Mentoring reports
- Home/Academy Diaries
- Meet and Greet
- Start Right / End Right
- Interventions from the Inclusion Team
- English and or Maths interventions with a specialised teacher
- Referral to an appropriate external agency
- Additional support from a teaching assistant
- Alternative provision where appropriate

Bespoke referrals / pieces of work, for example, but not limited to:

Small Steps referral
Getting to know me referral
Breakwell Cycle
Ideal school

5-point scale
Circle of friends
Anxiety curve

The Inclusion Team

Our Inclusion Team is dedicated to offering extra support to those pupils who have been identified as having additional needs. We offer pupils 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 Inclusion Hub offers a safe haven for those pupils 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 pupils 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.

6. How we enable pupils with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:

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.

7. What support is available for improving the emotional, mental and social development of pupils with special educational needs:

Within school there is the Beat It Team, a student led initiative to support students with mental health and well-being. There is the option to report concerns anonymously, with peer support available.

We employ a counsellor four days a week who offers bespoke support to students through a Listening Service.

We have at present one trained ELSA mentor, with plans to develop this support and train another member of the Inclusion Team in the autumn term.

The school has trained mental health first aiders.

We work in partnership with The Healthy Family Team and CAMHS as well as other agencies to support students with mental health difficulties.

8. How we assess and review the progress of pupils with special educational needs:

Termly SEN reviews will be held with pupils and parents/carers to review the progress of pupils with SEN. Information about progress and engagement will be gathered from teaching staff ahead of the review, and targets will be set with necessary actions. If external agencies or professionals are working with pupils, they will also be invited to contribute. The Pupil Passport will then be updated with any new information to feedback to teachers and pastoral staff.

9. The expertise and training of staff in relation to pupils 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. Bespoke training around areas of high incidence SEN will be tailored to the emerging needs of the academy student body and arranged by the Associate Assistant Principal for SEND and Inclusion, in collaboration with external agencies and professionals linked to the academy.

10. Equipment and facilities to support pupils with special educational needs:

See points 4 and 5 above.

11. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:

Parents and carers are invited to attend initial concerns meetings and subsequent termly reviews to involvement them in the education of their child. They will be consulted to give permission before external referrals to agencies are made. They may also be supported to access parent support sessions from agencies such as Small Steps and the SBAP.

12. How we consult pupils with special educational needs about, and involve them in, their education:

Wherever possible, pupils are invited to attend their termly SEN reviews with parents/carers and school staff. Their views are gathered using pupil voice documents and are shared alongside other information to ensure that their views shape future plans and support. Pupils are also encouraged to read their Pupil Passport so that they are aware of the support they should be receiving in the classroom. Pupils may have a key adult identified which may be their tutor, a member of the pastoral team or a member of the Inclusion team.

13. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:

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 (pending covid-19 restrictions).
- 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.

14. How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

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

These include:

- Educational Psychologist
- Nottinghamshire's Schools and Families Specialist Service (SFSS)
- The Healthy Family Team
- Family Services Support
- Social services
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Community Police Support Officers / Police
- CAMHS (Child and Adolescents Mental Health Service)
- SBAP
- Health Service (e.g. GP, Paediatrician, local Health Trust)
- Health Related Education Team
- Alternative Provision providers
- Careers Guidance
- Ask Us Nottinghamshire (previously known as 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.

15. How we deal with any complaints from parents of pupils with special educational needs:

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

16. How we evaluate the effectiveness of our provision:

Our evaluation of provision is published annually and forms the second part of this document.

This evaluation report reflects academic year ending July 2021							
SEND profile							
Total Number of pupils on SEND register							
SEND Support		Education, Health and Care Plans			% of academy population SEND support EHCP		
174		8			24.4%	1.12%	
% boys and girls		SEND and Pupil Premium % of SEND cohort		SEND needs breakdown should be shared with Governors using needs analysis template			
Boys 69%	Girls 31%	57%					
Progress made by pupils with SEND							
Achievement – Year 11							
		All SEND	Non SEND	SEND support	SEND EHCP	SEND and PP	Non SEND and PP
Cohort size		39	80	37	2	22	30
Progress 8		-0.34	0.44	-0.28	-1.38	-0.56	0.08
Attainment 8		33.8	46.9	34.6	17.5	27.5	41.8
Progress 8 English element		-0.69	0.14	-0.62	-2.06	-1.09	-0.32
Progress 8 Maths element		0.00	0.59	0.02	-0.27	-0.44	0.38
% Basics Level 4		14 (35%)	48 (60%)	14 (37%)	0 (0%)	5 (22%)	16 (53%)
% Basics level 5		9 (23%)	31 (38%)	9 (24%)	0 (0%)	3 (13%)	9 (30%)
Summary							
<p>Students with SEND made more progress in Maths than in English. Further support and collaboration needed with the English department for 2021-2022 cohort to explore supporting SEND students with English skills. Year 11 Extra English group already in place. SEND support students on average made more progress overall in comparison with EHCP students.</p> <p>Students with dual disadvantage of SEND and PP made on average -0.56 progress, when compared to Non SEND and PP students making 0.08 progress. Interventions for 2021-2022 need to target not only SEND students, but also those with PP too.</p> <p>Further support required for early intervention for students with EHCP, including external agency support where appropriate.</p> <p>Alternative shadow curriculum to be considered for students who do not secure Basics to allow for them to gain success in alternative awards.</p>							
Effectiveness of targeted interventions							

Due to Covid-19, interventions were reduced in the 2020-2021 academic year due to the inability to work side by side with students for the majority of the year.

In class support was utilised to improve outcomes for students with SEN, focusing on core subjects areas to develop basic literacy and numeracy skills.

Absence of a permanent SENCO and HLTAs due to maternity leave meant that there were no coordinated interventions in place.

Wider Outcomes effectiveness for this cohort

(outline successes and interventions not so successful and why)

Careers support and guidance offered to students with SEND. Almost all students secured Post-16 destinations and transition support given to ensure that students were knowledgeable about their next steps. Students without post-16 destination working with careers advisor to secure placements. Detailed discussions had with future destinations to ensure that they were aware of specific needs of students and could plan for their provision accordingly.

Attendance and exclusions

Overall attendance 90.4%		% of pupils PA 30.8%		% and number of SEND pupils FTE or PEx	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
85.7%	92.4%	41.3%	24.9%	38 students	37 students

School EWO developed support based on ARNA guidance to intervene early for students showing signs of school refusal.

Referrals made to Early Help and The Family Service, both with parental consent for support and also through enforcement.

Due to absence of permanent SENCO, graduate response not always completed for SEND students with PA issues.

More focus now in place to ensure tier 1 support is implemented either in school or through external agencies to allow for further progress through graduated response to be made.

Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes including any external specialist support services that work with the academy and the impact they have.

School have purchased programmes to develop monitoring and support for students with SEND including:

BSquared

Motional

Dyslexia Screening – GL Rapid

Permanent SENCO has been appointed

Inclusion Lead and PP mentor has been appointed.

Two further TAs, one with Health Care responsibilities has been appointed.

Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.

All students with SEND will have a detailed Pupil Passport available to teaching staff. These documents will guide teachers to implement support in the classroom and will be reviewed termly with parent and pupil input.

The whole school priorities for 2021 include developing an ambitious curriculum to meet the needs of all students, with a particular focus on SEND and Early Readers.

Bedrock literacy programme has been purchased and will be used across KS3 to improve literacy skills for students.

Key strategies for high incidence SEN will be shared with staff through INSET and on-going CPD, to ensure a SEND remains a high priority.

HLTAs will deliver specific training and support across communication and interaction and also cognition and learning to develop the skillset of staff in meeting the needs of the students in their classroom.

SEND Objectives for 2021-22

Establish a robust intervention programme to target the emerging needs of all students with SEND.

Ensure that all statutory SEND responsibilities are completed including all EHCP annual reviews and termly SEN reviews for students at SEN Support (K) level.

Develop whole school understanding of ASD and implement support for students both in the classroom and through interventions.

Appendix A

Academy Needs Analysis:

Type of Need		No. of Pupils	% of SEND pupils 182 Pupils	% of all pupils 710 Pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	15	8%	2%
	Autistic Spectrum Disorders (ASD)	35	19%	5%
Cognition and Learning	Moderate Learning Difficulty (MLD)	40	21%	6%
	Severe Learning Difficulty (SLD)	-	-	-
	Profound and Multiple Learning Difficulty (PMLD)	-	-	-
	Specific Learning Difficulty (SpLD)	9	5%	1%
Social, Emotional and Mental Health (SEMH)		71	39%	10%
Sensory and/or Physical Needs	Visual Impairment (VI)	2	2%	0.2%
	Hearing Impairment (HI)	3	2%	0.4%
	Multi-Sensory Impairments (MSI)	4	2%	0.5%
	Physical Disability (PD)	3	2%	0.4%

Enhance the provision for students with SEMH needs by extending the ELSA provision, enabling more students to access early intervention to develop coping strategies.

Develop teaching and learning for students with SEND so that quality first teaching is evident in every classroom to meet the needs of all students and allow them to make progress.