

SEND Information Report

Academic Year 2023-2024



Review Date

September 2023

Ratified

September 2023

Next Review

September 2024

Responsible Colleagues

Christine Franklin, Director of Safeguarding

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Commitment to Education

Transparency and Integrity

Innovation and Improvement

Dedication to Inclusivity

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

SEND Information Report

This information report has been prepared by Head of School Lewis Taylor and SENDCO Grace Walters and approved by the Board of Trustees for publication on the website.

The SEND Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEND policy.

The academy makes provision for the following kinds of SEND:	Sutton Community Academy provides educational provision for a wide range of Special Educational Needs and Disabilities. Currently this includes students with visual and hearing impairments, epilepsy, autism, learning disabilities, dyslexia, social and emotional needs and reduced mobility. This also includes students who are wheelchair users and who require full personal care assistance. Sutton Community Academy does not discriminate against any type of SEND and seeks to review each student on an individual basis. Where adjustments, training and resources can reasonably be made in the best interest of the students, Sutton Community Academy will seek to support any student in accessing the academy and its full provision offer.
The academy identifies and assesses SEN by:	Year 6 into 7 Transition <ul style="list-style-type: none">• Open Evening with SENDCo available• Year 5 and Year 6 Transition activities with feeder schools• SENDCo meetings with feeder schools• Transfer information from application forms• Attending Year 6 annual reviews for students with an EHCP• Enhanced transition from Year 5 for identified students (and families)• Additional SEND transition visits• Using assessment Information – Key Stage 2 data and baseline data upon starting Y7 Ongoing <ul style="list-style-type: none">• Teacher referral to SENDCo as a result of in class observation and assessment• SENDCo observations• Discussion with the inclusion and pastoral team at Internal Team Around the Child Meetings.• The following of the graduated approach, which may include referrals to external agencies (e.g. the Healthy Family Team, Cognition & Learning Team, the Educational Psychologist or CAMHS) and applications for external funding• Liaison with the Neurodevelopmental Behavioural Service and paediatricians• Small-group targeted interventions

	<ul style="list-style-type: none"> • Tracking progress data. Those students working significantly below pre-Key Stage 3 standards will have small steps of progress tracked using BSquared. • Regular SEND reviews including the child and their family • Student voice • EHCP needs assessment <p>Exam Access Arrangements</p> <ul style="list-style-type: none"> • Assessment by an ATTFE qualified member of staff to identify needs and assess in line with examination boards.
<p>The academy's approach to teaching students with SEND, the adaptations we make in order to enable students with SEND to engage and how we evaluate this process is detailed within our policies:</p>	<p>All Sutton Community Academy policies and procedures can be found on our website.</p> <p>https://www.suttonacademy.atrust.org.uk/our-academy/policies/</p> <p>This includes our SEND Policy, Accessibility Plan, Attendance Policy, Behaviour Policy, Curriculum Policy, Safeguarding Policy and Assessment Policy. They are to be read in conjunction with the SEND Code of Practice 2014 (updated 2020).</p> <p>These policies set out the academy's approach to:</p> <ul style="list-style-type: none"> • Assessing and review of the progress of children with SEND • Teaching children with SEND • Adapting the curriculum and learning environment for children with SEND • Making decisions on additional support in relation to children with SEND • Ensuring inclusion of children with SEND with children without such needs across all academy activities • Supporting the emotional, social and mental development of children with SEND • Evaluating the effectiveness of our provision for our children with SEND. <p>We are firmly committed to providing equal opportunities for all, regardless of whether or not students have SEND. All our students have access to a broad and balanced curriculum, facilities, trips, and experiences. 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, utilising a child-centred approach. We promote the belief that every child has a right to an education and that "all teachers are teachers of children with special educational needs".</p> <p>Teachers are held responsible and accountable for the progress and development of the students in their class through quality-first adaptive teaching. This is the first step to responding to students with SEND. All students with SEND have a pupil passport that teachers access, in order to see which strategies and adaptations are</p>

needed for individual pupils. Some examples of adaptations include, but are not limited to:

- Adjusted seating plans
- Use of coloured paper/overlays
- Use of task ladders to break down tasks into small steps
- Additional prompting and visual aids
- Fidget toys
- RAG cards for students to non-verbally indicate when they need help
- Additional processing time
- Use of our sensory room for a brief time-out or structured movement break
- Use of assistive technology
- 'Mapping the landscape' to ensure a suitable physical environment, e.g. in terms of temperature, lighting, acoustics etc.

Only a few students will require interventions which are additional to and different from the differentiated curriculum provided for all students; these students will be on the SEND register at SEND Support (K). 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.

- Additional support from a teaching assistant
- Interventions from the Inclusion Team; e.g. in reading, handwriting, precision teaching, emotion coaching, social skills etc.
- Additional after-school or lunchtime interventions with a specialist teacher
- Referral to an appropriate external agency
- Access to The Inclusion Hub and/or sensory room at unstructured times
- Access to specialised equipment e.g. adapted seating
- Meet and Greet/End and Send
- Bespoke pieces of work, for example, but not limited to: Neurodevelopmental Behavioural Service referral through the Getting to know Me form, Breakwell Assault Cycle, Ideal school, 5-point scale, Circle of friends, Anxiety Curve, ELSA Mentoring etc.
- Access to additional after-school support groups
- Access to the Inclusion Hub for Nurture Group; offering an adapted curriculum in order to develop skills for students to access mainstream lessons
- Learning Support Centre; offering a bespoke pathway on-site for students at risk of exclusion
- External Alternative Providers, if appropriate

	<p>We are constantly striving to improve our SEND provision; and welcome regular feedback from families, students and professionals through the collection of student voice, parent voice and regular telephone/email/in-person communication. Our SENDCo works with the District SENDCo and the Ashfield Family of SENDCos, in order to ensure high quality provision and to learn from best-practice. Reports from external visits (e.g. from Academy Transformation Trust, Whole School SEND and Ofsted) are used to develop an action plan for our SEND provision; in order to ensure continuous improvement. SEND remains a priority within our Whole School Improvement Plan and as such, our SEND provision is regularly reviewed in-house during departmental reviews and learning walks.</p>	
Key contact details are:	SENDCo/Designated Teacher for Looked After Children:	Miss Grace Walters
	Email:	grace.walters@attrust.org.uk
	Head of School:	Mr Lewis Taylor
	Email:	lewis.taylor@attrust.org.uk
	Chair of Governors:	Mr Peter Edwards
	Email:	peter.edwards@attrust.org.uk
The academy's staff have been trained and have expertise in the following areas:	<p>All staff at Sutton Community Academy receive training on adaptive teaching and how to meet the needs of all learners – this runs as a golden thread throughout all of our training on Teaching and Learning, rather than being an 'add on'. In particular, staff are equipped by the SENDCo with strategies to support students with a range of specific identified needs including ADHD, dyslexia and visual and hearing impairments. Most staff have received training on Making Sense of Autism.</p> <p>The Inclusion Team comprises of a number of Teaching Assistants, Healthcare Assistants and Higher-Level Teaching Assistants. They have received further bespoke training; including in Manual Handling, Managing Emotions, Stuttering, Makaton, Interoception and Demand Avoidance. We also have staff trained in specific interventions, e.g. Drawing and Talking therapy, Lego therapy and ELSA. We also have Mental Health First Aiders within the team.</p> <p>The SENDCo has completed the nationally accredited qualification (NASENCo) required to be in the role. The SENDCo is also the trained Designated Teacher for Looked After Children, and forms part of the Safeguarding Team.</p>	
The academy will secure equipment and facilities for children with SEND by:	<ul style="list-style-type: none"> • Planning through its annual budget • Applying for Higher Level Needs Funding • Applying for Additional Family Needs Funding • Through Family Network Funding • Pupils Premium Funding 	

	<ul style="list-style-type: none"> • Applying for grants/additional funding • Buying into the local authority offer.
<p>The academy involves the parents/carers of children with SEND in the education of the children and will do so by:</p>	<ul style="list-style-type: none"> • Annual Reviews for children with EHCPs • Parent/Carer Evenings • Regular assessment and review of provision, • Ongoing communication through Class Charts, email and telephone • Termly SEND Reviews • Termly sharing of attainment data with families • Termly newsletter and surveys for family voice • Planned drop-in events • Updates on social media
<p>The academy aims to involve children with SEND in their own education by:</p>	<ul style="list-style-type: none"> • Planned SEND representative on Student Council • Students with SEND involved on student panels when gathering student voice/for student interviews • Students are invited to their SEND reviews • Students help devise their Pupil Passports • Check-ins with the Inclusion Team
<p>Any concerns or complaints raised by a parent/carer of a child with SEND will be dealt with by the academy by:</p>	<p>Any concerns should primarily be raised with your child's form tutor and/or the SENDCo, so a meeting can be held to discuss your concerns and strategies can be devised. We encourage all families to work closely with their child's teachers.</p> <p>If you wish to make a formal complaint, you should follow our Complaints Procedure – available on our website.</p>
<p>The academy provides the following pastoral support for students with SEND, in order to prevent bullying:</p>	<p>At Sutton Community Academy, we operate a zero-tolerance approach to bullying and our anti-bullying policy can be found on our academy website. Our PSHCE, Computing and tutor-time curriculum covers information on bullying, online safety and cyber-bullying with useful contact details if there are any concerns.</p> <p>Students are not left unsupervised at breaktimes, and members of teaching and support staff wear high-visibility tabards and increase distinguishability to students.</p> <p>We recognise that students with SEND can be vulnerable to bullying. We offer a 'safe-space' within our Inclusion Hub for a small number of students who require additional support at unstructured times. This allows us to monitor and support socialisation of our most vulnerable and/or anxious students.</p> <p>If your child is being bullied, they can report any incident to a member of staff that they feel comfortable talking to. Our Safeguarding Team are easily identified by their yellow lanyards. Alternatively, students can press the blue 'I Want To Talk' button on their school portal and website. When they press the button, a member of staff (usually their Head of Year) will meet with them the next time they are in school. If students wish to report an issue</p>

	<p>anonymously, they can do so using the 'Fearless' button on the school portal.</p> <p>If you have any concerns that your child may be being bullied, you need to contact school and speak to your child's:</p> <ul style="list-style-type: none"> • Form Tutor • Head of Year/Assistant Head of Year • SENDCo • Any senior member of staff
<p>The academy works with other agencies to support children with SEND and their families:</p>	<ul style="list-style-type: none"> • Schools and Families Specialist Services (SFSS) – Communication & Interaction Team, Cognition & Learning Team, Sensory Team • Educational Psychologist • North Ashfield Partnership • BeUNotts • Healthy Family Team • Health Related Education Team • Early Help Team • Social Care • CAMHS • Children's Bereavement Service • Harmless • Women's Aid • Chatter Speech and Language Therapy • Neurodevelopmental Behavioural Service • Integrated Children's Disability Service • Others as applicable <p>Where appropriate, these agencies will be involved in Team Around the Child/Family meetings and will provide reports to school for progress reviews.</p>
<p>The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p>	<p>Ask Us Nottinghamshire - Parents and carers Ask Us Nottinghamshire (askusnotts.org.uk)</p>
<p>The academy works on transition arrangements for children joining or leaving the academy by:</p>	<p>Year 6 into 7 Transition</p> <ul style="list-style-type: none"> • Open Evening with SENDCo available • Year 5 and Year 6 Transition activities with feeder schools • SENDCo/Teaching Assistant meetings with feeder schools • Additional transition visits • Transfer information • Attending Year 6 annual reviews for students with an EHCP

	<ul style="list-style-type: none">• Enhanced transition from Year 5 for identified students (and parents/carers) <p>Year 11 to Post-16/Post-16 onwards</p> <ul style="list-style-type: none">• Independent Careers advice (Year 9 onwards)• Careers education• Mock interviews• Parents'/Carers' Evenings• Enhanced transition visits/meetings with Further/Higher Education providers• Visits from local FE providers• Liaison with relevant external agencies e.g. Fair Access and Futures• 'Independent Living' unit as part of ASDAN course• Support during interviews at ATTFE
<p>The Local Offer produced by the Nottinghamshire Local Authority is available at:</p>	<p>Nottshelpyourself SEND Local Offer</p>

