

## **The Sutton Academy's Offer for Students with Disabilities and/or Special Educational Needs**

### **How do we know if your child needs extra help?**

We have a rigorous transition process, as soon as students are offered their place at Sutton Academy we start liaising with their primary setting. Both the SDC team and Pastoral team meet with staff at primary settings and profile the needs of students. When students are identified as having additional needs we then develop a package of support for transition. In some cases if Sutton is going to be named on a student's EHCP we will start this process earlier in Y5.

If a student arrives at Sutton with no need identified, but then struggles to make progress in any area of their learning – both academic or social we have a number of ways we can identify their needs. Initially all students take CATs (Cognitive Abilities Tests) this information is used by staff to inform their understanding of students' abilities. If there are discrepancies in ability or concerns this information is picked up by the SENCo and Intervention teams. In addition all students are screened for Literacy and Numeracy levels when they arrive. These assessments pick up any areas of weakness that can be targeted through intervention over the first year at Sutton Academy.

If there are major concerns about a student's ability, the SENCo is qualified to complete Psychometric Assessments in a range of areas to identify specific areas that a student needs support in. If there are any further areas of identified that need specialist support students can also be referred via the bi-annual Planning and Consultation Meetings with the local authority to the Educational Psychologist service, or other relevant support providers in St Helens.

All teachers and LSAs have regular training in relation to Special Educational Needs and there is a regular dialogue about students who are underperforming. If any staff have concerns there is an internal referral procedure which is used.

### **What should I do if I think my child may have a special educational need?**

If you have concerns that your child has a special educational that has not been identified you can contact the SENCo, Tabitha Simmonds, via the Academy. Any concerns will be fully investigated and relevant support put in place where appropriate.

### **How will the Academy staff support my child?**

Teachers at Sutton are kept up to date with the needs of all the students in their lessons, a history of any support or need is kept centrally and linked to registers, so information is still confidential but easily accessible for those who need to know. A provision map and details of needs are linked to registers so that all staff, including cover staff and temporary staff, know what the needs of students are and how students are supported. Information and advice about supporting additional needs is regularly passed on to staff via email, bulletins, meetings and INSET. Teachers will use a variety of differentiation strategies to support the varied needs of the students in their care. Quality first teaching is the primary means of supporting students with AEN.

As laid out in the SEN Code of Practice, many children can be successfully supported through quality first teaching and suitable differentiation within the classroom.

However, where additional support is required assessments will be completed and a plan will be put into place which could include:

- In class support
- Small group/1-1 literacy or numeracy intervention

- Small group/1-1 support to help pupils with social, mental and emotional health difficulties
- 1-1 support for behavioural coaching and mentoring.
- Small group 1-1 support for developing social, communication and interaction skills.
- Small group/1-1 support for improving fine motor skills and handwriting.
- Access to specialist literacy/numeracy packages.
- Inclusion assessment for social, emotional and behaviour concerns.

Where intervention packages are put in place, this will inevitably mean short or long term withdrawal from mainstream classes. We endeavour to minimise impact by rotating timetables and using Ready to Learn time. In some instances we ask for support from home with some students consolidating their learning by completing some of their interventions remotely from home.

### **How will the curriculum be matched to my child's needs?**

In most cases all children will follow the same curriculum, however this will be differentiated according to need and ability ensuring that all learning is accessible and that all pupils can experience a sense of achievement.

Classes are set according to ability in most subject areas (this is phased in at KS3 and into KS4) – in Y7 there are a small number of students who are disapplied from MFL so they can pick up more intensive literacy support allowing for more work on phonics and overlearning, which is aimed to fill gaps in their primary learning and make sure students improve their reading age.

If appropriate at Key Stage 4 a vocational route or alternative placement may be arranged to ensure that all young people can engage actively in their education and follow an educational route suitable to their individual needs and aspirations. We have specific extra - curricular activities for AEN pupils, part of the KS4 curriculum is completing the nationally recognised Duke of Edinburgh award and we have a dedicated teacher for outside learning who coordinates this area of the curriculum.

### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

a) In addition to the normal reporting arrangements what opportunities will there be for you to discuss your child's progress with staff?

- Open door policy – You can contact the academy at any time to request to speak to a member of the SDC team and at our earliest availability we will arrange a meeting or telephone conversation (within 48 hours).
- There is an SDC drop in on Monday afternoons (1.40pm - 3pm) throughout the year to offer parents the opportunity to meet with the SENCo/Lead LSA and raise concerns or share good practice, no appointment necessary although calling in advance will mean you should not have to wait.
- All students receiving AEN Support have a designated Keyworker who tracks progress and reviews interventions termly. This is then fed back to parents and discussed with students termly. Parents will have direct contact details for their allocated keyworker and are welcome to contact staff at any point.
- AEN staff will be available for additional meetings on review days and parents evenings.
- Annual review of Education, Health and Care plans.

b) How does the academy know how well your child/young person is doing?

We have in place a rigorous assessment and monitoring schedule and we hold regular progress meetings throughout the year to discuss and evaluate pupil progress.

c) How will you know what progress your child should be making?

- Our termly reporting system.
- Parents' evenings.
- SDC drop in Mondays lesson 5
- Key workers will call home a minimum of once a term times a year, but a named keyworker will be available to contact via telephone, email or through written messages with students.

d) How will we explain to you how your child's learning is planned so that you can support this outside of academy?

- Curriculum overviews on academy website.
- Homework placed on Show My Homework for parents to monitor and support.
- Parents' Evenings offer an ideal opportunity to discuss learning in specific subject areas with subject specialists who can offer advice.
- Communication Logs can be used for home academy contact.
- Through the annual review process staff will provide information on the strategies employed within the classroom which can be discussed and reinforced at home.

e) How and when will you be involved in planning your child's education?

- When your child is identified as having a Special Educational needs all provision planned will be done in discussion with you to be sure all parties understand and agree that the support is suitable.
- Parental views are regarded as vital to the planning process and these will be sought in a number of ways throughout the academy year.
- If as a academy we decide that your child would benefit from any form of intervention you will be informed via letter or phone call that this is being offered and you will be given the opportunity to discuss with relevant staff.

### **What support will there be for my child's overall wellbeing?**

a) What is the pastoral, medical and social support available for children with AEN?

In addition to the extensive whole academy pastoral support package young people with AEN could receive additional personalised support including: Nurture support, access to support and intervention through our Student Development Centre; access to the Student Development Centre before and after academy and at break times and lunchtimes.

Students that are struggling with emotional, social and/or behavioural concerns are identified by Progress Leaders or Pastoral Managers and a referral is submitted to the Inclusion team for an 'assessment of needs'. Following this in-depth assessment, students are then offered a bespoke package of intervention to target their individual needs. These interventions are aimed to help develop the student's social, behavioural, emotional and mental wellbeing.

b) How do we manage the administration of medicines and providing personal care?

Where young people are identified as having physical a medical needs requiring medication to be administered in the academy a Health Care Plan will be completed and necessary arrangements implemented. We have a academy based medical assistant and work with the academy nurse team.

c) How do we support children during unsupervised time?

- Staff are deployed at break times to supervise activity in all areas of the academy.
- At lunchtimes the Academy Leadership Team supervise activity alongside staff.
- Pupils with AEN are invited to spend their break times and lunchtimes in the SDC area which is fully staffed and a range of activities are on offer, including help with homework.
- The Learning Support Assistants run a series of lunch time activities to foster social interaction and creativity.
- The Learning Support Assistants deliver lunchtime activities for vulnerable students on an invitation basis to promote peer relationships.
- Depending on a student's needs there may be occasions when a student will have a designated member of the AEN team with them during unstructured time.

d) How does academy manage transitions between different activities during the day?

- We insist on a very orderly and prompt transition between lessons throughout the day and there is a high staff presence to ensure this ethos is upheld.
- When deemed necessary, students can be escorted to and from lessons should this be appropriate.
- If necessary Visual timetables are available to support the transition between lessons and enable pupils with AEN to prepare their day and transitions in advance.

e) What support is there for behaviour, avoiding exclusions and increasing attendance? How will your child be able to contribute his/her views?

Through our SDC Team we offer a wide range of bespoke interventions aimed to help student's social, behavioural, emotional and mental wellbeing.

- We have a full and comprehensive rewards and sanctions policy with the emphasis on rewarding achievement and positive contributions to academy.
- We employ a restorative approach to dealing with behavioural issues.
- We have an internal exclusion room to avoid external exclusions and ensure that education is not interrupted due to poor behaviour wherever possible.
- Parental contact is a high priority when any incidents of poor behaviour occur in order for issues to be remedied and a consistent approach to be adopted.
- We employ Behaviour and Attendance workers and work closely with Attendance Team to support pupils and parents in maintaining excellent attendance to academy.
- Our attendance policy is inclusive of rewards for excellent attendance and punctuality. This is celebrated in whole academy assemblies.
- A whole academy behaviour report system is in place to monitor student behaviour and attitude to learning. This reporting system enables the Inclusion team to identify behaviour concerns and implement intervention at its earliest point.
- When problems with behaviour and attendance are persistent we engage with external agencies to offer increased and personalised packages of support including Pastoral Support Programmes.
- Young people's views are taken into account at every stage of their education through pupil voice, contributions to meetings about their progress and achievement and through surveys completed annually.

f) How will we use the expert knowledge you have about your children?

At all relevant points in your child's education your views and advice will be sought in order to help us fully understand their needs, strengths and difficulties. Keyworkers are committed to make contact with parents at least once a term to review the effectiveness of interventions and gather information to enhance the experience your child has at Sutton Academy.

**What specialist services and expertise are available at or accessed by the academy?**

- Staff in our Inclusion department access a wide range of training and CPD in order to ensure that the needs of children can be met.
- We engage support for a wide range of services including: Mental Health teams, Counselling services, Sexual Health teams, BIT, Educational Psychology Service, Drug and Alcohol Teams, Community Support Services and voluntary organisations, Gateway and Social Care and medical professionals.
- Where any specific needs arise we ensure that the most appropriate experts are engaged to work with us and our young people and their families to offer the best possible support.

**What training have the staff supporting children with SEND had or having?**

All staff in the academy have received training in differentiating for students with additional needs in the last year. They have been trained by Speech and Language therapists in relation to Speech, Language and Communication Needs. They have also had training from the BIT team about supporting behaviour for learning.

The SENCo has the NASENCO qualification and is registered with the British Psychological Associations Register of Testers, has worked as a Specialist Teacher for ASD and within Special Educational Needs for over 8 years. With recent training in Dyslexia Teaching, Speech and Language Needs, and teaching phonics.

- Literacy: We have staff trained in Soundwrite, Read,Write Inc., Talking Partners, Delivering Toe by Toe, Dyslexia Awareness and Learner Friendly classrooms.
- Numeracy: We have staff trained in Maths Recovery.
- Emotional and behavioural Support: All support staff have received training in restorative approaches to behaviour management, coaching and mentoring of individual pupils. Further to this, our support staff have attended a range of training provided by the local authority to support young people who need Inclusion, anger management etc.
- Currently a number of LSAs are completing the Key Schools Training NVQ Advanced Diploma in Supporting Teaching and Learning.

**How will my child be included in activities outside the classroom, including trips?**

The academy provides a wide range of educational and extra – curricular activities taking account of varying capabilities and interests.

- Learning Support Assistants and SDC staff attend academy trips enabling all pupils to be involved.
- Parental advice and expertise will always be sought where necessary as part of

Health Care plans and in providing consent for pupils to attend educational visits and academy trips.

### **How accessible is the academy environment?**

- There is wheel chair access to all buildings and most classrooms, with lifts and ramps allowing access to first floor facilities.
- We have accessible changing and toileting facilities.
- We seek advice and expertise from parents and specialist teams to ensure that the visual and auditory environment is suitable for learners.
- Where necessary we will employ the support of translators or supportive family members to communicate with parents whose first language is not English.
- The academy AEN budget and personal budgets allows us to provide equipment and facilities to support children and young people with Special Educational Needs.
- We regularly review and improve facilities in and around the building liaising with occupational therapists and physiotherapists to make the environment accessible and inclusive.

### **How will the academy prepare and support my child to join the academy, transfer to a new setting or the next stage of education and life?**

- Transition meetings are held with primary schools in which we discuss all children and their strengths and difficulties – these meeting highlight children requiring additional support.
- We offer a more intensive transition package in addition to regular transition days in order to enable pupils to meet key staff and classmates, adapt to become familiar with their new learning environment and discuss any concerns they may have.
- At all key transitional points the AEN team offer support to ensure that appropriate provision is available to make the transition as smooth as possible, for example the SENCo is available to attend and advise at options interviews in Year 9 and can offer support and advice when decisions are being made for Post 16 pathways.
- When pupils encounter a transition between academy post year 7 we liaise with the new setting and any agencies involved to gather pertinent information, complete an assessment of need and put in place a plan for their successful integration into academy life with us. Where necessary we may send staff to work with students in their new setting to support this transition.
- We liaise closely with Post 16 establishments to pass on relevant information and where necessary arrange transition sessions. Support can be offered for college assessments and interviews.
- Our Academy careers advisor will attend Annual Review Meetings in year 9, 10, 11 & 13 to help prepare young people for their future. They will also arrange meetings with young people in academy to offer advice and support.
- We can liaise with the transport team to arrange independent travel training where appropriate.
- Information sharing when a child moves on is prompt and detailed, in order for their needs to be met and for support and provision to be in place. This will include details of support and provision currently in place in order for a new setting to implement a similar support package.

### **How are the academy's resources allocated and matched to the children's Additional Needs?**

- Schools are given an additional amount, referred to as the 'notional AEN budget' it covers around £6,000 per pupil with AEN, over and above core funding. We will use this funding to meet pupil need and where necessary approach the Local Authority when high level needs cost more.
- As an academy we ensure that we are equipped with resources and materials that enable all of our young people to learn. The tools and resources used to make learning accessible for all are sourced, whenever applicable, to ensure that barriers to learning are broken down and achievement is optimum.
- Our AEN Budget is devoted to employing well skilled LSAs, purchasing appropriately differentiated and accessible resources and ensuring that the learning environment is learner friendly.

### **How is the decision made about what type and how much support my child will receive?**

We offer a graduated approach to AEN in order to identify difficulties; assess need in conjunction with class teachers, parents and pupils and plan for appropriate support and provision:

- Where pupils are not making expected progress an assessment of difficulties and needs may be completed to identify specific areas of difficulty. This will inform the teaching strategies and tools needed to enable the individual pupil to make more rapid progress and hopefully overcome difficulties.
- Where appropriate differentiation and quality first teaching does not have the desired impact and progress continues to be hindered by a young person's special educational needs then further assessment of need will be completed and small group or 1-1 intervention implemented that is suitable to the needs of the child and assessed regularly.
- Should the young person continue to make less than expected progress despite support matched to their needs and difficulties then we may involve specialists to complete further assessments and/or offer further advice and guidance to help us offer effective intervention and support. Parental consent will always be sought before involving outside agencies or specialists.
- At all stages parents should be involved in the decision making process. Our open door policy invites parents to contact us at any time with any questions or concerns.
- A centrally held, comprehensive information pack outlines the needs and difficulties of any children with special educational needs and the support they receive. This information also outlines advice from specialists and the AEN team, offering strategies for staff to employ when teaching individuals.
- The SENCo reviews the AEN register, pupil attainment data and pupils in receipt of support termly. We often take advice from our SEN manager at the Local Authority should we have any specific concerns.
- Parents, pupils, teacher and teaching assistants are all important stakeholders and can be involved in the decision making process with regards the levels and types of support offered.
- Parents are encouraged to take an active role in supporting us to enable their child to make good progress. You can be involved by contributing to meetings and discussions at parent's evenings, by sharing all relevant information, by offering your expert knowledge and by supporting academy and reinforcing the work we do in the home.
- We will measure the impact of interventions in a number of ways to ensure a holistic picture of achievement, some of which are outlined below:
  - Termly AEN planning meetings;
  - Reviews of attainment data and pastoral data;
  - Learning walks and reviews of pupils work;
  - Pupil voice conversations;

- Staff consultation in readiness for formal reviews.

### **How are parents involved in the academy? How can I be involved?**

Parents are encouraged to take an active role in supporting us to enable their child to make good progress. You can be involved by contributing to meetings and discussions at parent's evenings, by sharing all relevant information, by offering your expert knowledge and by supporting academy and reinforcing the work we do in the home.

- Your involvement in your child's education is crucial. We would encourage talking to them about what they are learning, supporting them with homework and revision and encouraging them to remain positive about their learning experiences and developing attitudes that enable them to see challenges and mistakes as an important part of the learning process.
- Encouraging reading and reading with your child is hugely valuable and will make a significant difference to their learning capacity and learning attitudes.
- Seek advice from staff as to how you can support learning in specific subject areas.
- Access the Show My Homework.
- Liaise directly with your son/daughter's keyworker.
- Updating your son/daughter's keyworker with significant changes in circumstances
- Ensuring that when attending appointments with outside agencies (Doctors/CAMHS/Hospital) the SENCo at Sutton Academy is copied into correspondents and reports.

#### **Contacts:**

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