

Sutton House Academy SEN Information Report Summer 2020

In September 2014 a new Special Educational Needs Code of Practice came into effect. From this time Local Authorities must publish a Local Offer, setting out in one place information about provision that they expect to be made available for children and young people in their area who have Special Educational Needs. (SEN)

The Local Offer, provided by Southend Borough Council has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children and children with SEN and their families.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

The information and support available can be accessed by clicking the link below:

<http://www.southendinfopoint.org/kb5/southendonsea/fsd/home.page>

Schools must contribute to the Local Offer. This SEN Information Report is our school's contribution to the Local Offer.

If you would like further information about what we offer at Sutton House Academy then please do not hesitate to contact our SENCO, Ms Sally Carter at scarter@suttonhouse.org.uk

Special Educational Needs Information-

Types of Special Needs catered for:

Sutton House Academy is a specialist provision, providing an education for students who display significant Social, Emotional and Mental Health (SEMH) issues. They are on roll as a named provision on their Education, Health, Care Plan (EHCP) where a student's difficulties managing their emotions and/or social situations has been identified as their main barrier to learning. Students may also have diagnoses such as ADHD, ASD and ODD along with co-existing learning difficulties. The majority of pupils will have a combination of these difficulties rather than just one need or special educational need.

The school have provision for 50 students and currently have 59 on roll so are currently oversubscribed.

Provision at Sutton House Academy:

Sutton House Academy provides a caring community which aims to promote communities, mutual respect and understanding and an effective and therapeutic education for all students. Behaviour is viewed as communication and all staff adopt a trauma informed lens approach when students are facing difficulties.

At Sutton House Academy, classes are restricted to small numbers with a high adult: student ration. This enables all young people to have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure. Staff strive to remove barriers to learning and provide access to a wide range of learning experiences and challenges while taking into consideration their emotions and wellbeing.

All students are allocated an adult as their Form Tutor in Secondary and Class teacher in Primary. These members of staff monitor the student's progress, oversee the student's general wellbeing, offer advice and support throughout the school day and provide an essential conduit between the Academy and home. Students are encouraged to form a relationship with their Tutors, Class teachers and Learning Support Assistants and share any achievements or difficulties with them.

On entry to Sutton House Academy, each student will have baseline assessments in behaviour and academic competency. Students will be assessed using the WRAT (Wide Range Achievement Test), for literacy and numeracy. Specific language skills will also be assessed using the Single Word Receptive and Expressive Language Assessments or ELKLAN Abstract Language Tools. A risk assessment will be made using previous records to inform possible strategies to support the student with their emotional regulation and an Individual Support Plan (ISP) will be made with 3 targets taken from their EHCP. The ISP targets are monitored frequently and reviewed at least termly. The desired outcomes of all interventions are to reduce the gap between a student's current ability to within age related expectations.

Additional support can be arranged using interventions which focus on an individual's needs as identified in their personal EHCP and can include:

- 1:1 daily reading and spelling
- Maths number skills
- Sentence structure
- Expressive and receptive language development
- Comprehension and inference
- Lexia
- Social skills
- Emotional literacy
- Anger Management
- Counselling

Sutton House also offers a Therapeutic Curriculum which operates in tandem with the Academic Curriculum. This curriculum encompasses all students and includes the use of Zones of Regulation, SIS, PSHE and RSE modules.

Looked After Children:

All looked after children are offered extra support with their English and Maths skills as well as help completing related examination course work. An individual Support Plan is implemented.

LAC and PEP reviews are attended by a relevant member of staff or the SENCO (Designated Teacher for LAC children). SMART targets are generated and any additional money from the related pupil premium is allocated to additional support with regards learning, social and emotional skill building activities.

Counselling is available and forms a strong role in our therapeutic curriculum. Referrals and requests can be made by parents, carers, staff and any other stakeholders and are considered on an individual basis. Progress is assessed using the SIS data analysis.

Sutton House Academy Curriculum:

The curriculum at Sutton House Academy has been tailored to meet the needs of individuals. This includes enrichment activities where students are able to develop their social and emotional skills within the community. There are also structured social times, such as Breakfast Club, sporting fixtures and assemblies.

The school's approach to teaching pupils with special education needs varies according to the needs of each group. All students are educated in small class groups with additional adult support, to enable achievement. Appropriate behaviour and learning are rewarded with additional social times. Students are also given the opportunity to develop their emotional literacy, within a safe environment. Achievement is celebrated once a week in a celebration assembly.

There is a 3 year plan of topic coverage within the primary curriculum so that if a pupil stays in the same class for more than 1 year they will have a different learning experience the following year and not repeat the same topics. The curriculum is designed to offer a full coverage of all important aspects of development both academic, social and emotional in nature.

KS3 education is delivered by subject specific teachers and assessed using the same levels as mainstream school. Lessons are 60 minutes long and adapted according to the needs of the students.

KS4 students are able to follow an optional vocational curriculum with English and Maths as core subjects. Some vocational subjects are off site provisions and include transport to and from the location.

The aim is to enable pupils to make as much progress as possible and to prepare them for the next stage of their education wherever this may be.

Sutton House have the following facilities:

- Full sized sports hall for PE lessons.
- Specialist Cookery room where all groups are taught cookery and life skills in small groups – up to 6 pupils.
- Specialist art room to cover curriculum and therapy.
- A multi-sensory room for integrating sensory needs in the primary corridor.
- Outdoor area for growing vegetables and fruit for life skills.
- Large playgrounds for break times and outdoor PE
- Learning hub upstairs for students struggling with social interaction/ anxiety etc
- Two counselling suites for CBT, art therapy and play therapy

Outcomes:

Students are supported to develop their social, emotional and academic skills to within age related bands.

The aim of Sutton House Academy is that all students achieve at least 5 GCSEs or equivalent by the end of KS4.

Our curriculum is designed so that pupils can start academic studies in yr 9; this affords greater outcomes in yr10 and 11. Where learners are unable to access GCSE qualifications, alternative pathways are available.

If a pupil is able, willing and wishes to access local mainstream school provision for certain subjects, this is negotiated individually for the pupil(s) concerned with families and the pupil, and school concerned.

Adaptions to teaching:

Teaching and learning at Sutton House Academy is of paramount importance and is adapted to meet the needs of individual learners. This can include:

- Seating arrangements
- Support – should hover and give opportunity for independence
- Story frames
- Story mountains
- Date and LO already written
- Concrete resources
- Phonics mats and key word fans
- Support to pre learn vocabulary
- Manageable chunks
- Revisions and experience
- Multi-sensory
- Writing frames
- Colourful semantics
- Making and using vocabulary maps
- Making and using mind maps
- Alternative ways for recording work
- Word Processor
- Number lines
- 100 square
- Tables grid
- Adult scribe- Reader

Additional support from within the school:

Sutton House employs 3 counsellors who use CBT, play therapy and art therapy to support emotional needs on a 1-1 basis.

Sutton House employs an art therapist 3 days a week to support individuals and groups.

A Welfare Team supporting the welfare of students and pastoral care are readily available and are mental health first aiders.

Additional support and access to outside services:

The school liaises very closely with the Emotional, Wellbeing & Mental Health (EWMHs) team and supports a number of students and families who are having difficulties. Joint behavioural and emotional programmes are worked on with families and all concerned.

Regular support and advice is gained from the local Educational Psychology Service and requests can be made for assessments, observations and advice around learning and communication needs.

Referrals can be made to the Speech Therapy Service and requests to the Speech and Language Specialist Teacher for assessments around language and communication.

The school liaises with the school nurse and can refer directly for additional support around health and wellbeing issues.

The school liaises with the Lighthouse Child Development Centre to support health assessments, reviews and in the monitoring of health conditions which require the administration of medication such as ADHD.

The school liaises with the adolescent, intervention and prevention team (AIPT) and has weekly visits from the School Community Police Officer.

School holiday clubs are run for most school holidays. These are either sports activities in the Sports Hall or practical cookery lessons. These are advertised and accessed via school letters and bookings forms.

Specialist training and expertise of staff:

All staff at Sutton House Academy are MAPA trained for behaviour management to safely diffuse situations and manage the behaviour of some very challenging pupils and situations.

All staff must complete a range of online Educare courses demonstrating compliance in Mental Health, Safeguarding and SEND.

All staff attend weekly CPD training which covers curriculum, pupil focus, assessment and SEND.

If there is an unmet need that we feel we could benefit from training in, then we will do our best to acquire it from outside sources if it felt to be essential to meeting the needs of the current pupils.

Consultation and Communication:

At Sutton House Academy we believe communication with families is vital. We hold an open door policy and will discuss any concerns raised via telephone or through an arranged meeting.

ISPs are reviewed by teachers and shared termly with parents.

Annual reviews / meetings about progress are arranged regarding the outline of provision and need from the EHCP. Parents/carers and children, where appropriate, are invited to attend the meetings. Reports and graphs of progress are discussed at the meeting as well as views as to the next steps in learning and longer term views as to possible routes for life after school.

Parents are asked to give their views about the work of the school via a yearly questionnaire. The results are published in the school. Parent View on Ofsted's web-site is also available for those who wish to pass on their views to Ofsted.

Access Arrangements:

Sutton House Academy is fully inclusive and all students are actively encouraged to participate in our extra-curricular activities. Our site and facilities are fully accessible for all students, including those with disabilities, including wheel chair access. Sutton House Academy provides allocated disabled toilets, wide access corridors and ramp access and has a lift to enable access to further rooms upstairs.

Exam Access Arrangements:

Access arrangements follow government guidelines and allow pupils with identified needs to show what they know without affecting the integrity of the assessment. They are a principle way in which awarding bodies comply with the duty under the equality act 2010, to make reasonable adjustments. These can include a reader, scribe or processor for specified examinations, and/or extra time or rest breaks and be part of normal practice within the classroom. These are applied for prior to students sitting exams and must be part of their daily practice.

Transition:

We consider transition to be a very important aspect to the success of a pupil's start at Sutton House Academy. We also plan carefully any transitions in our daily school life.

New starters are invited to an induction meeting with their family to share information and

find out about the school. At this point an individual transition plan will be agreed with the SENCo to ensure that the transition is successful and moves at the pace of the pupil. These are reviewed regularly building up to full time attendance.

If a pupil is moving to another school/educational setting, careful transition work is completed with the pupil and the family. A leavers' assembly enables all pupils to know they are transitioning from one provision to another, even if they are remaining within this school. Those pupils who are remaining in this school spend time in transition into the secondary department having lessons with new staff and getting used to the new environment. Information about the pupils is given to the next setting, producing one page profiles of pupils as well as passing on further information on strategies that help and any further support that is needed.

Pupils in Years 10 and 11 are prepared for their next steps through a series of activities in lessons according to their individual needs. All pupils are encouraged to attend their EHC review meetings to discuss their future choices with staff, parents and a Local Authority Careers or Transitions Guidance team member. All local college open evenings and relevant careers/work fairs are advertised to pupils and parents.

If you feel that you need to make a complaint at any time please speak to the SENCo, Ms Sally Carter who can be contacted via email; scarter@suttonhouse.org.uk or alternatively refer to our complaints procedure which is available on the school website.



