

SEND Information Report 2019

Local Offer of SEN

1. What should I do if I think my child has special educational needs?

- Discuss your initial concerns with your child's subject teacher and / or tutor
- If you are concerned about a number of subjects, discuss this with your child's tutor, who will then discuss the concerns with the SENDCO, Mrs Emmanuelle Scott
- The school works to the definition of special educational needs as outlined in the SEN Code of Practice 2015, which states:

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.*

2. How will the school respond to my concern?

- The member of staff will listen to and investigate your concerns
- We will get back to you by phone or e-mail and share our findings
- If required, we will set up a meeting in school to discuss your concerns in person and have the relevant school parties involved

3. How will the academy decide if my child needs extra support?

- Within a single subject, the subject teacher and Head of Department will decide
- If the concern is across a number of subjects, the SENDCO will decide on the best course of action for supporting your child based upon the evidence brought to them
- Where possible, the decision will be based on data about your child's attainment in comparison to other children and their progress, as outlined in the definition of special educational needs from the 2014 Code of Practice

4. What will the school do to support my child?

- If additional support is required across a number of subjects, your child will be placed on the SEN register and your child's teachers will be informed of their learning needs and strategies to overcome them
- Where possible the school will provide additional support from a teaching assistant who will work under the supervision of the SENDCO, which may include in class support, small group work or 1:1 support
- The support will be based on the cycle of: assess, plan, do and review
- All additional support will be recorded on the school's provision map.
- This will indicate the nature of the support, how often it takes place and its effectiveness

- The SENDCO or the teaching assistant will work with you and your child to put together a pupil profile to ensure that up to date and comprehensive information is shared with your child's teachers to inform them of any barriers to learning, strategies to help support their learning in order to enable them to maximise progress
- If your child's needs require support from external services, the SENDCO will ask your consent to make a referral to the relevant professionals

5. Who will support my child within the school?

Where the school decides it is appropriate, the following people may support your child:

- Class teachers
- Form tutor
- Teaching Assistants
- Emotional Literacy Support Assistant (ELSA)
- SENDCO
- Pastoral Lead

6. What training and experience do staff have for the additional support my child needs?

- Within the special needs support staff there is a wide variety of training, experience and qualifications including:
 - National Award in SEN Co-ordination
 - Coping with Risky Behaviours (CRB; previously known as MAPA)
 - ASD
 - ELSA
 - English as an Additional Language (EAL)
 - Literacy
 - Numeracy
 - Precision teaching
 - Attachment and early childhood trauma
- All staff have recent training in meeting the needs of students with Autism, literacy difficulties and differentiation to ensure quality first teaching

7. Who else might be involved in supporting my child?

Depending on the needs of your child, the following agencies may be involved:

- Family SENCO
- Educational Psychologist
- CAMHS worker
- Healthy Family Team
- Small Steps
- School nurse
- CASEY counselling
- PDSS (Physical Disabilities Support Service)
- Sensory Education and Support Service
- Positive Futures
- Schools and Family Support Services (SFSS) – access to a range of agencies
- Communication and Interaction Team
- Cognition and Learning Team

- Social Care
- Health Related Education Team (HRET)
- First Class tutors

8. What support will be there for my child's emotional and social well-being?

- Pastoral support will be provided by your child's tutor, who they will see on a daily basis
- Students on the SEND register receive additional pastoral support from teaching assistants as will those classified as vulnerable learners
- Referral to the Hub who provide a range of interventions for students with social, emotional and mental health needs
- Mr Jonathan Ubhi, Associate School Leader, has overall responsibility for pastoral support, including attendance, within the school
- The school's behaviour for learning policy outlines how the school promotes positive behaviour
- The first port of call if your child feels they are being bullied is their form tutor or the Pastoral Lead, or your child's Key Adult (if they are on the SEND register), who will deal with the incident in line with the anti-bullying policy
- If your child requires regular medication, medicines are stored in a lockable cabinet and are administered as per your instructions or care plan, this is overseen by trained first aiders
- If your child has diabetes, epilepsy or other more serious conditions, or might need to use an Epi-pen, then staff will receive additional, specific training and a medical profile will be shared with all staff
- If your child feels unwell, they will be escorted to designated first aiders, who will decide on the best course of action and take the relevant steps necessary

9. How will my child be involved in the process and be able to contribute their views?

- If your child is on the SEND register, they will have an allocated Key Adult (usually a teaching assistant) who will build up a good relationship with them. This member of staff will review their profile with them twice a year and update all teaching staff with this information
- Your child will be invited to any review that takes place and will be asked to give their views on the support they receive in school. If your child does not want to attend the review, their Key Adult or the SENDCO will speak to them beforehand and present their views at the meeting
- Tutors will meet your child to discuss their progress update when they are issued

10. How will the curriculum be matched to my child's needs?

- We aim for your child to study a broad and balanced curriculum
- Teachers will try to prepare materials and teaching approaches to meet the individual needs of students
- All staff have access to baseline data for your child and, for all students on the SEND register (including vulnerable learners,) a pupil profile outlining learning needs and strategies, to ensure effective differentiation is in place
- A teaching assistant may be in some of your child's lessons to help with their learning
- In some circumstances your child may be withdrawn from lessons in order to concentrate on the development of key skills, such as literacy and numeracy

11. What opportunities will there be for me to discuss my child's attainment and achievement?

How will I know how well my child is progressing?

- In addition to the three Progress Check updates that all students receive, SEND reviews and multi-agency meetings will provide the opportunity to discuss attainment and achievement
- The SENDCO is available at Parents' Evenings to discuss progress and / or concerns
- You will be able to contact your child's tutor or the SENDCO to discuss progress.

12. How does the school know how well my child is doing?

- Progress updates using teacher assessed grade bands to monitor whether students are making expected progress.
- Your child's reading age is currently tested in year 7
- Students receiving additional literacy interventions will have their reading ages tested every term
- Assessment for Learning strategies ensure that your child is involved in monitoring their own progress and setting targets

13. How will my child be included in activities outside the classroom including school trips?

- We will work with you and your child to ensure that, where possible, they are able to take part in all planned activities outside of the classroom
- This may include preliminary visits, reasonable adjustments and the preparation of risk assessments
- If you are concerned about how your child will access an out of classroom activity or school trip, contact the trip organiser in the first instance who will seek support from the SENDCO

14. How accessible is the academy environment? How accessible is the curriculum?

- The school's ground floor is wheelchair accessible, including disabled toilets. In the small number of cases where classrooms are not accessible, adjustments are made to meet the child's needs
- The school has staff trained to support students with EAL who can help to make the school and curriculum accessible for students and families whose first language is not English
- Teachers differentiate their lessons in order to make sure that students can access the learning

15. How will the Suthers School prepare and support my child to join the school?

- The SENDCO, as far as possible, will attend SEND review meetings at your child's primary school in the lead up to transition.
- The SENDCO, the Pastoral Lead or the Head Teacher will visit your child at primary school and talk to their class teacher
- Vulnerable students or those on the SEND register will have the opportunity to attend additional transition visits, in addition to the full Y6 induction programme.
- Your child will meet the SENDCO and teaching assistants on these visits
- If required, individual transition plans will be created in discussions with yourselves and both school parties
- If your child is transferring from another secondary school mid-year and has additional needs, please contact the SENDCO at the Suthers School to arrange a visit and a meeting to discuss your child's needs. Once your child's place has been confirmed, the SENDCO will make contact with their previous school to gather information.

16. How will the school prepare and support my child to transfer to a new Key Stage / setting / college?

- In Year 9, your child will choose his or her options for Years 10 and 11. Your child's tutor, Key Adult and the SENCO will be able to support you and your child with these choices
- The SENDCO will attend the Option Evening to offer advice
- In Year 11, your child will choose their next educational setting. This might be Sixth Form at the Suthers School or the Sixth Form in another school / academy or a college. Support will be in place to help with applications and transition where required.
- SEN information for students post 16 will continue to be shared and for students leaving the Suthers School, a vulnerable pupil passport or pupil profile will be completed to share with their new setting.
- If required, individual transition plans will be created in discussions with yourselves and the next setting
- We will support your child with visits to their new setting

17. How can I be involved in supporting my child?

- Check your child's planner on a weekly basis to monitor homework and to sign you have seen it
- Provide your child with an appropriate place to do homework and encourage them to complete it at a regular time
- Support your child with the organisation of their equipment
- Attend parents' evenings, review meetings and engage with the team around your child
- Reinforce and support the points outlined in the Home-School Agreement
- Encourage your child to read on a regular basis. If your child finds reading difficult, we can provide ideas about how to work with them, for example paired reading

18. How can I access support for myself and my family?

- A good source of information is the Local Authority local offer website:
<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>
- Contact the SENDCO who can support referral to the Early Help Unit or raise the case with the Schools and Family Support Services via termly Springboard meetings.

19. Who can I contact for further information?

- For further information, contact Emmanuelle Scott (SENDCO)
escott@suthersschool.co.uk
01636 957 690
- You can also check our SEND Policy, which is viewable at:
<http://www.thesuthersschool.co.uk/page.php?p=statutory>