

SEND School SEND Information Report 2022 - 2023

Welcome to The Suthers School SEND Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

At The Suthers School, we recognise the fact that all children are different and have diverse learning needs. Through a deep understanding of our students we ensure we support each and every student with their needs.

This report will provide information about the provision that we are proud to offer at The Suthers School to support our students.

1.	<p>What kinds of special educational needs does The Suthers School make provision for?</p> <p>The Suthers School is committed to providing an appropriate and high-quality education to all students. We believe that all students, including those with identified special educational needs, are entitled to high quality teaching and learning and a broad balanced curriculum which is accessible to them.</p> <p>At The Suthers School, we make provision for children with SEND within each of the four categories identified in the 2015 SEN Code of Practice:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Mental and Emotional Health • Sensory and or physical
2a.	<p>What should I do if I think my child has special educational needs?</p> <ul style="list-style-type: none"> • When a parent/carer is concerned that their child may have a special educational need, this should be discussed initially with their form tutor. If your child is not yet on our school roll, conversations with our school SENCO/ Assistant SENCO should take place prior to students joining us. • The SENCO/ Assistant SENCO will be informed and become involved if necessary. • We acknowledge that all students are individuals and have different learning needs, some requiring additional support to meet their needs or to improve their learning. • The SENCO/ Assistant SENCO coordinates SEN provision, liaising with parents/carers, students, school staff and specialist advisors from the Local Authority, Health Services and other external agencies. • We follow the clear guidelines set out in the SEN Code of Practice 2015. • We continually monitor and assess the progress of all students and where expected progress is not being made, interventions may be put in place to work on identified areas and a graduated response is followed.
2b.	<p>What is a Special Educational Need?</p>

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.*

3.	How will The Suthers School identify and assess my child's needs?
	<ul style="list-style-type: none">• Attainment and progress are carefully tracked and monitored throughout the school year• On a daily basis, teachers evaluate lessons and assess the learning of their pupils, considering if they are on track and making progress.• If teachers have concerns they will raise this with the school SENCO/ Assistant SENCO and parents / carers of the student• Senior Leaders, SENCO and Assistant SENCO meet to discuss provision and progress for students; they consider any additional support and interventions that might be required.• If parents want to raise a concern about the progress their child is making, they should contact their child's form tutor and or the Head of Department for specific subjects. If the concern is more general they would need to contact the Senior Pastoral Leader or the SENCO/ Assistant SENCO.• If the quality first teaching strategies used within classrooms are not enough to ensure progress is being made, the SENCO/ Assistant SENCO will become involved and a graduated response will be undertaken. This involves creating a plan on how to achieve the outcomes proposed, identifying the support required and planning for reviews to assess progress against the outcomes.• Sometimes outside agencies may be involved with your child, this might include: Speech and Language Therapists, Educational Psychologists, the School Nurse, wellbeing support or Specialist schools and family support services. This will help to inform a decision about the student being placed on the SEND register at SEN support level. Parents are informed at every stage of this process.• A small number of students needs may not be met at SEN support level. They might require an EHCP (Education, Health Care Plan). We will support applications through the EHC assessment and work to meet recommendations that are given if a plan is put in place along with supporting the annual review process.
4.	What is The Suthers School's approach to teaching students with special educational needs?

Subject Teacher input, via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all students in their class.
- That all teaching is built on what your child already knows; can do and understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies are in place to support your child to learn.
- The subject teacher will have carefully checked on your child's progress and will have decided your child has gap/gaps in their understanding /learning and needs some extra support to help them make the best possible progress.

Specific group work / Interventions For

your child this might mean:

- Groups or support in the classroom: teachers may organise for a small number of students to work together on carefully planned activities with a TA to support with learning
- Groups or 1:1 sessions out of the classroom: TAs and other specialists may be asked to run small group sessions or 1:1 support sessions out of the classroom, this might be for a targeted intervention such as a session run by our ELSA (Emotional Literacy Support Assistant).

5.	How will the curriculum be matched to student needs?
	<p>Children are not grouped according to ability but have opportunities to work with children of all abilities through the varied and inclusive curriculum that we offer. Teachers differentiate learning to meet a variety of different needs within the class and students are encouraged to reflect upon their own progress. Our approach is to tailor learning opportunities so that they are accessible to all children through effective planning of curriculum knowledge and how this is delivered in lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels. We maintain high expectations and aspirations for all children at The Suthers School. Children with SEND are fully included in activities throughout the school day. If necessary, we provide additional support to enable this to happen, for example 'meet and greets' in the morning, additional support at break time and/or lunchtime and during extracurricular activities. If the support in place is recognised to not be suitable for a student's ability, meetings will be held between the SENCO/ Assistant SENCO and parents to discuss arrangements for individual students.</p>
6.	How will The Suthers School support my child's emotional and social development and wellbeing?

	<ul style="list-style-type: none"> • We believe that pupils achieve best when they are positive and embody our character strengths: tenacity, optimism, respect, curiosity and hard work. • We celebrate student success and provide positive learning experiences. We use positive framing in our classrooms to encourage students to make positive choices and earn rewards. • We are committed to ensuring that we support students when they face set backs and encourage students to remember that the storm will always pass – a key motto used to explain optimism to our students. • We have many strategies embedded within our everyday practices to help students to become aware of how they are feeling and how their choices impact on the emotional wellbeing of others. Students have weekly PD (Personal Development) lessons where they are taught vital skills. • Our form time sessions encourage further thinking around key personal development topics and allow students to continue conversations with trusted adults in safe spaces. • All of our SEN students are assigned a member of staff as a key person, these are critical in providing support for our students and we encourage conversation with these members of staff to support students with their concerns. As part of this role, key people provide regular communication to parents to liaise on supporting students in school. • Our form tutors are also key people for our students, they are there for students if they need someone to talk to and support the pastoral team in identifying where support needs to be. • If needed we have access to outside agencies who are able to speak to students about sensitive issues. • Our reward systems, which we use consistently across the school, promote and celebrate social development as well as linking directly to our five key character strengths. • Our trained ELSA runs responsive sessions for students who might need an extra layer of support with their social and interaction skills. • We also run zones of regulation sessions that can support our students, in particular those with ASD, to regulate their emotions. • Where we identify it appropriate to, we facilitate student mentor opportunities. This takes on many forms from conversations to playing games. • The aim is to empower pupils to take responsibility for their own learning and to raise their confidence so that they can reach their individual learning potential.
7.	<p>How does The Suthers School evaluate the effectiveness of provision for pupils with Special Educational Needs?</p> <p>At The Suthers School we have a robust system of self-evaluation in which we evaluate:</p> <ul style="list-style-type: none"> • Pupil achievement • Leadership and management • The quality of teaching • Curriculum
	<ul style="list-style-type: none"> • Behaviour and safety <p>As part of this process we evaluate the effectiveness of provision for pupils with Special Educational Needs. The SENCO/ Assistant SENCO and SEND governor meet to discuss the provision for young people with SEND throughout the year. The governors also receive regular reports through the written annual governor reports.</p>
8.	<p>What training have staff supporting SEN had and what is planned?</p>

- ✦ National Award in SEN Co-ordination
- ✦ Psychometric testing, assessment & Access Arrangements.
- ✦ ASD/ PDA/ ADHD
- ✦ ELSA
- ✦ Mental Health First Aid
- ✦ Senior mental health leadership
- ✦ English as an Additional Language (EAL)
- ✦ Epilepsy
- ✦ Medical officer
- ✦ Literacy
- ✦ Numeracy
- ✦ Attachment and early childhood trauma
- ✦ All staff have access to The National College where a selection of webinars and up to date practice guidance can be accessed. As part of CPL department development time, the learning support team share expertise from their research and training.
- ✦ All staff have recent training in meeting the needs of students with Autism, literacy difficulties and differentiation to ensure quality first teaching

9. 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
- Mental Health Support Team (MHST)
- Healthy Family Team
- Neurodevelopmental Behaviour support team
- School nurse
- CASY 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
- Early help
- Health Related Education Team (HRET)
- First Class tutors

10. How are students given a voice?

If your child is on the SEND register, they will have an allocated Key Adult (usually a teaching assistant) who will work on building a trusted relationship. This member of staff will review their profile with them three times 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 SENCO/ Assistant SENCO 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

11.	<p>How does The Suthers School prepare children with SEND for joining the school or transferring to another school?</p> <p>We recognise that change can be a challenge for all students and particularly those with SEND. Therefore at The Suthers School we have a number of procedures to support in transitioning students in joining our school. This might be for new cohorts of year 7 or when transferring to a new educational setting. During the transition process we...</p> <ul style="list-style-type: none"> • Work closely with Primary school settings to support the successful transition of all of our young people as they begin their school journey with us in Year 7 • Our SENCO/ Assistant SEDCO and/or Lead on Transition, visits the young people in their primary school setting and the young people come into school for visits, to become familiar with the staff and setting. Our transition process is always responsive to the young person and can therefore vary greatly. • We also meet with classroom teachers, speak to parents and attend any meetings with outside agencies prior to students joining us so we can be best informed about meeting the needs of students when they arrive with us. This also helps us to adapt our transition process for the individual. • Our TAs become key people for a group of students on the register of need and we ensure that relationships are developed between them and their young people when they start school. <p>If your child with SEND is joining The Suthers School part-way through their school education, we will arrange for you to meet with the SENCO/ Assistant SENCO and pastoral lead to discuss your child's needs if relevant. We also liaise with your child's previous school to discuss strategies and support that have been effective in the past. In some cases, we can arrange extra visits to support your child's transition to us.</p> <p>When transitioning to the next phase of education we ensure that all students are prepared for 6th form or college. We have good links with schools and colleges in the area and for students who have an EHCP the SENCO from the sixth form or college will attend the Year 11 annual review. Students who do not have an EHCP will still be supported with extra visits and work around transitioning to KS5 through support arrangements.</p>
12.	<p>What do I do if I have a concern about the provision for my child with SEND?</p> <p>At The Suthers School we work to ensure there is strong communication and support in place to work in partnership with parents and carers to meet the needs of the students in our school. If you have a question about the support for your child, we encourage you to contact your child's form tutor and or key person. Should you wish to discuss this further you can contact the SENCO/ Assistant SENCO and or the Assistant Head. If you still have concerns, this can be escalated with contact to our Head of School.</p>
13.	<p>Where can I get further information about the provision for my child with SEND?</p> <p>The information in this report feeds into Nottinghamshire County Council's local offer which details support, opportunities and services available to children and young people in their area who have SEND. This can be accessed at: https://www.nottshelpyourself.org.uk</p>
14.	<p>Who is the SENCO and what are their contact details?</p> <p>Our Assistant Head/SENCO at The Suthers School is Simon Buckberry. Our Assistant SENCO is Kelly Bentley, you can contact her directly via email to kbentley@suthersschool.co.uk. Or call 01636 957 690.</p>