

Sutton House Academy

Special Educational Needs Information-

In compliance with the section 69 of the Children and Families Act 2014 and regulation 51 Schedule 1 of the Special Educational Needs and disability regulations 2014.

Report for Sutton House Academy (PLT Southend Academies) 2018-2019

Named SENCO – Mrs Jules Gallagher

Sutton House Academy

Mrs Gallagher will dedicate time each week to support children and their families. If you have a concern and would like to see her please make an appointment through our school office.

The SEND, Local Offer and associated policies are published on the Sutton House Academy Website

Seabrook College, a PRU and specialist provision combined, converted to an academy during the 2016-2017 academic year. The provisions are now split into two, Sutton House Academy (SEMH) and Victory Park Academy (PRU). The two Academies moved to a newly refurbished premises on Wentworth Road in Southend-on-Sea in September 2018. This site is clearly divided into the two separate Academies.

Sutton House Academy is a specialist provision, providing an education for students who display significant social, emotional and mental health issues, often presenting as behaviour difficulties. This has resulted in them being unable to access their education in a mainstream setting. They are usually on roll as a named provision on their EHCP where a student's difficulties managing their emotions and/or social situations has been identified as their main barrier to learning. However, a few students are on roll as a result of a managed move or a permanent exclusion.

Southend-on-Sea - Local Offer:

The Local Offer is published as part of the SEND reforms under the Children and Families Act 2014 and will be developed and reviewed over time, with the involvement of young people, parents and service providers.

Activities and services that any child may access (known as Universal services) and that your child may wish to attend can be found in the main SHIP directory.

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

The Local Offer has two key purposes:

- ☑ To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- ☑ To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Sutton House Academy- Statement of Special Educational Needs Conversions to Educational Health Care Plans

All Statements of Special Educational Needs were converted by February 2018, following the Local Authority conversion timetable. Sutton House Academy Conversions are complete and in line with government guidelines.

Provision at Sutton House Academy:

Sutton House Academy provides a caring community which aims to promote communities, mutual respect and understanding and an effective education for all students.

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.

All students are able to allocate an adult as their Form Tutor and Key Worker. These members of staff monitor the students' 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 and Key Workers and share any achievements or difficulties with them.

Students requiring additional support:

On entry to Sutton House Academy, each student will have baseline assessments in behaviour and Academic competency. These included SATS papers for maths, writing, and science. Students will also be assessed in reading, spelling and comprehension using the SWST and Salford or Hodder Reading and Comprehension. We are now also using the WRAT (Wide Range Achievement Test), for literacy and numeracy.

Specific children's language skills will also be assessed using the Single Word Receptive and Expressive Language Assessments or ELKLAN Abstract Language Tools.

If additional interventions are subsequently deemed necessary, appropriate targets are then put in place in an Individual Support Plan (ISP). 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 is administered and managed by an experienced interventions team and monitored by the SENCO. Interventions 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
- Social skills
- Emotional literacy

Sutton House also offers a Therapeutic Curriculum which operates in tandem with the Academic Curriculum. This curriculum is accessed through a referral process and aligned to identified pupil need. The Therapeutic Curriculum mostly supports the single most common difficulties including: anxiety and emotional regulation, whilst also responding to known needs including self-management of emotions, stress regulation and social communication.

All children attending Sutton House Academy also have an individualised behavioural plan (IBP) which is then reviewed and updated frequently to evidence progress. Rewards are awarded in accordance with the behaviour policy. Positive and inappropriate incidents are recorded on Sleuth behaviour management system and monitored for trends. Analysis of this data helps us direct support accordingly.

Detailed information regarding the student's abilities, needs and major barriers to learning are sought from their mainstream school(s) the student has been attending. A summary of this information informs assessment and future planning for an individual's needs.

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 for identified, specific students through EMHS.

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.

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. Primary students receive the same broad curriculum as any mainstream school and are assessed in line with age related indicators.

KS3 children's education is delivered by subject specific teachers and assessed using the same levels as mainstream school. Lessons are 60 minutes long.

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

Outcomes:

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

The aim of Sutton House Academy is that all students achieve at least 5 GCSEs or equivalent by the end of KS4. The percentage of pupils achieving at least five GCSE or equivalent qualifications in 2017 was 50% (2 out of 4), with 50% including English and maths (2 out of 2). The percentage of pupils achieving at least five GCSE or equivalent qualifications in 2018 was 55.6% (5 out of 9), with 55.6% including English and maths (5 out of 9)

Identified Year 9 and 10 students are encouraged to 'bank' qualifications during their school life, we refer to this as tangible currency. These include the European Driving Licence, functional Skills in English and Maths and Food Technology.

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
- After School Revision Club
- Story mountains
- Amount of work
- 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 stories
- Making and using vocabulary maps
- Making and using mind maps
- Recorder
- Word Processor
- Number lines
- 100 square
- Tables grid
- Adult scribe- Reader. Dependent on the target

What should you do if you have any concerns regarding your child's progress in Sutton House Academy?

If you have concerns about your child's progress you should speak to your child's class teacher or Form Tutor initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Head of Sutton House.

If you are still not happy you can speak to the Sutton House Executive Head Teacher Mr. Mark Jordan or identified SEND Governor.

Consultations with Parents and Students

All Parents are invited to attend consultations regarding their child's academic progress once every term. School reports are administered at the end of the academic term. However if a parent has a concern the school will offer immediate consultations with the Head of Sutton House or SENDCo, bookable via the school office.

All pupils will receive an annual review of the provision provided outlined in their EHCP. Parents and pupils are invited to the review and asked to contribute their views on progress and future desired outcomes. We actively encourage full support from all our parents.

During the academic Year 2017-2018, approximately 60% of the parents of children with an EHCP attended their child's review. Other parents, who were unable to attend their child's annual review, were consulted via telephone consultations. Individual Support Plan desired outcomes and targets are shared with the pupil during intervention sessions and reviewed with parents termly.

Individual Behaviour Plan targets are reviewed with the students by their Key workers on a regular basis.

Outside Agency Involvement:

Interventions to support Students with SEN

In order to meet the needs of students with SEND and provide equal access for all, the SENCO and senior staff alongside classroom teachers will consider a range of interventions. These may include:

- 1:1 or small group learning interventions such as a phonics programme or Language Intervention Programme.
- Access to a Mentor each month.
- Advice from an Educational Psychologist.
- Review meeting with mainstream school.
- Referral to other professionals: eg. Speech and Language; Child Development Centre; Social Services; Child and Adolescent Mental Health Services; Specific Learning Difficulties Team.

Any outside agency is accessed by completing an Early Health Assessment (EHA) with the parents. The School's Family Support Officer is available to help complete the EHA, which is then presented to a panel of professionals and other appropriate services are approached.

If a student's first language is not English, aspects of performance in a number of areas will need to be examined carefully to establish whether the difficulties they are experiencing are due to limitations in their command of English, or arise from special educational needs. 'Students must not be regarded, as having a learning difficulty solely because the language they use at home is not the same as the language in which they are taught'.

Transition to the next school, preparation for adulthood and independent living

All student's learning focuses on developing the resilience and skills to learn and thrive independently. Support is strategically withdrawn so that students can eventually achieve on their own.

Students approaching the end of KS4 are encouraged to plan their POST 16 pathway and receive a 1:1 consultation with personnel from Information, Advice and Guidance (Connexions). Their EHCP Annual Reviews are completed early in their Year 11 with an allocated SEN Case Officer from the Local Authority.

KS2 transfer to KS3 or any student transferring to a mainstream school are offered additional support. This includes:

- Supported 1:1 planned visits to the named school
- Pre transition visits to meet with the student, from the SENDCo/SEN department of the named secondary school
- In class Transition activities to identify fears and possible solutions
- Additional support before and after transition provided by the PLT Southend Campus, Outreach Team
- The opportunity to make friends with children currently attending a mainstream feeder school in relation to the named secondary

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.

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 adjustment. 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.

Staff Training:

All staff at Sutton House Academy complete continuous professional development to meet the needs of individual learners. This can be in house training, local provider presentations, cross MAT (Multi Academy Trust), or off site courses to include:

- Ongoing Safeguarding training
- Teaching and Learning- best practice
- Team Teach
- Restorative justice
- Target setting
- Speech and Language development and the use of questioning
- Dyslexia, dyscalculia and dyspraxia awareness
- The implications of ADHD, ODD etc.
- Strategies for managing students with ASD

Learning beyond the classroom - off site provisions and trips.

Sutton House Academy offer a variety of offsite learning experiences. This can include:

- Trust Links- an opportunity to be part of developing an outside learning area including keeping animals, serving in a café and shop and gardening
- Residential trips
- Learning linked educational day trips
- Farming and keeping of animals
- Swimming
- Ice skating and roller skating
- Offsite Food Tech classes
- Enrichment
- Identified Football Team – Games against other schools or school staff
- Mechanics