



SEND Information Report September 2018

Mission Statement

Opened in 2012, Stone Soup Academy is an Alternative Provision Free School based in Nottingham which was rated as 'Outstanding' by Ofsted in May 2014.

We believe that every young person should have the opportunity to succeed by being motivated and inspired. With this as a foundational belief, we aim to develop young people into unique, responsible and discerning members of society who have a sense of their own value, and our school is structured to nurture the social development of all the young people we work with.

The Academy recognises that provision for students with special educational needs is the responsibility of all teachers and therefore quality first teaching is fundamental to meet individual needs. The Academy follows a SEN policy which has been approved by the Governors.

A copy of the SEND Policy can be found on the Academy's website www.stonesoupacademy.org.uk/

What are Special Educational Needs?

Helping your child to make progress is a partnership between home and the Academy. The Academy uses the definition of special educational needs which is set out in a government document called the [Special educational needs and disability code of practice: 0-25 years \(DFE -January 2015\)](#).

A young person has a learning difficulty or disability if :

- they have significantly greater difficulty in learning than the majority of others of the same age
- a disability prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Parents should always inform the Academy of any known physical, educational, emotional or behavioural difficulties before the young person enters the Academy, so the appropriate support can be agreed and arranged.

Categories of SEN

Students will be included on the SEN register if needs are identified in the following areas:

- Cognition and Learning (C&L) - e.g. learners with specific learning difficulties such as Dyslexia
- Communication and Interaction (C&I) - e.g. learners on the Autism Spectrum
- Social, emotional and mental health (SEMH) - e.g. learners with anxiety
- Sensory and/or physical needs (S&P) e.g. learners with visual/ hearing impairment

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We recognise that there is a continuum of individual need that will be met using a graduated approach. A coordinated approach ensures that pupils' needs are met via a comprehensive network of support systems within the school, and within the wider community.

On admission, students are placed on the Additional Needs register. This identifies the level of support a student requires, either through an Education, Health and Care Plan (EHCP) or School Support level.

School support: The young person's needs may be met by providing a differentiated curriculum, through differentiated work, and small group and 1-1 interventions. Teaching staff are informed of learning and cognition difficulties through a Pen Picture or a Pupil Profile.

In some cases support from outside the Academy will be sought to identify needs and support in more detail. In these cases, review meetings may involve Parents, Class Teacher, Support staff and Outside Agencies as appropriate (e.g. Speech and Language Therapist, Educational Psychologist) will be held to give an overall view of the young person's progress and difficulties. A young person will remain at this stage until the individual targets have been met and/or the additional provision is no longer required.

Education Health Care Plan (EHC Plan): An EHC plan brings a student's health, education and social care needs into a single legal document. The plan describes what outcomes have been agreed for the student and how to achieve these and who will provide support. The plan can cover the student between birth and 25 years old if necessary.

The following people have a specific right to request a statutory assessment for an EHCP: parents, students over 16 years of age, students in youth custody ages 10 -18, the school, foster carers and agency staff who are working with the student.

For more information, contact special.needs@nottinghamcity.gov.uk or phone 0115 876 4300

How do we identify students with special educational needs?

Referring schools will pass on information about a student's needs as part of the admissions process. However, some student's needs may be identified after admission to Stone Soup through:

1. Assessing students on admission.
2. Monitoring students progress on a weekly basis
3. Acting upon concerns from students, parents and agency staff.
4. Further diagnostic assessments are administered by the SENCO as necessary.
5. When concerns are raised by young people, parents or staff these are investigated internally, in consultation with all staff at a weekly staff meeting. If further investigation is required the SENCO or Head of Engagement Team may consult with an Educational Psychologist, Advisory Teacher or other external agency such as CAMHS. Referrals are arranged by the SENCO or the Head of Engagement .
6. In the absence of a formal diagnosis the Academy will not assume a disability or medical condition but will aim to support the individual needs of a pupil.

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How do we know how effective the support for SEN students is?

Progress and achievement will be monitored by all teaching and Engagement staff and any young person who is not making adequate progress will be given further targeted support as part of quality first teaching. The effectiveness of this will be monitored and reviewed as part of the Academy's on-going cycle of assessment for learning.

The progress of young people on all intervention programmes are centrally tracked using a provision map: The SENCO, Middle Leaders and Head of Teaching and Learning meet each half term to review provision. The SENCO and Middle Leaders undergo an annual evaluation and produce a Self evaluation report which is viewed by the Governors. This includes data analysis, lesson observations, feedback from young people, parents and staff.

How can I let the Academy know if I am concerned about my child's SEN ?

The Academy's SENCO, Engagement Team, Senior Leadership team and class teachers are regularly available to discuss any concerns, worries or complaints.

The SENCO can be contacted via the main reception at High Pavement on 0115 822 1834.

How will the Academy support students with special educational needs?

Most young people will have their needs met through quality first teaching (QFT) and a highly differentiated curriculum. For some students further interventions will need to be put in place. These will be personalised according to the needs of the student and may be short or long term. The following provisions and interventions are examples of what has been used at Stone Soup:

- Bespoke, flexible curriculum
- Small group work
- GCSE and Functional Skills English and Maths additional support
- Literacy intervention
- Numeracy intervention
- Lexia literacy programme
- Revision groups
- Off site engagement activities
- Careers additional support programmes
- After School 1-1 and revision sessions
- Personal Coach to provide mentoring
- Off site educational provision eg Multi-skills, hairdressing, environmental studies,

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Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Director of Inclusion who will then inform the child's parents. The following services may be involved as and when is necessary: • Specialist Schools and Families Services • Educational Psychology Service • CAMHS • Social Care • Futures • Targeted Support

How are the staff trained to support young people with SEN?

The Academy has a development plan which includes identified training needs for all staff to improve the teaching and learning of young people including those with SEND. The Academy provides weekly training on teaching and learning for all teaching staff and has a weekly progress meeting where specific needs of young people and teaching strategies are shared.

How will the Curriculum be matched to my child's/young person's needs?

The Academy is proud of its diverse curriculum, which is bespoke to the educational needs and well being of young people. The Academy ensures that all have access to study GCSE English and Maths and a range of BTEC and/or GCSE courses. The Academy has excellent links with local colleges and industry which provides opportunities to offer an extensive range of courses and work experience. Support is offered at pertinent points such as the KS3/4 and KS4/16+ transition, to help guide young people and parents in the options process. In addition progress is continually monitored and personalised as appropriate.

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

The Academy organises a wide range of off site educational activities throughout the year and participation is open to all students. All visits are risk assessed and provisions are put in place to ensure the safety of all students and staff. All out of class activities, including break-times and lunch-times are supervised by members of staff. Students needing additional support at these times can be catered for by the Engagement Team.

What support will there be for my child's overall well-being?

The Academy has an Engagement Team which young learners can access for help with emotional and social issues. The team monitors behaviour in lessons and at social times through the DOJO system and provides 1-1 intervention to support young learners make positive choices in dealing with issues that arise.

All students have weekly PSHE Life Skills (Pastoral, Social, Health Education) lessons, which is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives.

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How does the Academy cater for young people with disabilities?

Stone Soup Academy welcomes people with disabilities and will comply with the requirements of the 2010 Equality Act. The school will make all reasonable adjustments to meet the needs of individual students, parents/carers, staff and other people from the wider community.

The Academy recognises students are entitled to complete confidentiality when they disclose a disability. However, the school would wish for appropriate disclosure in line with our Guidance on Access to Student Records policy so that it can implement any provision for the student to support them and their needs.

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