

Sunnyside Academy

Special Educational Needs and Disabilities

Information Report



Approved by: Governors

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1.0 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, mobility difficulties
- We have Unit Classes/Enhanced Provision, funded by the Tees Valley Local Authorities which cater for pupils who are Deaf and Hearing Impaired and pupils who have a vision impairment. We have up to 63 places within these bases.
- In addition to the sensory bases, Sunnyside accommodate a Middlesbrough Local Authority Provision for up to 25 KS2 pupils with identified higher learning needs, such as Moderate Learning Difficulties (MLD).

2.0 Identifying pupils with SEN and assessing their needs

The Department for Education recommends a cycle of Identify, Assess, Plan, Do and Review in relation to meeting the needs of all children with Special Educational Needs and Disabilities. Please refer to the Sunnyside **Graduated Response** guidance for detailed descriptors.

A special educational need can be identified at any stage of a child's learning journey; however, research tells us that early identification is vital. Academy staff will inform parents at the earliest opportunity to alert them to concerns and enlist their consent to the child being placed on the SEND Register. This stage is called SEN Support. The views and opinions of parents are an essential part of SEND registration. We work collaboratively with a range of professionals and we actively encourage parents to speak to us about their child's needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having Special Educational Needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is

needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Once a learning need is identified, parents are informed and the SEND Inclusion team begins a process of rigorous personal assessment via lesson observations, work scrutiny, staff feedback, parental feedback and student voice. This can then lead on to specific cognitive, language, emotional and/ or physical and sensory assessments.

3.0 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

SEN Support Plans will be written in conjunction with pupils, parents and outside agency advice and these will be shared and reviewed termly.

Parents are invited to discuss any concerns they may have with class teachers, Heads of Bases or with the Assistant Head for SEND at an opportunity that suits both parties.

Annual Reviews are held for all pupils attending a Base at Sunnyside or those with EHCPs. This multi-agency meeting allows all relevant stakeholders to be present to review and discuss outcomes and provision. This includes pupils where possible.

All parents are offered termly appointments at Parent's Evening to speak to teachers and at the end of each term, a short report is sent out summarising their child's progress, attendance and effort each term. This is in addition to any meetings specifically arranged to discuss SEN Support Plans or Annual Reviews.

Parent view forms are completed as part of the annual review process and Parent Questionnaires are distributed at least annually.

SEND Pupil Dialogue sessions are held termly for different age groups. This information is reviewed and reported to Governors, feeding back to pupils where possible.

SEND pupils are included in our Academy School Council and other committees which happen throughout the year.

4.0 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess

The class or subject teacher will work with the AHT SEND/Inclusion Team to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Ongoing Academy assessment helps to inform the level of support required to address any issues a child may have throughout their time at the Academy. Progress is monitored and data from class teachers is collated every half term and tracked using a data tracking tool.

Plan

All staff are aware of a pupil's individual needs via a SEN Support or EHC Plan. SEN Support Plans are working documents for children with SEN written by the teacher in partnership with any outside specialists involved with the child. All Academy staff are responsible for ensuring the plans are followed and appropriate provision is in place so that each child with SEND can participate effectively in every aspect of Academy life.

Do

SEND intervention is coordinated by the SEND Inclusion Team. Quality first teaching in the classroom supports the child. Some children will require more intensive levels of support. When a child has been identified with special needs, their work may need to be differentiated by the class teacher to enable them to access a broad, balanced and relevant curriculum more easily. This may also require specific resources e.g. writing slopes, coloured overlays.

Outcomes will be set according to the child's area of need. These will be monitored by the classroom teacher and by the AHT SEND three times a year. Discussion will take place with parents at parent's evenings. The AHT SEND will also be available to answer specific concerns.

If your child is not making the expected progress and specific gaps are then identified, it may be appropriate for them to work within a smaller intervention group. These groups may be run inside the classroom or outside by a teacher, teaching assistant or a specialist from outside the school.

Higher levels of support may be required through a more detailed Education, Health and Care Plan (explained later in this document).

Review

Pupil progress is reviewed each half term and parents are invited into school three times a year for parent / teacher consultations. The SEND Inclusion Team monitors the whole Academy assessment data and highlights any students that are not achieving expected outcome levels.

A formal SEND review can be called at any time, however, all Base and EHCP Pupils have an annual review. These happen as follows:

- Autumn Term - Y6 & Y5 (some may carry over into Spring 1)

- Spring Term - remaining Y5, Y4
- Summer Term – Y3, Y2, Y1, Reception, Nursery

5.0. De-registration

When a child has reached agreed targets, the AHT SEND, in consultation with other key professionals, may decide that the child's name should be withdrawn from the SEND register. In this instance, a member of the Inclusion Team will meet with parents to explain in detail what progress the child has made, what support will be in place to ensure the child still has their educational needs monitored (to prevent regression), and what their learning pathway will look like. This process is called de-registration.

6.0 Supporting pupils moving between phases

As an academy, we will share information with the school, academy, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Pupils moving to another school, academy or base will be provided with a transition package, tailored to their needs, agreed between both schools and parents.

7.0 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching (QFT) is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils, taking into account advice from outside agencies, the AHT for SEND or the Specialist Base Leads.

In addition to this, some pupils may require further Wave 2 intervention (small group activities delivered outside usual lessons) or Wave 3 intervention (one-to-one, specific to the pupil)

8.0 Adaptations to the curriculum and learning environment

Sunnyside Academy provides a broad and balanced curriculum for all children. Some children may require additional personalisation and differentiation of the curriculum, which takes into account and supports their specific learning needs, whilst allowing them to share the same experiences as their peers. This is coordinated by the AHT SEND or the Base Leader for the Specialist Area. In-class support is deployed to support children with SEND, in the classroom. Where necessary, pupil class sizes are reduced to allow for a more personalised approach to learning.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, pace etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Some pupils with SEND are taught in discrete classes which form part of an overall Local Authority or Tees Valley provision. There are three unit/resourced provisions within Sunnyside Academy.

Access to the provision is through application to the local authority SEN placement Panel – See *SEND Admissions policy for Base Places*.

8.1 SCB (Sunnyside Communication Base)

Sunnyside Communication Base (SCB) caters for pupils aged 3-11 from across the five boroughs of the Tees Valley who have been identified as having a permanent bi-lateral hearing loss or those with a communication difficulty who require British Sign Language (BSL) and/or Sign Supported English (SSE). Pathways for pupils under the SCB can vary and are decided based on level and range of needs. Some pupils are taught in discrete groups, they have access to a significantly modified and adapted curriculum and are taught daily by a Teacher of the Deaf (ToD) and Specialist Teaching Assistants (STAs). Where possible, pupils access some mainstream integration with support from the ToD and STAs during topic or PE sessions. Some pupils under the SCB umbrella will access mainstream with specialist support for the majority of the week. These pupils will be allocated a specific number of hours ToD time.

8.2 VRB (Visual Resource Base)

The Visual Resource Base (VRB) at Sunnyside caters for pupils aged 3-11 from across the five boroughs within the Tees Valley, who have been identified as having a permanent with vision impairment. The Visual Resource Base Lead, Mrs L Milburn, is a Qualified Teacher of the Visually Impaired (QTVI). She is based at Sunnyside Academy 2.5 days a week. The majority of the pupils with a vision impairment who attend Sunnyside Academy will be fully integrated into the mainstream classes and supported by Specialist Teaching Assistants (STAs). Specialist Teaching Assistants will adapt materials and resources to enable pupils to access a tactile curriculum. This may include delivering specialist skills such as Braille and habilitation. The QTVI will support pupils in small groups or one-to-one sessions to develop specialist and independence skills.

8.3 Higher Needs Base

The Higher Needs Base (HNB) at Sunnyside Academy caters for pupils aged 7-11 (Y3-Y6) from across Middlesbrough, who have been identified as having a significant learning needs, beyond those usually supported within a mainstream environment. Pupils usually have a report from a professional: such as paediatrician or psychologist, which indicates that they have significant cognitive, memory or processing difficulties. Often pupils will have a diagnosis of Moderate Learning Difficulties (MLD) or Global Developmental Delay. Two teachers and six Specialist Teaching Assistants support 25 pupils within the base. The high ratio of staff:pupils enable pupils to be taught in small groups with opportunities for one-to-one support. The pupils follow a modified National Curriculum, focusing on English, Maths, Science and ICT and PSHCE skills. Curriculum delivery facilitates opportunities for repetition and consolidation through independent and 'free flow' activities. Pupils access a personalised programme of intervention designed to address gaps in learning. Life skills and wider opportunities within the

community help to prepare pupils for transition to Secondary school and onwards into adult life.

9.0 Additional support for learning

At Sunnyside Academy, Higher Level Teaching Assistants (HLTAs), Level 3 and Level 2 Teaching Assistants working within mainstream classes who are trained to deliver specific interventions in addition to supporting pupils in class. They also may work with small groups to deliver pre and post teaching, in order to intervene and fill gaps in learning quickly.

We have Specialist Teaching Assistants who are trained in one or more specialist areas such as: BSL Level 3-6, Attachment, Vision Impairment, Braille. These members of staff work in many areas across both mainstream and bases, they may work 1:1 with pupils or within a class or group.

10.0 Expertise and training of staff

Our AHT SEND has 12 years' experience within Special Educational Needs environments and has been employed as a SENDCo for 3 years. She has the National SEND Award Qualification and has worked in various High Needs Provision from Nursery to Y9. The AHT SEND currently teaches in the Higher Needs Base (HNB) for 4 mornings, supporting the delivery of Maths and English.

We have a dedicated SEN Inclusion Officer who co-ordinates services, funding and links to between the Local Authorities. The SEN Inclusion Officer is currently training and will qualify as a Specialist Teacher in September 2019.

The SEN Inclusion Officer leads wider pastoral team including: a Pastoral Support Officer, a Parent Support Officer and a Behaviour Support Assistant. The Pastoral Team are trained specialists who implement Safeguarding and wellbeing policies and practices, in conjunction with outside agencies such as Reach, Bungalow and Play Therapists. Sunnyside has achieved their Silver Headstart Award and are now working towards their Gold Award. This award recognises all the support around positive mental health and wellbeing that Sunnyside offers.

Our SCB (Sunnyside Communication Bases) are supported by our Base Lead plus an additional six Qualified Teachers of the Deaf (with a further teacher supporting the team) and 15 Specialist Teaching Assistants, including one Specialist HLTA. They use NDCS guidelines and specialist training to adapt the provision to meet the individual needs of our Deaf and Hearing Impaired pupils. Within the SCB, some pupils are taught in discreet classes whilst others are taught in mainstream classes with specialist support. The pathway offered depends on the individual pupil and is agreed in conjunction with SCB lead, parents and class teachers. The pathway is reviewed regularly to ensure it meets the needs of the pupil. Staff in SCB are highly trained and specialist staff who British Sign Language and/or Sign Supported English to at least a Level 2. Staff are also experienced in using a range of interventions and strategies to support communication including: Smile Therapy and Colourful Semantics.

Our VRB (Visual Resource Base) is led by a Qualified Teacher of the Visually Impaired plus 11 Specialist Teaching Assistants. The pupils within the remit of the VRB are taught in mainstream classes and receive specialist support from the QTVI and the Specialist Teaching Assistant. Ratios of staff: pupils depends on the individual needs of the Blind or Vision Impaired pupils in each class. The QVTI and STAs in the VRB are highly trained and experienced in supporting pupils with Visual Impairment. Several members of staff

have Braille qualifications and are able to adapt and modify teaching materials to suit individual pupil needs.

Our HNB (High Needs Base) is led by the Assistant Headteacher for SEND and is supported by an additional experienced HNB teacher and 6 Specialist Teaching Assistants. Sometimes pupils from other bases (VRB/SCB) access the HNB provision with additional 1:1 support. Decisions for informal access to the HNB in order to meet a wider need, are made by the Inclusion Team. Placements are only agreed after full consideration of the needs of the pupils already attending the base.

We have a team of 18 mainstream teaching assistants, including 4 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision and intervention within mainstream classes. This may involve quality first teaching strategies such as: pre/post teaching for individuals and groups, in addition to more targeted Wave 2/3 intervention programs.

The AHT SEND and SCB Lead, along with other members of the Senior Leadership Team are Safer Recruitment Trained to ensure fair and transparent recruitment process are followed throughout the academy when posts within the SEND team become available.

There are 23 staff, located throughout school, who are 'Team Teach' trained, allowing situations to be effectively de-escalated and when necessary, the safe handling of pupils within the academy.

All staff are trained in the Safeguarding of pupils and we have 5 staff trained as Designated Safeguarding Leads.

There are 28 First Aiders within school and these staff are also permitted to give prescribed medication to pupils when necessary.

As an academy, with Local Authority Provision, we are allocated time with our Educational Psychologist to provide assessment and support for specific children upon a need basis. In addition to our statutory allowance, Sunnyside also commission blocks of additional time from an external Educational Psychologist. Using this allocation, we have set up emotional resilience groups which are now led by members of our pastoral team.

To support our vulnerable pupils who present with social, emotional and mental health issues we access therapeutic services from The Bungalow, Reach and The Link. Sunnyside also commission additional therapeutic support from play therapist, Marie Blythe.

11.0 Securing equipment and facilities

Where specific recommendations are made with regards to specific equipment and/or facilities are made by external services, the Inclusion Team will discuss as an item on their fortnightly agenda. An action plan linked to funding streams, training and speed of delivery will be agreed and then monitored through the Inclusion Team meetings.

12.0 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions
- Using pupil questionnaires and pupil discussions

- Monitoring, including lesson observations and book scrutinies by the AHT SEND, Headteacher and Base Leaders
- Holding annual reviews for pupils in the base or those with EHC plans
- Conducting internal SEND Audits

13.0 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. When pupils usually travel home on transport, parents are required to collect their child from the after-school club. Where possible pupils with SEND are supported in After-School/Lunchtime Clubs by Specialist Teaching Assistants who know them well. This may include signed support.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

Pupils are supported to access after-school activities where possible.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

14.0 Support for improving emotional and social development

We have a dedicated Pastoral Team who provide support, therapy and mentoring to all pupils across school. This may be on a 1:1, group or class basis. They also support staff across school to implement support.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND encouraged to participate in all aspects of Academy life and their views are considered through pupil discussions and questionnaires.
- We have Emotional Resilience groups beginning across the Academy in which pupils can become Resilience Buddies and support each other.
- We are the first Primary Headstart Academy and are working towards our Silver Award.
- We have a zero tolerance approach to bullying.
- We have specific interventions to support children who have social emotional difficulties.
- Pupils with identified Social and Emotional difficulties may be involved with Reach, the Bungalow, CAMHS or our Play Therapist.

15.0 Working with other agencies

As an academy we work closely with outside agencies to ensure we can offer the best package of support for our pupils and their families.

The Parent Support Advisor is able to work closely with families sign posts to relevant support services and charities.

The SEN Inclusion Officer liaises with other schools, academies, local authorities and services to ensure we have all the relevant documentation about each SEND pupil and that staff are aware of agency involvement. The SEN Inclusion Officer also supports class teacher and parents with referrals to outside agencies.

The Assistant Headteacher for SEND, liaises on a strategic level with other professionals across the Local Authority, academies and school.

16.0 Complaints about SEN provision

If you are concerned about the provision your child is receiving at Sunnyside please refer to AHT SEND, Rebecca Rathmell (01642 596422) in the first instance. If you are not satisfied with the response that the academy give, complaints can then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

17.0 Contact details of support services for parents of pupils with SEN

Middlesbrough SEN Team -	01642 201831 sen@middlesbrough.gov.uk sen@middlesbrough.gcsx.gov.uk
Hartlepool SEN Team -	01429 284358
Redcar and Cleveland SEN Team -	01642 304503 or 01642 304561 <u>sen@redcar-cleveland.gov.uk</u>
Stockton SEN Team -	01642 527145 or 528739 sensection@stockton.gov.uk
Darlington SEN Team -	01325 405891 senqueries@darlington.gov.uk
Children with Disabilities Team -	01642 579160
CAMHS Teesside -	0300 013 2000 01642 529720 Teww.middlesbroughreferrals@nhs.net

Speech and Language Middlesbrough - 01642 516780

Paediatric Occupational Therapy/
Physiotherapy Middlesbrough - 01642 873901

SENDIASS – 01642 608012 or 07939152653
MAIN_SENDIASSMiddlesbrough@iammain.org.uk

Daisy Chain - 01642 531248

Parents 4 Change - 01642200526 / 07584055639

MAIN - 01642 608012

Action on Hearing Loss - 01642 245114/ 07391017935

Family Information Service - 01642 354200

Welfare Rights - 01642 729242

Disability Living Allowance Helpline- 08001214600

18.0 Contact details for raising concerns

If you have any worries or concerns about your child, their needs, their SEN Support Plan/EHCP, or provision, please contact Rebecca Rathmell, Assistant Head Teacher for SEND on 01642 596422 or Nicola Thornton, SEN Inclusion Officer, on the same number.

If your child has an Education, Health and Care Plan, you can also contact your local SEN Team (telephone numbers above).

19.0 The Local Authority local offer

Our contribution to the local offer is: **Sunnyside SEN Information Report**

Middlesbrough Authority's local offer is published here:

<http://search3.openobjects.com/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

Hartlepool Local Authority Local Offer:

https://hartlepool.fsd.org.uk/kb5/hartlepool/fsd/local_offer.page

Stockton Borough Council Local Offer:

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

Darlington Local Offer: <https://livingwell.darlington.gov.uk/Categories/528>

Redcar and Cleveland Local Authority Local Authority: [https://www.redcar-](https://www.redcar-cleveland.gov.uk/resident/schools-and-learning/access-inclusion/Pages/local-offer.aspx)

[cleveland.gov.uk/resident/schools-and-learning/access-inclusion/Pages/local-offer.aspx](https://www.redcar-cleveland.gov.uk/resident/schools-and-learning/access-inclusion/Pages/local-offer.aspx)

20.0 Monitoring arrangements

This policy and information report will be reviewed by **Rebecca Rathmell (AHT SEND)** **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board annually.