

Southmoor Academy SEN Information Report: 2024-2025



What is the SEN information report?

The SEN Report contains information for parents and carers of children who have Special Educational Needs and/or Disabilities (SEND) and all those who have additional needs. This information outlines the support and provision they can expect to receive if they choose Southmoor Academy.

What can I expect if I send my child to Southmoor Academy?

Southmoor Academy is a caring and fully inclusive mainstream setting that is committed to providing appropriate, high quality education to all pupils. We believe that all pupils, including those with special educational needs and/or disabilities, are entitled to a broad and balanced curriculum that is accessible. As an Academy, we have high expectations of all of our learners and ensure that all pupils achieve their potential socially, emotionally and academically.

Southmoor Academy is committed to inclusion: we have cultures, policies and practices that include all learners. We aim to promote a sense of community and belonging, and to offer new opportunities and experiences to all of our learners. Not all pupils will be treated in the same way, but we will respond to learners in ways which take account of their varied life experiences, interests, strengths and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, ability, attainment or background. Particular attention is paid to the provision for, and the achievement of different groups of learners.

Ofsted 2022 said:

In our most recent Ofsted inspection (2022) we were graded as Good in all categories. As a good school we are effective in delivering outcomes that provide well for each individual pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.

Southmoor Academy aims to make appropriate provision for children recognised within the four broad areas of SEND need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health difficulties
- Sensory and or physical needs

For further information, please refer to our SEN Policy. This can be found of the Academy's website.

What should I do if I think my child has Special Educational Needs?

If you have concerns that your child may have a Special Educational Need you should talk to the Academy's Special Needs and Disabilities Co-ordinator (SENDCo) or the Deputy SENDCo, who can advise you.

You should talk to the SENCo / Deputy SENDCo about:

- Why you think your child has SEN.
- Whether you feel your child learns at the same rate as other children their age.
- Discuss how the Academy can help.
- What you as parent / carer can do to help.

The SENCo / Deputy SENDCo will meet with the child or young person to gather their views and may observe the pupil and/or conduct some assessments in addition to speaking to class teachers and support staff about the pupil's progress. The SENCo / Deputy SENDCo will then use the SEN Code of Practice (2014) and SEND Ranges to decide whether your child meets the criteria to be placed on the Academy's Inclusion Database (SEND Register). The SENCo / Deputy SENDCo may recommend that external specialist such as CAMHS, Pediatric team or Educational Psychologist should become involved in order to carry out further assessments.

If it has been decided that your child has a special educational needs, the Academy will put a plan in place which follows the *Special Educational Needs Code of Practice* guidelines and SEND Ranges.

How does Southmoor Academy organise support for children with SEND?

Southmoor Academy operates a whole-school approach to SEND policy and practice. As far as possible, pupils with SEND are fully integrated into mainstream classes. Every effort is made to ensure that all pupils have full access to the National Curriculum and are part of all aspects of Academy life.

The main methods of provision offered by the Academy are:

- Quality first teaching
- Additional help and support offered by class teachers
- Lessons and resources that are created to ensure they are accessible to all learners
- Pastoral support
- Periods of withdrawal to work with SEND team (where appropriate)
- In-class support provided by SEND team (where appropriate and necessary)
- Use of onsite Alternative Provision (The Gateway) where pupils can access additional help / support, where necessary / appropriate) – this is via a referral process.
- Timetabled lessons in our onsite Alternative Provision (where appropriate and necessary) – this is via a referral process.

The SENCo / Deputy SENDCo co-ordinates all relevant support for pupils with SEND and in collaboration with subject teachers and pastoral team, will decide on the most appropriate action to be taken to help the pupil make progress. Based on the results of previous assessments, this action could be:

- To create a pupil passport.
- Access on site Alternative Provision
- Access to a calm, quiet environment during break and lunchtimes

- Deployment of SEND or Pastoral staff to support pupil (where appropriate)
- Intervention groups e.g. literacy, numeracy, social skills groups, PEERS etc.
- Additional training for staff (where appropriate)
- Referrals to external agencies and specialists e.g. Children and Young People's Service, Educational Psychology, Autism Outreach Team etc.

What happens if my child has a high level of need?

The SENCo / Deputy SENCo will be heavily involved in planning the transition for your child to ensure that the appropriate level of support is in place. Your child will be monitored and their plan reviewed regularly: support will be adjusted as necessary. The SENCo / Deputy SENCo will liaise with other professionals that work with your child and will seek advice from them as and when necessary. If your child also has health needs, a care plan will be written for your child. Staff will be informed of any reasonable adjustments that need to be made. Your child may be entitled to additional support in exams and assessments such as being provided with extra time – a test will be carried out by the academy's exam's assessor, Miss S Moody.

What clubs are available for my child?

We offer a range of enrichment activities – see website for additional information.

A quiet, supervised area is provided during break and lunchtimes for pupils who dislike louder, unstructured environments. A homework club operates on a Monday, Tuesday, Thursday and Friday (3:30 – 4pm) in the Gateway.

Revision and intervention sessions run throughout the school year to support pupils with preparation for assessments, mock exams and external examinations.

How will I be informed about my child's progress?

Southmoor Academy believes in establishing strong relationships with parents and carers. Parents' Evenings, Progress Evenings and review meetings operate throughout the school year.

Class teachers review the progress that each pupil makes on a regular basis; pupils are formally assessed each half term. Progress and attainment data are shared with parents/carers. Subject teachers track and monitor progress to ensure that all pupils are making progress.

Pupils with an Education, Health and Care Plan will have a formal review of their plan annually. This meeting will include the child, parents and/or carers and any other professionals who work with the child.

What additional intervention may my child receive at Southmoor Academy?

If your child requires support over and above what is delivered by the teacher in the mainstream classroom they may be given:

- Learning Support Assistant to support in class
- Literacy and/or numeracy interventions.
- Adapted materials
- 1:1/small group reading/literacy

- Subject specific intervention
- Lunch and break time support
- Pupil Passports will be given to staff (as required)
- Exam access arrangements
- Cognition and Learning screening
- Educational Psychologist assessment
- Pastoral support
- Children and Young People's Service referral
- Autism Outreach Service referral
- Social skills sessions
- Homework club
- Access to The Gateway
- Mentoring support
- Referral to the Education Mental Health Practitioner (EMHP)

How will Southmoor Academy prepare and support my child when they join the Academy or move on to Further Education or Training?

Southmoor Academy works closely with our feeder primary schools to ensure that the transition process begins in Year 5 and continues into Year 6. The Pastoral Team along with the SENDCo / Deputy SENDCo will make visits to each primary school to discuss each child's individual needs. The SENDCo / Deputy SENDCo / Deputy SENDCo will then meet with each primary school SENDCo to discuss the needs of pupils with SEND in more depth. The SENDCo / Deputy SENDCo from Southmoor Academy will attend review meetings prior to your child joining us and will ensure that the appropriate support is put in place where appropriate and necessary.

We also have open evenings for parents/carers and their children to attend as well as a successful induction process. All year 6 pupils take part in transition days so that they can familiarise themselves with the building and key members of staff. Pupils can take part in Summer School activities, which also gives them the opportunity to make new friends ready for September.

Where a pupil transfers to us part way through the year, the two schools will exchange information. If necessary the two SENDCos will meet to discuss the pupil's needs and any provision which should be made.

On entry to Southmoor Academy, each pupil's attainment will be assessed. Where pupils are identified as having SEN school staff will:

- Use the information from the previous school to shape the pupil's curriculum and pastoral support
- Identify areas of strength and weakness (and notes areas that may require support)
- Ensure ongoing assessments provide regular feedback in order to plan for learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding
- Involve pupils in planning their own targets
- Involve parents / carers in a home-school learning approach
- Link with the Careers & NEET Service advisor regarding the most appropriate post-16 placement
- Provide work experience opportunities in Year 10

Pupils in year 11 have the opportunity to attend taster days in our Sixth Form Centre.

How will my child's needs be identified and assessed?

At Southmoor Academy, we aim to identify any additional needs as early as possible in order for each child to reach their full potential. Teaching and supporting pupils with SEND is a whole school responsibility.

All teachers are responsible for identifying pupils with SEN and, with the SENDCo, / Deputy SENDCo will ensure that those requiring different or additional support are identified. Regular assessment ensures that pupils who are not making academic progress in line with their peers can be identified effectively.

Early identification of pupils with SEN is a priority. The Academy will use appropriate screening and assessment tools to ascertain pupil progress through:

- KS2 reviews and transition data
- Information provided by previous school/schools
- Evidence obtained by teacher observation/assessments
- Their performance when judged against the appropriate National Curriculum Level Descriptions
- Standardised screening or assessment tools
- External support services may also play an important part in helping the Academy identify, assess and make provision for pupils with SEN

How will Southmoor Academy ensure my child is included in all aspects of school life?

At Southmoor Academy we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes with appropriate support. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life. Staff at Southmoor Academy value pupils of different abilities and actively support inclusion. The Academy recognises the entitlement of all pupils to a balanced, relevant and broad curriculum.

Within the Academy both staff and pupils will be consistently involved in deciding the best ways to support each child's individual needs. There is flexibility in the approaches used in order to cater for these individual needs.

Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing body will ensure that appropriate provision and reasonable adjustments will be made for all pupils with SEN.

Within each class, teaching and learning styles will be flexible to ensure effective learning. Grouping to support children with SEN will be part of this process. 'Every teacher is a teacher of teacher of SEND' (Chapter six, Code of Practice 2014).

How will staff in Southmoor Academy support my child's learning?

Schemes of learning, curriculum plans and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

Differentiation takes a variety of forms within each teacher's planning. Learning intentions are made explicit and activities may be adapted. Alternative methods of responding or recording may also be planned. Use of live marking so that your child receives instant feedback.

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

We recognise that each individual pupil learns at different rates and that there are many factors that may affect their achievement, including ability, emotional state, age and maturity. We aim to provide a differentiated curriculum appropriate to the individual needs and abilities of each student. Students will be given appropriate support in order that they experience success. Each student is treated as an individual and as such their lessons are planned to meet their individual needs and abilities.

What specialist resources and services are available at or accessed by Southmoor Academy?

Southmoor Academy recognises the important contributions that external support services make in assisting to identify, assess, and provide for our SEND Pupils. If considered necessary, colleagues from other support services will become involved with SEND pupils. These agencies include:

- Educational Psychology
- School Nurse, Consultants, GPs, Paediatrician, etc.
- Speech and Language Therapy Service
- Children and Young People's Service (CYPS)
- Child and Adolescent Mental Health Services (CAMHS)
- Careers & NEET Service
- Autism Outreach Team
- The Virtual School (for Cared For Children)

In addition, important links are in place with the following organisations:

- Careers & NEET Service
- The Attendance Team
- Social Care

How will I be involved in discussing, planning and supporting my child's education?

The partnership between parents/carers and ourselves is considered crucial. It is an important factor in the success of our pupils and we are keen to ensure that you are well informed about the progress of your child. Parents/carers have a unique overview of their child's needs and how best to support them.

Both pupils with SEND and parents/carers are fully involved in any decision making. Pupils are encouraged to participate in the decision-making processes that affects them. Parents/carers and pupils are invited to review meetings to discuss outcomes and progress and to contribute their views.

Parents' Evenings and Progress Evenings provide regular opportunities to discuss concerns and celebrate progress.

What if my child needs transport to or from school?

If your child has An Education, Health and Care Plan they may be entitled to a taxi funded via the local authority. Home to school transport is the responsibility of the Local Authority and further information can be found on the Sunderland City Council Website:

<https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page>

What care, guidance and support is available at Southmoor School?

The emotional wellbeing of our pupils is very important to us. We have an effective, well established pastoral team who know our pupils very well. We have policies in place to ensure that pupils feel safe and understand what is expected of them in terms of their behaviour and conduct.

We are a fully inclusive, caring community who value and celebrate diversity. All children should be valued equally and we strive to eliminate prejudice and discrimination.

All pupils are placed in a tutor group on entry where they have daily access to their form tutor.

All pupils access a PHSE curriculum that reinforces British values and includes issues of disability, difference and valuing diversity.

All staff take the safeguarding of students very seriously and have the required level of safeguarding training as well as a designated team of staff who have more in-depth training. There are policies and procedures in place to ensure the safety of all.

The Academy has designated staff who are responsible for health care coordination. They are responsible for coordinating the everyday care of children with medical needs including the administering of medications and the delivery of first aid.

What training have the staff supporting my child had?

The Assistant Headteacher for SEND, is a qualified teacher and has completed the National Award for Special Educational Needs Co-ordination. The Deputy SENDCo is also a qualified teacher and has completed the National Award for Special Educational Needs Co-ordination.

All our staff receive regular training to ensure that they can provide the very best education, care and support to your child. Within the SEND and Pastoral team, individuals have gained the necessary training in the following areas:

- Dyslexia
- Autism Spectrum Disorder
- Behavioural, Emotional and Social Difficulties
- SEND Ranges
- Mental Health First Aid training
- Administration of Medicines
- Epi-Pen Administration
- Visual impairments
- SEN Code of Practice, 2014
- First aid

Additional SEND training is provided for staff through meetings, continuous professional development sessions, INSET days and external training. All staff have access to professional development opportunities.

Who should I contact for further information about my child?

- The Assistant Headteacher for SEND & Safeguarding / SENDCo – Mrs. O. Thompson
- Deputy SENDCO – Mrs. A. Riddle
- Year 8 SEND support – Mrs C Took
- The SEND Governor – Mrs V Kantou
- Deputy Headteacher (Pastoral) –Mrs N Harris
- Associate Senior Leader (Behaviour)- Mr L. Sommerville
- Behaviour Support – Ms G Ferguson, Mr R. Burkhard, Mr Hassan
- Your child's form tutor
- Your child's Year Leader
- Individual subject teachers / Curriculum Leaders
- Child Welfare and Support Manager – Mr N Doherty
- The Attendance Team – Mr J Young and Mrs K Gaff
- Medication – Mrs K Gaff

To contact any of the above, please telephone: 0191 5949991 and call your will be directed to the necessary member of staff.

Who can I contact if I have a complaint?

- If a parent/carer wishes to complain about SEND provision or the SEND policy they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

Sunderland City Council Local Offer

The aim of this page is to provide comprehensive and up to date information on local organisations, services, activities and events relating to children and young people and their parents/carers as well as professionals working with families.

Please click on the following link to take you to the Local Offer:

<https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page>

Alternatively, you can search for www.sunderland servicedirectory.co.uk

Monitoring and Review

The SEN Information Report will be reviewed annually by the SENDCo.

Date Document Reviewed: September 2024