

Sutton School

Sutton is a purpose built day school for pupils aged 11-16 whose educational needs cannot adequately be met in mainstream schools.

Situated close to Dudley town centre, the school caters for approximately 150 pupils with a range of needs as detailed in this document.

The school has excellent facilities which include generously proportioned, well equipped classrooms, a Science laboratory, Art room, Design Technology workshop including provision for motor vehicle studies, Food Technology room, two fully networked modern ICT suites, a Library resource base and a fully equipped Music room.

Our vision is to provide every member of the school community with the opportunity to achieve his or her true potential and ambitions. This is achieved through a broad, balanced curriculum matched to pupil's individual needs including full entitlement to the National Curriculum.

The environment we create is stimulating and challenging yet supportive, secure and caring. Pupils are taught in an atmosphere of positive recognition where each person's individuality and talents receive encouragement and nurture. We endeavour to bring out the best in our pupils so that they mature into adults capable of an independent life which will be personally rewarding and of service and benefit to their local communities.

Sutton's Strengths across SEND Categories

In order to maintain our school ethos and provide the best possible environment for all our pupils it is very appropriate that as a school we identify the needs around which our strengths lie. Equally we have to be responsible in honestly identifying the needs which the school is least able to support. By being clear in this respect we will be supporting all learners whether they become members of the Sutton community or not.

The four broad areas of SEND presented in the SEND Code of Practice (2015), give an overview of the range of needs any geographical area should cater for. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.

Communication and interaction

"Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others." (SEND CofP 2015)

All our pupils benefit from a curriculum, which is appropriately differentiated to meet individual learner needs. Our expertise in communication and interaction special education needs is evidenced by:

Highly skilled, creative teachers and well-trained support staff who are dedicated to pupils academic, personal and social potential and differentiated learning through:

- *Extending or reducing tasks to facilitate success*
- *Varying the amount of adult or peer support given in response to need*
- *Responding to individual need by varying the way learning is delivered, completed and achieved. E.g. visually (looking), practically (doing), orally (speaking), aurally (listening).*
- *Skilled use of ICT equipment and tools/programmes*
- *Appropriate and focused education visits / field trips*
- *Strong pastoral support with well-developed parent/pupil partnerships*
- *Different resources to complete tasks*
- *Different outcomes of learning*
- *Multi-sensory approach to learning including physical and sensory support tools*
- *Visual aids to support attention and listening skills, classroom organisation and language and concept development*
- *Well established reward system including 'reward shop' motivators*
- *Modelled language through repetition, emphasis and expansion*
- *More thinking time*
- *Writing slope boards, wobble cushions, pencil grips and coloured overlays for reading*
- *Appropriate seating plan*

We combine the provisions above to enable every pupil to individually progress and help them overcome their own personal barriers to learning. Our small class sizes enable teachers to properly get to know each individual pupil and support communication and interaction needs successfully.

Cognition and learning

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.” (SEND CofP 2015)

Working alongside pupils with communication and interaction needs we are equally well equipped to support pupils with moderate cognition and learning needs. Our learning environment provides opportunity for pupils to develop their strengths and overcome areas of weakness through a broad range of curriculum provisions. It is our sincere intention that every one of our pupils is able to identify their personal strengths and celebrate success in these areas as part of their individual learning journey. Our commitment to the Performing Arts provides fantastic opportunities for pupils to excel either front or back stage whether they have communication & interaction or/and cognition and learning difficulties.

Sensory and/or physical needs

“Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.” (SEND CofP 2015)

We have expertise in supporting pupils with sensory and/or physical needs. For these pupils to gain a placement at Sutton these needs need to be present alongside a further need of either Communication & Interaction or Cognition and Learning.

We have well established relationships with outside agencies including: learning support services, educational psychology, school nurse, occupational therapy & physiotherapy services, hearing impairment service and visual impairment service.

Social, emotional and mental health difficulties

“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.” (SEND CofP 2015)

As a result of their needs many pupils at times exhibit Social, emotional and mental health difficulties. We are expert at supporting pupils to manage these challenges. Where a pupil exhibits these needs alongside communication and interaction or cognition and learning needs, we will always work to support the pupil with an individualised plan targeted at their personal achievement goals. We have our own in school counsellor and work closely with the Education Psychology service. Where social, emotional and mental health difficulties are evident without any further identified need, we would on behalf of our wider school population decline to offer a school place.

Definitions of need taken from “Special educational needs and disability code of practice: 0 to 25 years”

Summary

Figure 1 - Our areas of expertise

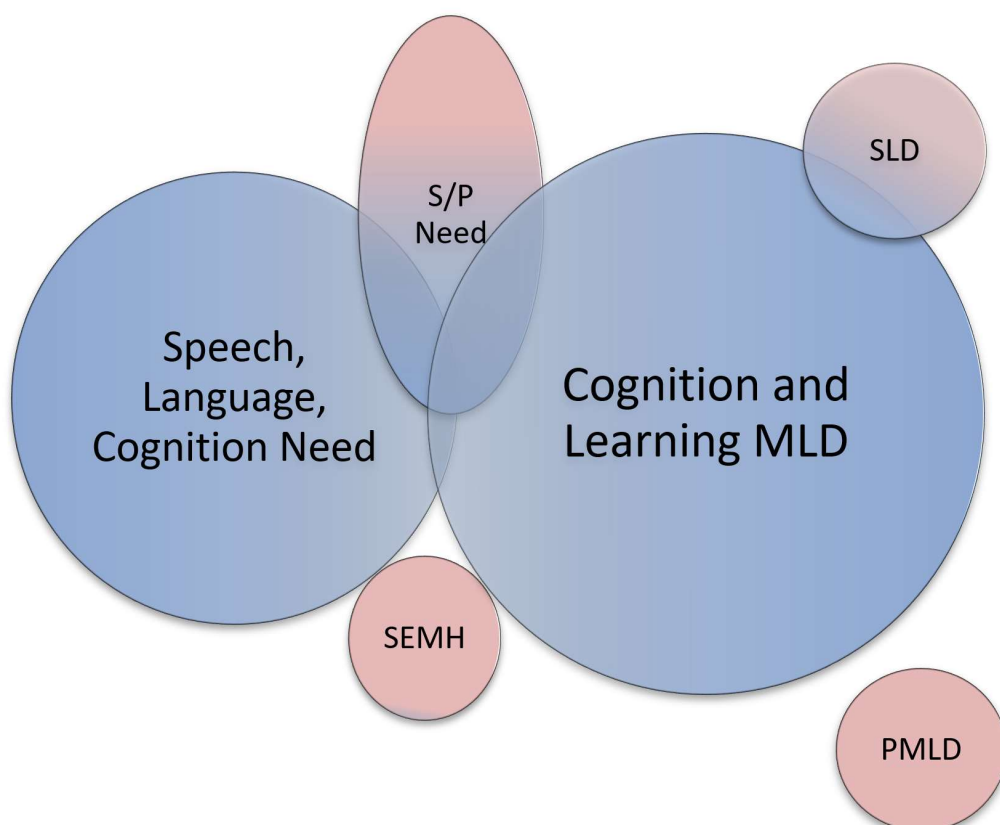


Figure 1 identifies the groups of children we are most able to support. In blue are the needs where we hold expertise, in sepia those areas where we acknowledge we are not experts. For some areas there is a natural overlap where judgement is called for, for others clearly there is not.