SEND INFORMATION REPORT

SEPTEMBER 2026

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Under the Children and Families Act 2014 Section 69 Schools have to publish a SEND Information Report. The Governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish this information on their website. The report should provide information about how the needs of children with Special Educational Needs and Disability (SEND) are being met, wherever possible through reasonable adjustments to learning and teaching arrangements. This report provides you with information regarding the provision that Sutton School makes to meet the needs of our pupils.

The information, within our SEND Information report has been produced in line with the current SEND code of practice (2015), Regulation 51 and Schedule 1 of SEND regulations (2014;) and the Children and Families Act (2014.) We strongly believe that all our pupils should have the same opportunity to access extra-curricular activities and we are committed to making reasonable adjustments to ensure participation for all. Our staff are aware of the Equality Act (2010,) which places specific duties on schools, settings and providers; including the duty not to discriminate, harass, or victimise a pupil or adult linked to a protected characteristic defined in the Equality Act. It reinforces the importance of making 'reasonable adjustments' as part of normal classroom and school practice to accommodate for all pupil's individualised needs.

What is our Vision at Sutton School?

Our vision is to provide every member of the school community with the opportunity to achieve their true potential and ambitions through a broad, balanced and ambitious curriculum matched to their individual needs.

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. School strives to work in partnership with parents.

Everyone in the school strives to work together in a community of mutual respect regardless of race, class, colour, or creed. All students are consulted about their education through tutor time, with sessions held every day.

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.

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory and/or physical**

In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

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 must 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.

Summary

Figure 1 - Our areas of expertise

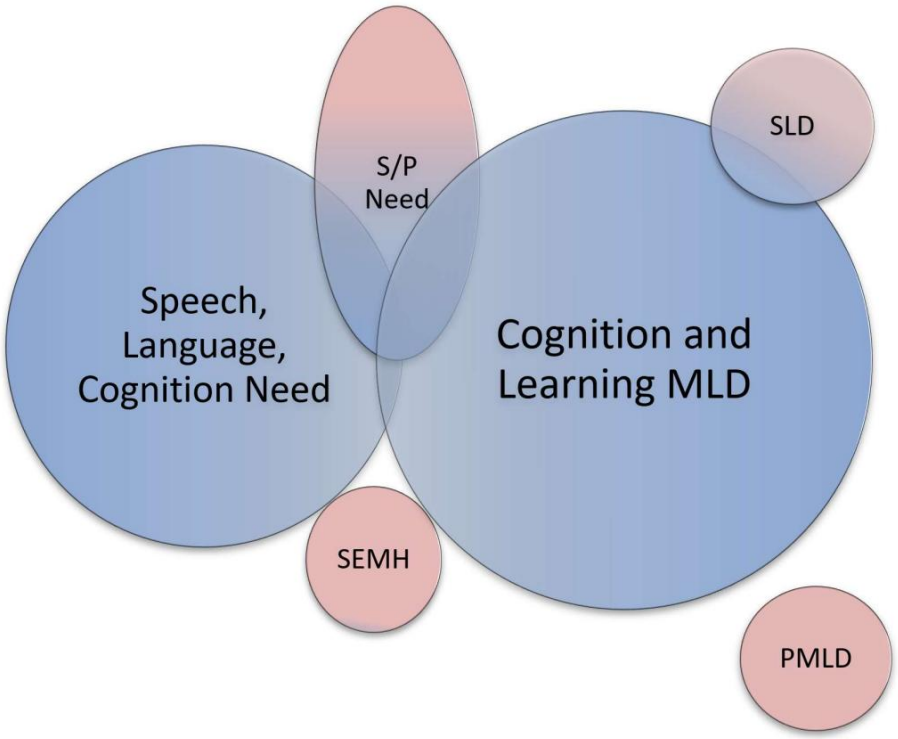

Figure 1 identifies the groups of children we are most able to support. In blue are the needs where we hold expertise, in sepia those areas where we acknowledge we are not experts. For some areas there is a natural overlap where judgement is called for, for others clearly there is not.

HOW DO WE SUPPORT AND ASSIST CHILDREN WITH A DISABILITY?

Our Equality Policy and Accessibility Plan outlines the steps we have taken to ensure that all pupils, parents, carers, staff and visitors are included in all aspects of the curriculum and school life (Equality Act 2010).

Building

Our school building is easily accessible to pupils, visitors and parents/carers with a physical disability. We have ramps, widened doors and entrances ,teaching spaces and a well-designed disabled toilet facility. For further information please refer to the school's Accessibility Plan. Our Accessibility Plan is regularly reviewed to ensure ongoing improvements in physical access, resources, and learning environments, with input from pupils and families.

Resources

- We ensure that equipment used is accessible to all children regardless of their needs.
- We have Learning Facilitators trained to support pupils with visual (VI) and hearing difficulties (HI) and we work alongside the Physical and Sensory Impairment Team (PIMIS) to ensure these children's individual needs are met.
- The school will implement regular monitoring and staff training to ensure consistent use of agreed communication systems throughout the school day, particularly for pupils with complex speech, communication, and language needs.
- Sound field systems and specific visual aids to support specific HI/VI needs, as guided by specialist advisors.
- Coloured overlays are used to support children with visual stress (colour is dependent on individual needs).
- Wobble/balance cushions and foot stools are available and used effectively to aid pupils with physical needs.
- Ergo grip pens/pencils and a range of different pencil grips are used to support pupils with fine motor issues and writing slope boards if needed.
- Fiddle toys and sensory aids are used for pupils who may require strategies to help support and channel their attention during lesson times.

HOW DO WE CONSULT PARENTS/CARERS OF CHILDREN WITH SEND AND INVOLVE THEM IN THEIR CHILD'S EDUCATION?

Parents and Carers are seen as partners in the educational process and are encouraged to keep in regular contact with the school regarding their child's progress. We actively use

Arbor to communicate with parents and carers as necessary. In addition, we have a dedicated 'Family Liaison Officer' who works closely with many of our families. There are two parents' evenings each year together with an annual review of each child's educational program through the review of the EHCP. Parents are welcome to contact the class teacher and/or SENCO or senior members of staff at any time if there is anything they would like to discuss.

HOW DO WE CONSULT CHILDREN WITH SEND AND INVOLVE THEM IN THEIR EDUCATION?

As part of our approach to teaching and learning for all pupils, we discuss with children their progress and attainment by giving verbal and, where appropriate, written feedback. Pupils are invited to attend their EHCP review meetings to celebrate successes and set new targets. We also consider 'pupil voice' an essential part of the Assess-Plan-Do-Review cycle. It is important for pupils to share their learning experiences and reflect on aspects of their time in school which they feel they excel or, need further support. These are not always academically focused, some children may have challenges with English and maths but excel in sports or creative arts! Pupils with an EHCP are invited to submit their views in writing (from both home and school) as part of their annual review. We offer different ways of capturing this for pupils with communication difficulties, such as visual aids, Makaton and/or the use of an iPad with text-to-speech software capabilities.

HOW DO WE ASSESS AND REVIEW THE PROGRESS OF OUR PUPILS WITH SEND?

Each pupil with SEND has a personalised learning pathway, in line with their outcomes set within their EHCP.

Their targets and data are reviewed regularly by class/ form teachers and then monitored and evaluated every half term. This process, completed up to six times yearly, follows the assess, plan, do and review cycle:

ASSESS

Teaching staff carry out a clear analysis of the pupil's needs across the four categories of need: cognition and learning; communication and interaction; social, emotional and mental health and sensory and/or physical. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment data, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

PLAN

Once an analysis of needs has been carried out, Teaching Staff agree outcomes for each pupil, reflecting on any appropriate specialist recommendations, taking into account the targets listed on their EHCP and also parent and pupil views.

Adjustments, interventions and support are agreed and shared with all parties involved. Parents are fully aware of the planned support and interventions in place for their child in school and, where appropriate, how they can contribute to learning at home.

DO

The class/ form teacher is responsible for the child on a day-to-day basis, even where interventions involve group or one-to one teaching away from him/her. Class/ form Teachers work closely with Learning Facilitators and/or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. In upper school (Hills/ Rivers,) form tutors will liaise with subject specific teachers where appropriate to discuss, plan, do and review appropriate interventions.

The SENCO supports the teachers in the further assessment of the pupil's particular strengths and weaknesses providing relevant advice on the effective implementation of support.

REVIEW

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed frequently, during each parent's evening and at the pupil's annual review. The impact of the support and interventions will be evaluated in line with desired outcomes and taking into account parent and pupil views. The class teacher, working with the SENCO and any relevant specialist support, will revise the provision in consultation with parents and pupils. Any changes to needs and outcomes will then be agreed and recommended for the Local Authority (LA) to action on the child's EHCP.

Educational Health Care Plans (EHCP's) are reviewed every 12 months. We have a yearly review calendar for the academic year. An interim review may be carried out if a pupil's needs and outcomes change significantly. An emergency review may be carried out if the setting is no longer considered appropriate.

HOW DO WE TEACH PUPILS WITH SEND?

As a school, we regularly review curriculum plans to clearly identify essential knowledge and skills in all subjects, ensuring that learning is sequenced logically and builds effectively on prior knowledge for all pupils.

Each classroom is staffed with one teacher and at least one learning facilitator, enabling high levels of individualised support tailored to pupil needs.

The range of learning approaches include:

- **Quality first teaching**
- **Differentiated learning intentions and/or success criteria**
- **Adapted and differentiated printed text to improve access and understanding**
- **Writing frames**
- **Hands on equipment**
- **Multi-sensory learning opportunities**
- **Extra adult support**
- **Learning opportunities which reflect specific targets**
- **Small group or 1:1 sessions which reflect specialised targets**
- **Use of PCs/ I-Pad's**
- **Outdoor classrooms**
- **Differentiated homework**
- **Visiting speakers/groups**
- **Educational visits**
- **Nurture provision**
- **Pastoral – behavioural and emotional support – 'Reflection**
- **SEMH (Social, Emotional and Mental Health) focused support.**
- **Speech and Language support:**
  - **EAL (English as an additional language)**
  - **Communication groups**
  - **Soundswell (Independent Speech and Language Specialist support – including 1:1 assessments.)**
  - **Lucy Bates Occupational Therapy (Independent occupational therapy Specialist support – including 1:1 assessments.)**
- **Hydrotherapy**
- **Art Therapy**

The school uses transparent systems and tools to monitor and evaluate the impact of SEND provision regularly. Feedback from pupils, parents, and staff informs continuous improvement, with findings reported to governors.

HOW DO WE ADAPT THE CURRICULUM AND THE LEARNING ENVIRONMENT OF CHILDREN AND YOUNG PEOPLE WITH SEND?

Pupils have full access to the National/creative Curriculum which is differentiated to meet individual needs. The use of working walls, keywords, visual timetables, visual overlays and concrete and pictorial resources are used across the school to support learning. Our school is a communication friendly, vibrant and immersive learning platform in which we aim to promote independent learning at a specific and appropriate level for all learners.

HOW ARE THE STAFF SUPPORTED TO WORK WTH CHILDREN WITH SEND AND WHAT TRAINING DO WE HAVE?

The SENCO Leader, qualified at Postgraduate level for special needs and Inclusion, attends all relevant SEND courses including Dudley's SENCo network meetings and those run by the Local Education Authority (LEA) SEN Team, in order to keep up to date with Local and National updates. All school staff will be kept up to date with relevant training and developments in meeting the needs of children with SEND. INSET and training sessions are provided for teaching and support staff throughout the year. External support services, including our school nurse, play an important role in supporting the SENCO in delivering training, and in providing support for staff. Staff have dedicated, weekly SEND time allocated within their allocated 1265 hours where a robust training and support schedule are planned.

HOW DOES THE SCHOOL EVALUATE THE EFFECIVENESS OF THE PROVSION MADE FOR CHILDREN WITH SEND?

The SENCO, Senior Leadership Team and SEN Governor regularly review the SEND provision taking into account the views of teaching staff, parents and pupils. The quality of the whole school provision is evaluated as part of our approach to school improvement.

Beyond EHCP reviews, the school gathers regular feedback from pupils through surveys, focus groups, and mentor sessions to ensure their views shape ongoing support and curriculum development.

WHAT ACTIVITES ARE AVAILABLE FOR PUPILS WITH SEN IN ADDITION TO THOSE IN ACCORDANCE WITH THE CURRICULUM?

Sutton School offers a bespoke curriculum that is informed by the National Curriculum. Our curriculum is designed to reflect the individual needs, abilities and aspirations of our pupils. We also provide additional curriculum activities and qualifications to supplement the coverage of National Curriculum areas and ensure that pupils have access to learning experiences that are appropriate and meaningful to them. Our curriculum follows three distinct pathways, with pupils in each pathway working towards outcomes appropriate to their individual needs.

All pupils work towards a qualification or recognised equivalent in English, Maths, Science and Computing. We currently enter pupils who can access GCSE English, Maths and Science where appropriate.

Pupils have the opportunity to work towards the following qualifications at a level appropriate to their needs and abilities:

- **AQA Unit Award Scheme at pre-entry level for English and Maths**
- **English, Maths and Computing at entry levels 1,2 and 3**
- **Functional Skills English and Maths at Level 1**

In addition to this we also offer an enriching Pathways programme and deliver:

- **Entry level 2 and 3 Healthy living and Fitness, Science, Creative Media and Performing Arts and Preparing for Work (Award/ Certificate)**
- **BTEC entry level 1,2 and 3 and Level 1 Introductory to Vocational Studies (Extended Certificate/ Diploma)**
- **ABC Award MVS**
- **Entry 2/3 Humanities (Award/ Certificate)**
- **Duke of Edinburgh (Bronze Award)**

All children are involved in the pathway of education which they follow and any necessary adaptations are made on an individual basis.

HOW DOES THE SCHOOL INVOLVE OTHER AGENCIES/SUPPORT IN MEETING OUR PUPIL'S AND FAMILIES NEEDS?

External support services play an important part in meeting children and young people's SEND needs and in supporting their families. Referrals are made to both local authority and NHS services to advise and inform about the appropriate response to individuals specialist needs and disabilities within a specialist setting. In addition, information requested by other agencies, such as CAMHS, will be supplied with parents/carers consent.

Services which we may draw upon include:

- **The LA's specialist advisory service for children with learning difficulties (Learning Support Service)**
- **NHS Speech and Language Support Service**
- **Soundswell – Speech and Language Specialist Service**
- **PIMIS – Physical Impairment and Medical Inclusion Service**
- **Autism Outreach**
- **Educational Psychologist**
- **Visual Impairment Service**
- **Hearing Impairment Service**
- **CAMHS – Child and Mental Health Service**
- **Physiotherapy**
- **Occupational Therapy**
- **Social Services**
- **School Health Advisor**
- **Community Police**
- **School Nurse**
- **ELSA Interventions**
- **Dudley Library Service**
- **NHS Community Dental Service**
- **CONNEXIONS**
- **Mental Health Ambassadors**
- **REFLEXIONS**
- **Hydrotherapy**

HOW DO WE SUPPORT A CHILD WHEN THEY ARE LEAVING THIS SCHOOL OR MOVING TO ANOTHER YEAR?

We recognise that "moving on" can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible. When a child is moving to another school/ Post 16 provision:

• We will contact the school/ college, INCLUSION LEADER/ SENCO and ensure they know about any special arrangements or support that need to be made for the pupil.

• We consult with external support services to ensure that provision for the child is ongoing (where necessary).

• We will make sure that all records about the child are passed on as soon as possible.

When moving years in school:

• Information about the pupil will be shared with their new teachers/ form tutors during transition meetings.

• Pupils will spend time with their new class teacher/ form tutor and where necessary additional transition material will be provided.

LEVELS OF SERVICE

UNIVERSAL – whole school approaches to be available in all classrooms.

TARGETED – personalised school-based support with specialist advice where appropriate

SPECIALISED – for pupils needing specialist support and moving towards/or in receipt of an EHCP

We are a Foundation, Special Secondary school catering for the needs of pupils aged 11-16 years whose needs cannot be met within mainstream provision.

WHO WILL HANDLE ANY CONCERNS I HAVE?

If you have any concerns or queries regarding your child's specific educational needs, please contact their Class or form teacher or our family liaison officer. In addition, you are always welcome to make an appointment to discuss your concerns further with:

Miss C Taylor – Assistant Headteacher and SENCO

Mr I. Curnow - Head teacher

WHAT SUPPORT FOR SEND IS AVAILABLE WITHIN MY LOCAL AREA – DUDLEY?

1. **Dudley Local Offer**

Further information is available from Dudley Local Offer FRAMEWORK FOR SEND PROVISION

https://dudleyci.co.uk/send-local-offer

2. Disability Information, Advice and Support Service (SENDIASS)

Dudley SENDIASS (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care

All Dudley SENDIASS staff are trained to Level 3 of SEND Legal Training, which is delivered by IPSEA, the independent SEND body on behalf of the IAS network. This training is recognised and regulated by the Solicitor's Regulatory Authority.

Please make contact either by email dudley.sendiass@dudley.gov.uk or by contacting 07900 161363.