



# SEND Information Report 2021-22

## Sun Academy Bradwell



[#TransformingLives](#)

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## **Our Vision**

### **We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### **How do we ensure this across our trust?**

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

### **What does this look like across our trust?**

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

### **Our values**

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

## Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

## Who parents can contact for further information at our academy:

Name	Role	Contact Details
Mrs Niemczyk	SENCO	<a href="mailto:i.niemczyk@sunacademy.attrust.org.uk">i.niemczyk@sunacademy.attrust.org.uk</a>
Father Chris Routledge	LAC Governor	<a href="mailto:Chris.routledge@academytransformation.org.uk">Chris.routledge@academytransformation.org.uk</a>
Mr Fennelly, Miss Dutton	Assistant SENCO	<a href="mailto:c.fennelly@sunacademy.attrust.org.uk">c.fennelly@sunacademy.attrust.org.uk</a> <a href="mailto:i.dutton@sunacademy.attrust.org.uk">i.dutton@sunacademy.attrust.org.uk</a>

## Contact details of support services for parents of pupils with Special educational needs:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM>

## Information on where the local authority's offer is published:

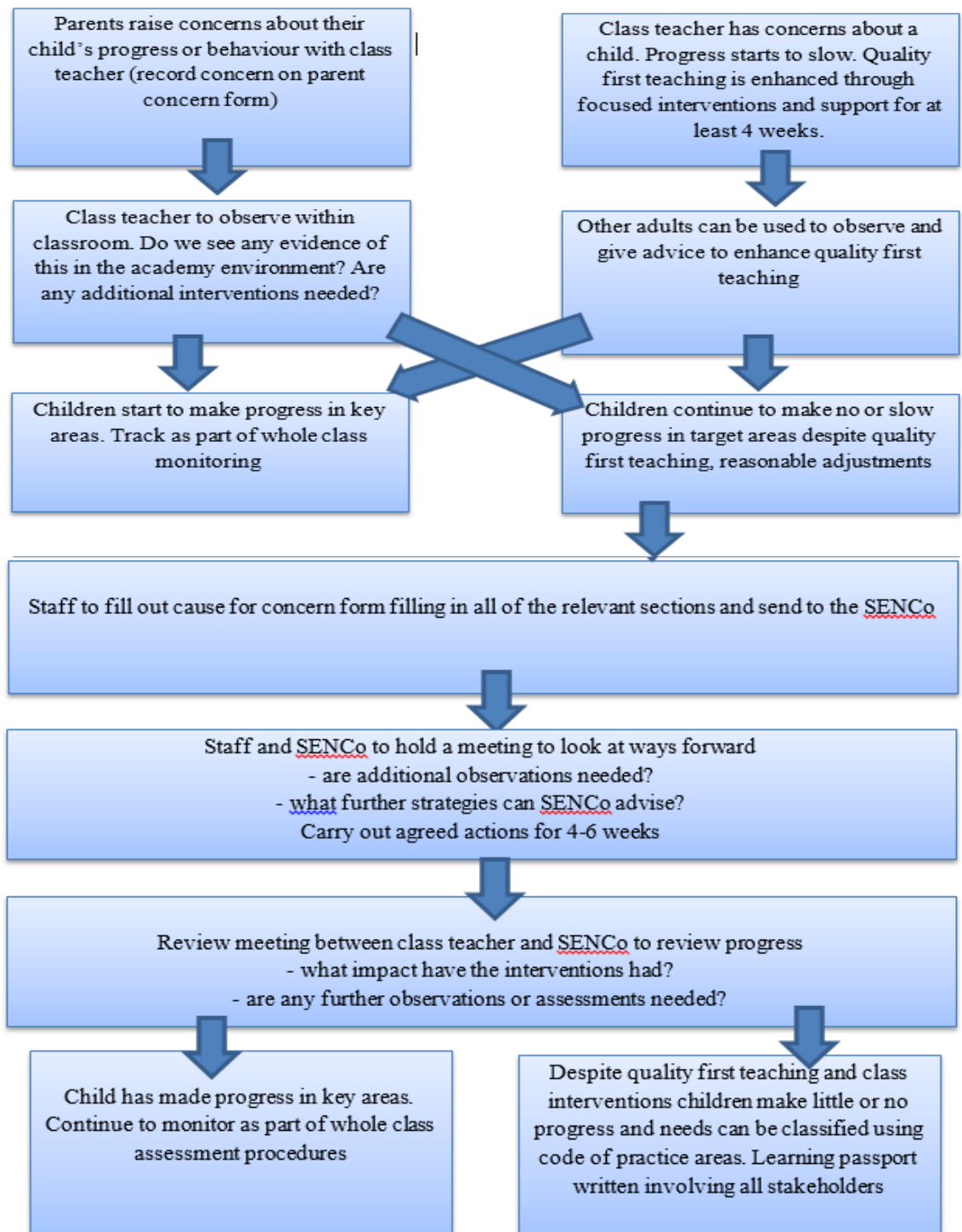
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

## Sun Academy Bradwell's Local Offer

### 1. The kinds of special educational needs provided for:

As an academy, we strive to support all of our children with the educational needs. We currently have children with a number of different needs including cognition and learning, social and emotional, hearing impairment, autism and speech and language needs. We work closely with the most appropriate external agencies to provide the best support for the children.

### 2. How the special educational needs of pupils are identified and assessed:



### **3. Our academy's approach to teaching pupils with special educational needs:**

Our primary strategy to support pupils with special educational needs is through quality first teaching. Within this teaching, they will listen and participate in class and group discussions linked to the teaching objective. Bespoke support materials are used to support the children. This will differ between each child depending on their needs. Additional support programmes are sometimes delivered to the children; for example a speech and language programme or a fine motor skill plan. Where possible, if intervention is needed, this will take place within the classroom as part of a basic skills or reading session (e.g. Nesy spell and phonics within a basic skills session)

### **4. How we adapt the curriculum and learning environment for pupils with special educational needs:**

The curriculum offer for children with special educational needs is broad and balanced and supports learning alongside their peers. Tasks may be adapted to meet individual children's needs in order to meet the learning objective. For example, a child with literacy difficulties may be asked to record their letter about pollution using an iPad rather than scribing as the writing does not contribute to the child's understanding of the topic.

Our learning environment is adapted to support children with physical disabilities using ramps and lifts making all areas of the school accessible for children. We use neutral backgrounds within our displays to support a calm environment and support visual stimulations. Learning walls are used to capture and remind children of key teaching concepts that will be used within their learning. As an academy, we will try our best to make adaptations to curriculum and learning environment following external agencies recommendations.

### **5. Additional support for learning available to pupils with special educational needs:**

Additional interventions are used to support children without significantly impacting on the child's curriculum offer or access to quality first teaching. Additional support may include:

- Precision teaching
- Social and emotional support (nurture or positive play)
- Online programmes e.g. nesy, doodle maths, doodle English, doodle spell
- Meet and greet for children that find coming into school in the morning difficult
- Visual timetables and structures

### **6. How we enable pupils with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:**

Our curriculum offer for children with special educational needs is broad and balanced and we work hard to remove or reduce any barriers that may stop full participation. This may include purchasing additional equipment for children with physical needs to enable them to take part in lessons. Adult support can be used to support children with the engagement with activities alongside their peers.

### **7. What support is available for improving the emotional, mental and social development of pupils with special educational needs:**

As an academy, we have a whole school approach to supporting the social, emotional and mental health of our children through assemblies, PHSE lessons and positive mental health days. Additional to this, if a child needs further support, we have 4 mental health first aiders as part of our teaching staff along with

3 staff that are trained in nurture and positive play. Children may have individual sessions, paired session (maybe with a friend) or small group session, depending on the needs of the child. Where additional support is still needed, referrals to external agencies may be appropriate including CAMHS or action for children.

#### **8. How we assess and review the progress of pupils with special educational needs:**

Standardised assessments and stakeholder knowledge of the child are used to access the child's needs, this includes parents, pupils and school staff. If any additional agencies are involved, their assessment information is also used.

A child's individual learning passport is reviewed along with the child and their parents once a term. At each half term, the classroom staff will review the targets set against the progress made towards them. These can then be adjusted, if needed in consultation with parents, to enable to child to make progress and feel success.

#### **9. The expertise and training of staff in relation to pupils with special educational needs:**

All staff undertake regular training in relation to special educational needs. Support from external agencies linked to individual children's are utilised as we recognise that children need support tailored to their individual needs. All staff have undertaken autism awareness training, ACES training, precision teaching training and emotion coaching training. Relevant classroom staff will undertake training specific for the children within their class.

#### **10. Equipment and facilities to support pupils with special educational needs:**

Within the academy, we have a medical room that can be used to support children with physical needs. A range of equipment is available to support the children including recording devices, coloured overlays, writing slopes, writing grips, spell checkers, timers, writing prompt cards and visual learning aids. Additional equipment may be needed to support the specific needs of a child e.g. specific chair which will be purchased by the academy.

#### **11. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:**

We work hard to involve the parents of children at all point relating to their special educational needs. During the identification, parents are invited to speak to the classroom staff and SENCo to discuss the areas identified and to develop strategies to support the child. During the review of learning passports, parents are asked to contribute to the progress evaluation and the development of new targets. Where external agency referral may be relevant, parents are consulted and invited to meet with the agency as part of the information gathering and planning meeting.

#### **12. How we consult pupils with special educational needs about, and involve them in, their education:**

Pupils are asked about their views throughout the process and make comments within their learning passport. This includes what might help them with their learning, what they would like to develop further and how they feel they have progressed towards the targets set.

**13. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:**

When children move classes within our academy, meetings take place between the current and new classroom staff to ensure that all staff are informed about children's needs and strategies to support. Where children move to different key stages, we build upon existing routines and structures giving children comfort and familiarity. When children begin high school, meetings are held, often with parents, to ensure that all information is given early within the summer term, to allow high schools to make the relevant support arrangements. Information relating to a child's special needs is passed onto the high school within the SEND file.

**14. How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:**

Where children high levels of SEND need or where a child's progress slows, we may seek to refer to external agencies. These will be discussed with parents to gain consent. Agencies are invited to come into school to observe and work with the child before meeting with parents and school staff to support learning needs. Where Education, Health and Care Needs assessments are submitted, their views will be sought. Agencies will be invited to all formal meetings in relation the child.

**15. How we deal with any complaints from parents of pupils with special educational needs:**

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

**16. How we evaluate the effectiveness of our provision:**

Our evaluation of provision is published annually and forms the second part of this document.



This evaluation report reflects academic year ending July 2021			
SEND profile			
Total Number of pupils on SEND register			
SEND Support	Education, Health and Care Plans		% of academy population SEND support    EHCP
23	2		12%    1%
% boys and girls		SEND and Pupil Premium % of SEND cohort	<b><i>SEND needs breakdown should be shared with Governors using needs analysis template</i></b>
Boys 70%	Girls 30%	57%	
Progress made by pupils with SEND			

<b>EYFS (GLD)</b>	<b>ALL</b>	<b>SEN</b>	<b>Non SEN</b>	<b>Comment</b>		
<b>National All/SEN</b>						
	26%	0%	0%	Low percentage of GLD for the academy due to the impact of COVID. Within a term, this should be 73% including 50% of children with SEND.		
<b>KS1</b>	<b>ALL</b>	<b>SEN</b>	<b>Non SEN</b>	<b>National All/SEN</b>	<b>Comment</b>	
Reading	65%	20%	76%			
Writing	58%	20%	67%			
Maths	69%	40%	76%			
<b>KS2</b>	<b>ALL</b>	<b>SEN</b>	<b>Non SEN</b>	<b>National All/SEN</b>	<b>Comment</b>	
Combined	50%	0%	55%			
Reading	75%	100%	73%			
Writing	75%	100%	73%			
Maths	54%	0%	59%			
<b>Progress KS1 to KS2</b>	<b>ALL</b>	<b>SEN EHCP</b>	<b>SEN Support</b>	<b>Non SEN</b>	<b>National All/SEN</b>	<b>Comment</b>
Reading	-3.3	N/A	3.5	-3.9		
Writing	-4.1	N/A	4.0	-4.8		
Maths	-5.4	N/A	-7.9	-5.1		
<b>Summary</b>						
<b>Other year groups- % of SEN pupils who met or exceeded end of year expectations (Based on TA)</b>						
	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
<b>Yr</b>	<b>SEN</b>	<b>non SEN</b>	<b>SEN</b>	<b>non SEN</b>	<b>SEN</b>	<b>non SEN</b>
<b>1</b>	<b>46%</b>	<b>25%</b>	<b>0%</b>	<b>54%</b>	<b>57%</b>	<b>25%</b>
<b>3</b>	<b>80%</b>	<b>65%</b>	<b>40%</b>	<b>68%</b>	<b>60%</b>	<b>68%</b>
<b>4</b>	<b>67%</b>	<b>56%</b>	<b>67%</b>	<b>65%</b>	<b>67%</b>	<b>72%</b>

<b>5</b>	<b>0%</b>	<b>58%</b>	<b>0%</b>	<b>64%</b>	<b>0%</b>	<b>71%</b>																		
<p><b>Effectiveness of targeted interventions</b> (outline successes and interventions not so successful and why) Precision teaching intervention supported children in reading and spelling of key words. This has the biggest impact on children due to the direct teaching, short input and over learning. Nurture support had an impact on supporting the children to identify feelings but the impact on the wider school day was not seen for all children.</p>																								
<p><b>Wider Outcomes effectiveness for this cohort</b> (outline successes and interventions not so successful and why) Social skills have been greatly enhanced for our children with SEND. The whole school focus upon relationships has supported the children. Bubbles have supporting in the consistency of getting to know the same children but this had a negative impact on some children; especially where personalities may clash.</p>																								
<p><b>Attendance and exclusions</b></p> <table border="1"> <thead> <tr> <th colspan="2">Overall attendance %</th> <th colspan="2">% of pupils PA</th> <th colspan="2">% and number of SEND pupils FTE or PEx</th> </tr> <tr> <th>SEND</th> <th>Non SEND</th> <th>SEND</th> <th>Non SEND</th> <th>SEND</th> <th>Non SEND</th> </tr> </thead> <tbody> <tr> <td>93.03</td> <td>96.15</td> <td>69.53 (1 child 0.5) 80.69</td> <td>82.240</td> <td>4.3</td> <td>0</td> </tr> </tbody> </table>							Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx		SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	93.03	96.15	69.53 (1 child 0.5) 80.69	82.240	4.3	0
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<p>(outline successes and interventions not so successful and why relating to attendance and exclusions) 1 child currently on a part time table- at risk of PEx- awaiting outcome of Educational Health and Care Needs Assessment Home school link worker contact has helped with supporting attendance for some PA families</p>																								
<p>Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes including any external specialist support services that work with the academy and the impact they have. Precision Teaching has supported targeted children in developing their reading and spelling. This has meant that more children were able to access NTS assessments, which in turn could be analysed using MARK assessments. Educational Psychologist has supported in the gathering of information for Education, Health and Care Needs Assessments</p>																								
<p>Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.</p>																								

Children with SEND have access to the same curriculum as their peers, adaptations on recording will be supported in line with their needs  
Curriculum experience will help to embed learning and knowledge throughout the curriculum  
Children will spend maximum time in school accessing quality first teaching alongside other children. Where outside class interventions are needed, they will be short and targeted e.g. 10 minute precision teaching

**SEND Objectives for 2021-2022**

Continue to ensure that children have access to high quality first teaching  
Develop standardised assessment cycle to support next steps  
To further develop the SEND team to have fall in line with the leadership model- strategic (LN), operational (CF/ID)

Appendix A

<b>Academy Needs Analysis 2021-2022</b>				
<b>Type of Need</b>		<b>No. of Pupils</b>	<b>% of SEND pupils</b>	<b>% of all pupils</b>
<b>Communication and - Interaction</b>	Speech, Language and Communication Needs (SLCN)	6	35%	3.2%
	Autistic Spectrum Disorders (ASD)	3	18%	1.6%
<b>Cognition and Learning</b>	Moderate Learning Difficulty (MLD)	1	6%	0.5%
	Severe Learning Difficulty (SLD)	2	12%	1.1%
	Profound and Multiple Learning Difficulty (PMLD)	0	0	0
	Specific Learning Difficulty (SpLD)	1	6%	0.5%
<b>Social, Emotional and Mental Health (SEMH)</b>		3	17.6%	1.6%
<b>Sensory and/or Physical Needs</b>	Visual Impairment (VI)	1	6%	0.5%
	Hearing Impairment (HI)	0	0	0
	Multi-Sensory Impairments (MSI)	0	0	0
	Physical Disability (PD)	0	0	0