

Sutherland House School

Special Educational Needs Information Report (SEND Information Report)

Policy written by:	Robbie Jones	January 2025
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Title: SEND Information Report

Applicable to: All School Staff, Parents and pupils

Ratified by: Robbie Jones

Date: January 2025

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Dear parents and carers,

The aim of this information report is to show you how special educational needs support works in our school.

Note: If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Sutherland House School is a non-maintained special school which is part of Autism East Midlands Charity. Sutherland House School is an inclusive school that promotes equality and inclusivity in every aspect of school life. All members of staff appreciate the additional challenges faced by students with special educational needs and/or disabilities and are committed to alleviating barriers to learning to provide every student the opportunity to achieve their potential, both inside school and into adulthood.

We celebrate our person-centred approach when supporting autistic children and young people, whereby pupils and parents/carers are fully involved in the implementation of their provision.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment and trauma
	Mental health conditions e.g. anxiety, depression, OCD
Sensory and/or physical	Hearing
	Visual

	Multi-sensory
	Physical

2. Which staff will support my child, and what training have they had?

All School Staff

All staff receive a thorough 3-week induction period followed by a further 2 weeks of shadowing when joining the school. Training includes 4 days of CALM theory and practical, medication training, Autism Awareness training, Total Communication training, First-aid training, equality and diversity as well as training relevant to the role employed into. Throughout the year we also have a rolling programme of CPD including training delivered by our therapy team (Makaton, Communicate in Print, Talking Mats) as well as training delivered by external providers e.g. Intensive Interaction, TEACCH as well as being part of specialist networks.

Teaching Staff Including Subject Specialists

All of our teachers receive in-house autism training, and are supported by the Senior Leadership Team to meet the needs of all pupils.

Teaching Assistants (TAs)

We have a team of TAs, including class co-ordinators who are trained to deliver SEN provision.

We also employ teaching assistants trained to deliver interventions such as ELSA, Intensive Interaction and Talking Mats. We have a dedicated academic intervention tutor who runs targeted and individualised intervention including phonics interventions, maths interventions and Toe-by-Toe.

Therapy Team

We have an in-house therapy team including a Band 7 speech and language therapist who oversees the speech and language therapy team. The school also has two therapy assistants, and we also have a vacancy for a speech and language therapist and an occupational therapist.

Multi-disciplinary Team Meetings

Once a half-term, all professionals working with a child will meet to discuss any concerns linked to progress, attendance or behaviour. Where concerns are identified, referrals will be made following discussions with parents/carers to ensure support is put in place and targeted intervention may begin. As part of this, Autism East Midlands' Positive Behaviour Support Team may observe and recommend strategies to as an intervention to support a young person. Currently the school offers the following interventions utilising specialist skills:

- Educational Psychology referral
- Positive Behaviour Support team

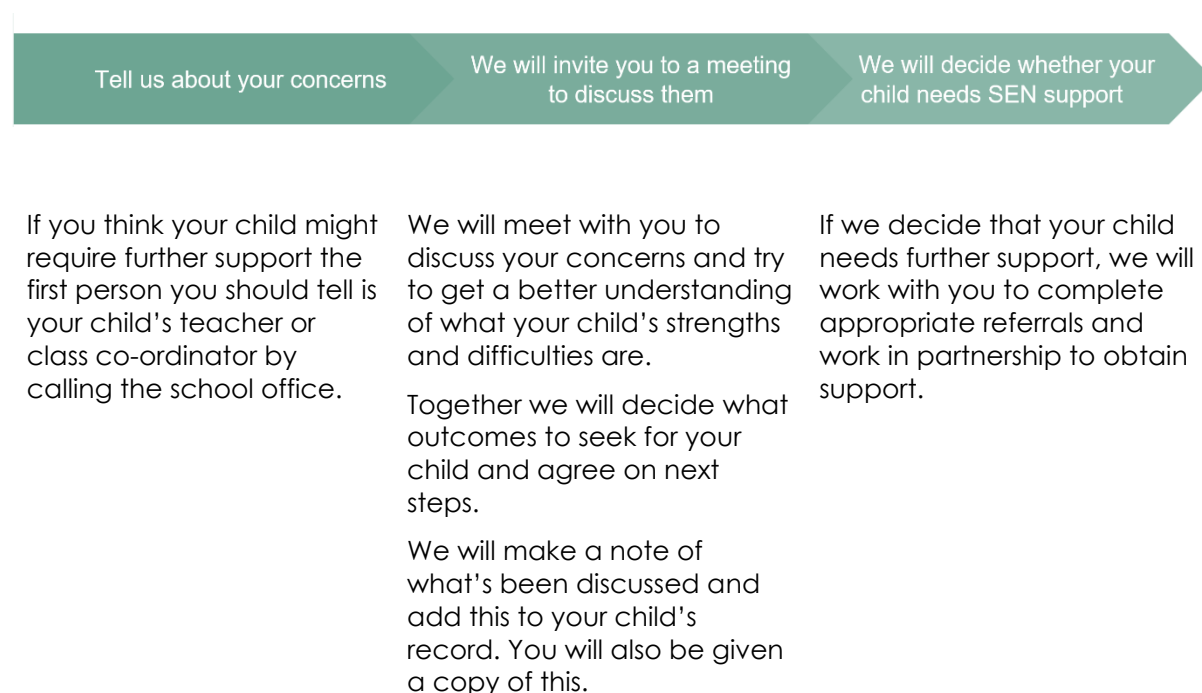
- Intervention Tutor
- ELSA intervention
- Speech and Language referral or request for advice

External agencies and professionals

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services

3. What should I do if I think my child needs further support



4. How will the school know if my child needs further support?

All our school staff have received training in autism and SEND and receive additional training to include strategies to support autistic children and young people. Half termly pupil data reviews take place across the whole school to escalate and identify any potential concerns

with behaviour, attendance or progress. Action plans are then created as a class team which are then shared with a multi-disciplinary team within school and may include support from the educational psychology service.

If the teacher notices that a pupil is falling behind or there is a change in presentation, they try to work with parents/carers to understand what support may be required. A referral may be made following a period of monitoring and tracking.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These will be recorded as individual education plans which are reviewed every term in line with the EHCP outcomes.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

Sutherland House School uses a tiered approach to support with tier 1 using universal strategies and provision and tier 3 utilising specialist and targeted support.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress and an annual EHCP meeting will give school staff the opportunity to review your child's needs in detail.

Your child's class teacher or class co-ordinator will meet you or contact you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

As well as EHCP meetings, for pupils in year 9 and above, we utilise MAP meetings to find out about your child's dreams and aspirations and this is child-led to create an action plan to support transitions through the different phases of KS4 and post-16 education. This is a powerful tool used to put the young person's voice at the centre of decision making and help to inform their support network of their dreams and aspirations.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of understanding. We recognise that no two children are the same, so we will decide on an individual basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Use talking mats
- Use communication tools e.g. iPads and apps

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will individualise how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants to support pupils on a 1-to-1 basis or to support small group learning.
- Use of reader pens and technology e.g. word processors
- Use of therapeutic input
- Use of targeted intervention including academic tutoring and social and emotional tutoring (ELSA Intervention).
- Exam access arrangements
- Additional support from class co-ordinators/key people
- Tutorials
- Access to Marchant House
- Individualised timetables
- Access to pathway curriculum models
- Use of symbols/visuals
- Use of communication aids

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil voice
- Monitoring by the Senior Leadership Team and Governing Body
- Using provision maps to measure progress
- Holding annual reviews
- Holding MAP meetings
- Using data review points to assess holistic progress (behaviour, attendance, academic)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Additional staffing support throughout the day
- Further training for our staff
- External specialist expertise

When additional support is required, we will work with the local authority case worker to ensure they are made aware and if further funding is required, this is discussed and applied for with the Local Authority. Parents/carers will be informed of provision in place during the EHCP annual review process.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All pupils are encouraged to go on our school trips, including our residential trips. As a school based in the city centre, we have a wide range of activities and resources available on our doorstep and community access is an important of our curriculum and wider opportunities for our pupils.

All pupils are encouraged to take part in sports days, sports events, school plays, enrichment visits and work experience activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. As a city school, we use every opportunity to enable access to the community and provide opportunities for inclusion with different schools and organisations.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The school has a clear admissions policy which can be found on our school website. All admissions are directed by the local authority and all pupils attending Sutherland House School must have an Educational Health and Care Plan with autism as their primary need.

13. How does the school support pupils with disabilities?

Sutherland House School complies with all relevant accessibility requirements using building regulations. Weekly health and safety checks are carried out by the site health and safety manager and any issues or faults are reported and acted upon immediately. The school provides wheelchair access, accessible toilets and lifts. All new pupils have a clear induction process which considers access needs.

All activities are considered and adjusted to ensure all pupils can take part in activities.

14. How will the school support my child's mental health, and emotional and social development?

At Sutherland House School, we provide support for pupils to progress in their emotional and social development in the following ways:

- All pupils are encouraged to be part of the school council
- Pupils are encouraged to take part in snack time focusing on developing communication and peer relationships overseen by our therapy assistants
- All pupils have a secure adult who they can talk to if they need support.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by following our anti-bullying policy and reporting all concerns.
- Working closely with outside agencies to complete referrals for mental health support through the local authorities Pathway to Provision
- Interventions provided by the Emotional Literacy Support Assistants
- Interventions provided by the Positive Behaviour Support Team
- Access to regular physical external activities including horse-riding at The Riding for Disabled group and weekly swimming lessons

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

All transitions are well planned throughout school as children and pupils move from class to class and phase to phase. Parents/carers have the opportunity to meet new teacher and class staff during the Summer term. Pupils at Sutherland House School transition to their new groups at the start of July to provide additional transition time and to give the young people we support time to transition to their new class groups.

Our transition approach involves visits to school by the parents and the child, staff visiting the child in their current placement and a home visit. Pupils are increasingly supported in planning for their transition from school to adult life. Specialist careers staff and the Transition Team work with pupils in school to get to know them and to advise both pupils/students and parents/ carers on appropriate career pathways upon leaving Sutherland House School.

We also have a designated Careers Leader in school to advise and support students on their career pathway. We continue to have strong links with local provisions including the Colleges of Further Education across Nottingham and Nottinghamshire including opportunities for pupils to access Nottingham College. Opportunities to visit the colleges are available for parents and pupils from Key Stage 4 onwards at Sutherland House School. The colleges are

invited to attend EHCP reviews in school throughout the academic year as well as attend our Preparation for Adulthood Transition event held annually.

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Dedicate an INSET day to support class teams to meet to handover all information
- Dedicate time for the PBS team to support class teams to write PBS plans
- Transition class groups at the start of July to give additional time for pupils to adjust to the change in routine. The aim is this will reduce any potential anxiety over the summer about the return in September.

16. What support is in place for looked-after and previously looked-after children with SEN?

Milly Murray (milly.murray@aem.org.uk) is the designated teacher for looked after-children and previously looked-after children at Sutherland House School.

Milly Murray will make sure that all teachers understand how a looked-after or previously looked-after pupil's needs may present, and what the implications are for teaching, learning, socially and emotionally.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any PBS plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Head Teacher (Robbie Jones) the first instance. They will then be referred to the school's complaints policy.

[Have-Your-Say-Compliments-Complaints-Procedure-September-2024.pdf](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authorities offer page for further information about support available

- Ask Us Nottinghamshire (formerly the Parent Partnership Service) Information, Advice and Support Service

Futures 2A Sherwood Rise, Nottingham, NG7 6JN

0800 121 7772 enquiries@askusnotts.org.uk

- Autism East Midlands

www.autismeastmidlands.org.uk

Unit 31 Craggs Industrial Estate , Morven Street, Creswell, Notts, S80 4AJ 01909 506678

- Carers Federation

info@carersfederation.co.uk with any questions or queries

Telephone: 01159 629 310 Fax: 01159 629 338

- Changing Places

www.changing-places.org

Locations of Changing Places toilets across the country, with enough space and the right equipment, including a height adjustable changing bench and a hoist.

- Crocus Fields – Respite care

0115 876 1987 www.crocusfields.co.uk

- Crocus Fields Outreach Service

crocusfieldsoutreach@nottinghamcity.gov.uk

0115 9153881

- Disability Nottinghamshire

www.disabilitynottinghamshire.org.uk

Promoting the independence and choice of all persons with disabilities and impairments within the Nottinghamshire County Council area (excluding Nottingham City)

- Family Fund

www.familyfund.org.uk

- Fun Days In Nottinghamshire www.fundaysinnottinghamshire.co.uk

Activities for young people with learning difficulties in Nottinghamshire, such as Summer Schools.

- Futures

<https://www.futuresadvice.org/>

- Portland College www.portland.ac.uk

Mansfield Rd, Notts NG18 4JJ 01623 499111

- Rainbow

www.rainbowpcf.org.uk

- The Counselling Directory

www.counselling-directory.org.uk

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages