



SEND Information Report September 2020

Mission Statement

Opened in 2012, Stone Soup Academy is an Alternative Provision Free School based in Nottingham which was rated as 'Outstanding' by Ofsted in 2014 and 2019.

We believe that every student should have the opportunity to succeed by being motivated and inspired. With this as our fundamental belief, we aim to develop young people into unique, responsible and discerning members of society who have a sense of their own value, and our school is structured to nurture the social development of all the young people we work with.

The Academy recognises that provision for students with special educational needs is the responsibility of all teachers and therefore quality first teaching is fundamental to meet individual needs. The Academy follows a SEND policy which has been approved by the Governors.

A copy of the SEND Policy can be found on the Academy's website www.stonesoupacademy.org.uk/

What are Special Educational Needs?

Helping your child to make progress is a partnership between home and the Academy. The Academy uses the definition of special educational needs which is set out in the government document [Special educational needs and disability code of practice: 0-25 years \(DFE -January 2015\)](#), which states

A young person has a learning difficulty or disability if :

- they have significantly greater difficulty in learning than the majority of others of the same age
- a disability prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Parents should always inform the Academy of any known physical, educational, emotional or behavioural difficulties before the young person enters the Academy, so the appropriate support can be agreed and arranged.

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14 High Pavement, Nottingham NG1 1HN

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What types of Special Education Needs does the Academy cater for?

Stone Soup supports students who fall into the categories of SEND outlined in the Code of Practice 2014, these are:

- Cognition and Learning, e.g. learners with specific learning difficulties such as Dyslexia
- Communication and Interaction e.g. learners on the Autism Spectrum
- Social, Emotional and Mental Health e.g learners with anxiety
- Sensory and/or physical needs e.g. learners with visual/ hearing impairment and physical disabilities

How do we identify students with special educational needs?

On admission to Stone Soup, all students are placed on the Academy's special needs register. During the admission process, information is gathered from the student, parent, referring schools and outside agencies, where appropriate.

However, some student's additional needs may be identified after admission to Stone Soup through:

1. Assessing students literacy skills
2. Baseline Assessments for English and maths: BKSB
3. Initial student interviews with subject staff and Personal Coach
4. Whole school tracking by classroom teachers
5. Whole school tracking by the Engagement Team
6. Reports from external professionals
7. Acting upon concerns from students, parents and agency staff.

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When concerns are raised by students, parents or staff these are discussed at a weekly staff meeting. The SENCO responds to the requests to assess the needs of a student and may assess using the following available standardised tests:

- Wide Range Achievement Test 4
- DASH Handwriting assessment
- Hodder Reading Tests
- The Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
- GL Dyslexia Screener
- Visual Stress Assessment Pack
- Further tests may be used to determine whether a student requires assess for access arrangements for exams

In the absence of a formal diagnosis, the Academy will not assume a disability or medical condition but will aim to support the individual needs of the student.

How can I contact the Academy if I am concerned about my child's educational needs ?

The Academy's SENCO, Engagement Team, Senior Leadership team and class teachers are regularly available to discuss any concerns, worries or complaints, **via the main reception at High Pavement on 0115 822 1834.**

How does the Academy support students with special educational needs?

All students at Stone Soup have access to a highly differentiated curriculum offer, which is discussed at admission. The academy offers a broad range of GCSE and vocational courses on site. In addition, some students benefit from courses at local colleges and through our business links with John Lewis and Crowne Plaza.

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Most students at Stone Soup will have their needs met through quality first teaching (QFT) in small teaching groups, and through a highly differentiated curriculum. However, for some students further interventions are offered and personalised according to the needs of the student:

- GCSE/ Functional skill booster sessions for English and maths
- Literacy intervention 1-1
- Forest Academy literacy sessions
- Numeracy intervention
- Specialist equipment, eg coloured overlays, coloured text books, reading pens, screen reader, QR readers
- Audio marking and feedback using Kaizena
- Reasonable adjustments to practices and procedures, equipment and access to building
- After School 1-1 and group revision sessions
- Off site educational provision eg Multi-skills, hairdressing and construction
- Informal drop in sessions with subject staff
- Spelling Bee in form time

To support students with attendance and engagement, students have access to:

- A Personal Coach who provides daily targets and contact home which are tracked
- Class dojo: staff award points throughout the day. The points are converted into prizes for student of the day, student of the week. Students can earn money which is banked. Parents are linked to Dojo live and can see how their child is progressing throughout the day
- Postcards home for positive praise
- The Hub, time out provision at High Pavement and mentoring support
- Off site engagement and enrichment activities on a weekly basis: ice skating, football, cookery, boxercise, rounders
- Careers additional support programmes, visits to Trent University,
- Projects with local businesses: Experian, HMRC, John Lewis, Crowne Plaza, Trent Bridge, Nottingham Forest, Flo Park, St Mary's Church
- National projects: eg WEE, Stand up to Knife Crime,
- Inclusion facility at Richmond House to re engage students who are not meeting expectations at High Pavement

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- Suits Day and celebration event for year 11 leavers at the Broadway Cinema with students, parents and VIPs
- School Council
- Residential educational visits
- Termly celebration evenings with parents
- Case studies are provided by Personal Coach for each student and attached to the SEND register
- 1-1 guidance from a Level 6 Careers and Guidance Officer using the Gatsby benchmark 3 to address the SEND students, attending interviews, contact throughout the summer
- Live Staff concern sheet that is linked to the engagement team to support teaching staff and students in lessons
- Use of CPOMs to support students with safeguarding
- PHSE form incentives and votes for schools

How do we know the support for our students is effective?

Progress and achievement is monitored by all teaching and engagement staff, and discussed at the staff meeting on a weekly basis.

Student's performance during interventions is monitored and evaluated regularly, following the assess, plan, do and review cycle.

Student progress is formatively assessed 6 times per year and is communicated to parents. The SENCO, Middle Leaders and Lead for Teaching and Learning meet each half term to review provision. The SENCO and Middle Leaders undergo an annual evaluation and produce a self evaluation report, as part of the Academy's quality assurance cycle, which is viewed by the Governors. This includes data analysis, lesson observations, feedback from young people, parents and staff.

How are the staff trained to support students with special needs?

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The academy's staff are energetic, forward thinking and solution focused in their work with students, and share teaching ideas and knowledge on a weekly basis.

Through our link with Dave Harris, Educational Consultant at Independent Thinking, an international educational organisation, staff are involved in action research to develop new teaching and learning strategies.

The school improvement plan identifies training needs for all staff to improve the teaching and learning of young people, including those with SEND. The Academy provides regular training on teaching and learning for all teaching staff, and has a weekly progress meeting where specific needs of young people and teaching strategies are shared.

How will my child be included in activities outside the school classroom, including school trips?

The Academy organises a wide range of off-site educational activities throughout the year and participation is open to all students. All visits are risk assessed and provisions are put in place to ensure the safety of all students and staff. All out of class activities, including break-times and lunch-times are supervised by members of staff.

What support will there be for my child's overall well-being?

All students have a personal coach who works alongside the Form Tutor. Students meet with their Personal Coach daily to discuss a range of emotional and social issues. The personal coach is part of the Engagement team who monitors behaviour in lessons and at social times through the DOJO system and provides 1-1 intervention to support young learners make positive choices in dealing with issues that arise.

All students have weekly PSHE Life Skills (Pastoral, Social, Health Education) lessons, which is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives.



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How does the Academy cater for young people with disabilities?

Stone Soup Academy welcomes people with disabilities and complies with the requirements of the 2010 Equality Act. The school will make all reasonable adjustments to meet the needs of individual students, parents/carers, staff and other people from the wider community.

High Pavement has a lift which enables access to 3 of the 4 floors, and accessible toilets and a shower. The hub provides a quiet space for time out.

The Academy recognises students are entitled to complete confidentiality when they disclose a disability. However, the academy would wish for appropriate disclosure in line with our Guidance on Access to Student Records policy so that it can implement any provision for the student to support them and their needs.

Local Offer

For more information on the Local Authorities local offer, contact

City team: special.needs@nottinghamcity.gov.uk or phone 0115 876 4300

County team: www.nottinghamshire.gov.uk. Sendlocaloffer.org.uk or phone 0300 500 8080.

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