



## SEND Information Report September 2025-2026

### Mission Statement

Stone Soup Academy is an outstanding Alternative Provision Free School (Ofsted in 2014/ 2019), which works with schools and local authorities to ensure that students who fail to thrive in a mainstream school environment have a genuine educational alternative.

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 key 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/](http://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.

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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.

We support all of students on an individual level and they can access a variety of support and intervention for example;

- Personal Coach
- Discrete Support (SEMH)
- Trauma Informed support
- Inclusive Classrooms.
- Literacy Support (1>1)
- Numeracy Support (1>1)
- Cognition and Learning
- SEMH- Mental Health First Aid informed.
- Support in Lesson
- Touch Typing

### 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.

Area of need	
<u>Communication and interaction</u>	<p><u>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</u></p> <p><u>Pupils who are on the autism spectrum often have needs that fall in this category.</u></p>

<u>Cognition and learning</u>	<p><u>Pupils with learning difficulties usually learn at a slower pace than their peers.</u></p> <p><u>A wide range of needs are grouped in this area, including:</u></p> <ul style="list-style-type: none"> <li>• <u>Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</u> <ul style="list-style-type: none"> <li>• <u>Moderate learning difficulties</u></li> <li>• <u>Severe learning difficulties</u></li> </ul> </li> <li>• <u>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</u></li> </ul>
<u>Social, emotional and mental health</u>	<p><u>These needs may reflect a wide range of underlying difficulties or disorders.</u></p> <p><u>Pupils may have:</u></p> <ul style="list-style-type: none"> <li>• <u>Mental health difficulties such as anxiety, depression or an eating disorder</u></li> <li>• <u>Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</u> <ul style="list-style-type: none"> <li>• <u>Suffered adverse childhood experiences</u></li> </ul> </li> </ul> <p><u>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</u></p>
<u>Sensory and/or physical</u>	<p><u>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</u></p> <p><u>Pupils may have:</u></p> <ul style="list-style-type: none"> <li>• <u>A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</u> <ul style="list-style-type: none"> <li>• <u>A physical impairment</u></li> </ul> </li> </ul> <p><u>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</u></p>

## 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 following:

1. Assessment of 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

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6. Reports from external professionals
7. Acting upon concerns from students, parents and agency staff.

When concerns are raised by students, parents or staff, these are discussed at a weekly staff meeting to establish a 360 view of need. Where necessary, the SENCO may liaise with external agencies.

The SENCO may also use a range of assessments, including the following standardised tests to identify need:

- Wide Range Achievement Test 5
- 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.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



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### 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.**

Each student on the SEND register is supported by a personal coach , who maintains regular communication with parents to share updates on their child's progress, wellbeing, and school experience. Parents and carers are encouraged to contact the Inclusion and Pastoral teams directly by phone or email at any time to discuss concerns or request support.

Opportunities to meet the Inclusion Team are built into the school year, including scheduled events such as a dedicated Celebration Evening that highlights student achievements and progress. For students with an Education, Health and Care Plan (EHCP), annual review meetings are held to assess progress and ensure provision remains appropriate to their needs.

### How does the Academy support students with special educational needs?

Underpinning all of our provision in school is the graduated approach cycle -Assess, plan,do and review (APDR):



All staff are responsible for the planning, identification and teaching of SEND students and use the following approach when catering for their learning:

**Assess:** All staff are responsible for assessing, monitoring and tracking the progress of students. The School's calendar provides a structure for this, and each student is formally assessed throughout the school year. Assessments take place in all subject areas and levels are recorded on the school's SIMS system. All students are set achievable yet challenging targets, which have high expectations for progress.

**Plan:** Academy Leaders, Teachers and Personal Coaches regularly check on the progress of students and concerns are raised if students are not making expected progress. All lessons are differentiated to meet the needs of each student and appropriate teaching methods employed. If a student is not making expected progress, intervention strategies and mentoring sessions are put in

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place in a timely manner. As part of the Academy's pledge to parents, parents are provided with details of the evidence-based support put in place if their child falls behind in English or maths.

**Do:** All staff strive to provide Quality First Teaching for all our students. Teachers prepare sequenced Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of varied resources. Once areas of concern are highlighted through the assessment cycle, teaching staff personalise their teaching and resources to suit the needs of all learners (known as differentiation).

**Review:** Through the use of the Assessment Cycle, staff review the progress of the students continuously during the year. Any concerns regarding a child's needs or their potential barriers to learning are referred to the SENCO. The SEND team reviews the Plan, Do and Review documents with parents and the student.

All students at Stone Soup have access to a highly personalised curriculum offer, which is discussed at admission. The academy offers a broad range of GCSEs and vocational courses on site. In addition, some students benefit from courses at local colleges and through our business links with HMRC, Nottingham Forest Football Club and Ideagen.

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, e.g. Dyslexia gold
- Specialist equipment, e.g. coloured overlays, coloured text books, reading pens, screen reader, QR readers, fidget tools
- Audio marking and feedback
- Exam Access Arrangements: e.g. Extra time, Rest breaks, Prompter, Reader and Scribe
- Reasonable adjustments to practices and procedures, equipment and access to building
- After School 1-1 and group revision sessions
- Off site educational provision e.g. Multi-skills and mechanics
- Informal drop in sessions with subject staff
- Weekly whole school literacy focus - article and word of the week

The student's performance during interventions is monitored and evaluated regularly. The Inclusion Team regularly review individual interventions including the use of student voice and parental feedback. The SEND team monitor and track the progress of all SEN students.

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- Social and Communication skills 1-1, small group work
- Emotional Regulation sessions – 1-1, small group work
- Virtual Reality to support learning and engagement strategies
- Transition programmes to support Induction, 14+ and 16+
- Safe space at lunchtime for vulnerable students
- Blended Learning
- Directed Intervention as required
- Access to inclusion

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
- Off site engagement and enrichment activities on a weekly basis: ice skating, football, cookery, boxercise, rounders
- Careers-additional support programmes, visits to universities,
- Projects with local businesses: HMRC, Nottingham Forest Football, Ideagen.
- 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
- Suits Day and celebration event for year 11 leavers at the Broadway Cinema with students, parents and VIPs
- School Council
- Residential educational visits
- Celebration evenings with parents
- 360 degree case studies are provided by Personal Coach for each student and attached to the SEND register
- Preparation for Adulthood:1-1 guidance using the Gatsby benchmark 3 to support SEND students attending interviews, contact throughout the summer

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- 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.

To support students with transition to College, we will:

- Set up transition meetings with college tutors
- Accompany students to their meetings
- Hold transition meetings at SSA which parents are welcome to attend
- Liaise with the College wellbeing team to support our more vulnerable students
- Provide ongoing support to SSA leavers to apply for jobs, college, emotional wellbeing and welfare



support.

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

Academic progress and achievement are monitored by all teaching and engagement staff, and discussed at the staff meeting on a weekly basis. Additional interventions are monitored and evaluated regularly, following the assess, plan, do and review cycle.

For students with higher support needs, the SEND team uses a digital platform called PAGES: Profile, Assessment and Goal setting. PAGES is an online package for practitioners and neurodiverse learners. It provides teachers with the tools to effectively assess, track and provide strategies to address individual needs. SMART targets and strategies are shared with staff, parents, students and external agencies. The live platform enables key workers to review progress and strategies on a weekly basis.

Key indicators for our students are very positive including high attendance, 100% Gatsby benchmarks, low NEETS, high academic outcomes, positive transition data, positive parent and student feedback

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

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.

The Academy provides weekly training on teaching and learning for all teaching staff. SEND CPD is delivered twice per half-term by the SEND team, and has covered exam access arrangements, working memory, readability, personalising learning, phonics, strategies for teaching students with ADHD and ASD. In addition, literacy CPD has been delivered by the Lead for English and the SENCO to prepare staff in the use of Accelerated Reader, which will be used with all year

groups.

The academy focuses upon improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time through a comprehensive programme of CPD, mentoring and support.

**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.

All trips and visits are fully funded to avoid finance becoming a barrier to inclusion.

Activities outside of the school classroom are designed to broaden cultural capital, reward, inspire, increase opportunities for team work and challenge alongside adding breadth to the curriculum.

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**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.

RSHE is delivered weekly by staff and also supported by external providers who add breadth and expertise to the offer.

We have a wellbeing team made up of staff and students which meets to discuss and develop positive mental health and wellbeing.

Where students prefer to research their own support we have invested in a range of books to support individual exploration whilst promoting reading. These resources are available in the games room.

### **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.

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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.

Stone Soup Academy works in partnership with the Local Authority to support students with special educational needs and disabilities. The Local Authority is responsible for managing the Education, Health and Care (EHC) needs assessment process, issuing and maintaining EHCPs, and ensuring appropriate provision is in place. Parents and carers have the right to request an EHC needs assessment if they believe their child requires additional support that goes beyond what the school can provide through its graduated response.

Parents are fully involved throughout the EHCP process, including during assessments, planning meetings, and annual reviews. They also have the right to appeal LA decisions and access independent support via the SENDIASS (SEND Information, Advice and Support Service). The academy ensures that parents are informed of their rights and encourages them to play an active role in shaping the provision their child receives. Further information can be found in the Local Offer, which is available here:

## **Local Offer**

For more information on the Local Authorities local offer, contact

City team: [special.needs@nottinghamcity.gov.uk](mailto:special.needs@nottinghamcity.gov.uk) or phone 0115 876 4300 County

team: [www.nottinghamshire.gov.uk](http://www.nottinghamshire.gov.uk). [Sendlocaloffer.org.uk](http://Sendlocaloffer.org.uk) or phone 0300 500 8080.

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