



SEND Information Report September 2026 - 2027

Mission Statement

Stone Soup Academy is an outstanding Alternative Provision Free School, recognised as outstanding by Ofsted from 2014 to 2025.

We work in partnership with schools, families and local authorities to provide a positive and inclusive educational alternative for young people who may not have thrived within a mainstream school environment.

We believe that every student has the potential to succeed when they are supported, motivated and inspired to achieve their goals. Our aim is to help young people develop as confident, responsible and discerning individuals who recognise their own strengths, value and potential. We provide a nurturing environment that supports the academic, social, emotional and personal development of every student.

At Stone Soup Academy, we recognise that meeting the needs of students with special educational needs and disabilities (SEND) is the responsibility of every member of staff. High-quality, adaptive teaching is therefore central to our approach, ensuring that learning is accessible and responsive to individual needs.

The Academy follows a SEND Policy, approved by the Governing Body, which sets out our approach to identifying and supporting students with SEND.

A copy of the SEND Policy is available on the Academy's website.

www.stonesoupacademy.org.uk/

What are Special Educational Needs?

Helping every young person to make progress is a partnership between home and the Academy. We work closely with students, parents and carers to understand individual strengths, needs and barriers to learning and to ensure that appropriate support is identified and put in place.

The Academy follows the definition of special educational needs (SEND) set out in the [Special Educational Needs and Disability Code of Practice: 0 to 25 years \(Department for Education, 2015\)](#).

A young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A young person may have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of

a kind generally provided for others of the same age in mainstream settings.

Parents and carers are encouraged to share any known physical, educational, emotional, social or behavioural needs with the Academy before their young person joins us. This enables us to understand their individual circumstances and, where possible, plan appropriate support from the outset.

We recognise that every student is an individual, and our provision is personalised to reflect their strengths, needs and aspirations. Students may access a range of support and interventions, including:

- Personal Coach support
- Discrete SEMH support
- Trauma-informed support and approaches
- Inclusive and adaptive classroom practice
- Individual literacy support
- Individual numeracy support
- Cognition and learning support
- SEMH and wellbeing support informed by Mental Health First Aid principles
- In-class support and targeted interventions
- Touch-typing support

The level and type of support provided will be reviewed regularly to ensure that it remains appropriate and effective in helping each student to access learning, develop their independence and make progress.

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

Stone Soup Academy supports students with a wide range of special educational needs and disabilities (SEND). We recognise that SEND can affect students in different ways and that individual needs may fall within one or more of the four broad areas identified in the SEND Code of Practice: 0 to 25 years.

These four areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Communication and Interaction

Students with needs in this area may experience difficulties with communication and interaction. This may include understanding language, expressing themselves, processing information or understanding social communication and relationships.

Students on the autism spectrum may have needs within this area. They may benefit from support with communication, social interaction, managing change, sensory differences and developing strategies to access learning successfully.

Cognition and Learning

Students with cognition and learning needs may experience difficulties acquiring, processing, retaining or applying information. These needs can affect one or more areas of learning and may include:

- Specific learning difficulties, such as dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties

Students may require additional support, appropriate adaptations and targeted interventions to help them develop their literacy, numeracy, memory, processing and organisational skills and to access the curriculum successfully.

Social, Emotional and Mental Health

Students with social, emotional and mental health needs may experience difficulties that affect their emotional wellbeing, relationships, behaviour, engagement or ability to access learning.

This may include:

- Anxiety, depression and other mental health difficulties
- Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment-related needs
- Difficulties with emotional regulation
- The impact of adverse childhood experiences (ACEs)
- Difficulties with social relationships, self-esteem or confidence

These needs can present in different ways. Some students may become withdrawn, anxious or isolated, while others may find it difficult to regulate their emotions, manage relationships or engage consistently with learning.

At Stone Soup Academy, we take a trauma-informed and individualised approach, recognising that behaviour can be a form of communication and that students may require different strategies and levels of support to feel safe, regulated and ready to learn.

Sensory and/or Physical Needs

Students with sensory and/or physical needs may have a disability or medical condition that affects their ability to access learning, the school environment or educational opportunities.

This may include:

- Vision impairment
- Hearing impairment
- Multi-sensory impairment
- Physical disabilities
- Other sensory processing needs

Students may require reasonable adjustments, specialist equipment, adaptations to the learning environment or additional adult support to ensure that they can access the curriculum and participate fully in Academy life.

Our approach

We recognise that students may have needs across more than one area and that no two students will experience SEND in exactly the same way. Our approach is therefore personalised, with support based on the individual student's strengths, needs, aspirations and barriers to learning.

We work closely with students, parents and carers, referring schools and external professionals, where appropriate, to ensure that provision is coordinated, reviewed and adapted as the student's needs develop.

How do we identify students with special educational needs?

At Stone Soup Academy, we recognise that identifying special educational needs (SEND) is an ongoing process. We aim to develop a clear and holistic understanding of each student's strengths, needs and barriers to learning so that appropriate support can be put in place as early as possible.

During the admission process, information is gathered from a range of sources, including the student, parents and carers, referring schools and external agencies, where appropriate. This information helps us to understand the student's previous experiences, existing support and any identified needs before they join the Academy.

Where additional needs have not previously been identified, these may become apparent following admission through a range of assessment, observation and monitoring processes, including:

1. Literacy assessments.
2. Baseline assessments in English and mathematics, including BKSB.
3. Initial student meetings and discussions with subject staff and the Personal Coach.
4. Ongoing assessment, tracking and monitoring by classroom teachers.
5. Whole-school monitoring by the Engagement Team.
6. Information and reports from external professionals.
7. Concerns or observations raised by students, parents and carers, staff or other professionals working with the student.

Where a concern is identified, this is considered as part of our whole-school approach to understanding the student's needs. Concerns may be discussed through our weekly staff meetings, enabling staff to share information and develop a holistic 360-degree view of the student's strengths, needs and barriers to learning. Where appropriate, the SENCO will liaise with parents, carers and relevant external professionals to explore the student's needs further.

The SENCO may use a range of standardised assessments and screening tools to support the identification of individual needs. These may include:

- Wide Range Achievement Test 5 (WRAT-5)
- DASH Handwriting Assessment
- Hodder Reading Tests
- Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
- GL Dyslexia Screener
- Visual Stress Assessment Pack
- Additional assessments to support the identification of appropriate examination access arrangements, where required

A formal diagnosis is not required for the Academy to identify barriers to learning or provide appropriate support. Where a student does not have a formal diagnosis, we will not make assumptions about a disability or medical condition. Instead, we will focus on understanding the student's individual needs and identifying appropriate strategies and support to help them access learning and make progress.

When considering whether a student requires special educational provision, we consider the

student's individual circumstances, including:

- their strengths, needs and barriers to learning;
- their progress, attainment and expected outcomes;
- the views and wishes of the student;
- the views and wishes of parents and carers;
- information from previous educational settings and external professionals, where available; and
- the effectiveness of support and strategies already in place.

This information helps us to determine whether a student's needs can be met through our existing provision and adaptations to Quality First Teaching, or whether additional or different provisions may be required.

Our approach is based on the Assess, Plan, Do and Review cycle, ensuring that support is regularly monitored and adapted in response to the student's progress and changing needs.

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

We encourage parents and carers to contact us if they have any concerns, questions or worries about their child's educational needs, progress, wellbeing or support.

Our SENCO, Inclusion Team, Engagement Team, Senior Leadership Team and teaching staff are available to discuss concerns and work in partnership with families to identify appropriate support.

You can contact the Academy by:

- Telephone: 0115 822 1834
- Email: admin@stonesoupacademy.org.uk
- Website: stonesoupacademy.org.uk

Each student on the SEND register is supported by a Personal Coach who maintains regular communication with parents and carers, providing updates on their child's progress, wellbeing and experience at the Academy. Parents and carers are encouraged to contact their child's Personal Coach, the Inclusion Team or Pastoral Team whenever they have a concern or require additional support.

There are also opportunities throughout the academic year for parents and carers to meet with members of the Inclusion Team and discuss their child's progress and support. These include scheduled events such as Celebration Evenings, which provide an opportunity to recognise and celebrate students' achievements.

For students with an Education, Health and Care Plan (EHCP), annual review meetings are held to consider progress towards identified outcomes and ensure that the provision in place continues to meet the student's individual needs. As a dual-placement setting, Stone Soup Academy works closely with the student's referring school to coordinate and contribute to the annual review process. Where appropriate, meetings, information gathering and follow-up actions will be planned jointly with the referring school to ensure a consistent approach across both settings.

Parents, carers and students are encouraged to contribute fully to the process, including sharing their views, aspirations and any concerns about the provision in place. Any agreed actions are recorded and followed up collaboratively with the referring school and other relevant professionals, where appropriate.

How does the Academy support students with special educational needs?

At Stone Soup Academy, we recognise that meeting the needs of students with special educational needs and disabilities (SEND) is the responsibility of all staff. Our approach is based on high-quality, adaptive teaching, early identification of need and personalised support.

Our SEND provision follows the Assess, Plan, Do and Review (APDR) approach. This means that we:

- Assess students' strengths, needs, progress and barriers to learning through ongoing assessment and monitoring.
- Plan appropriate strategies, adjustments and interventions in partnership with the student, parents/carers and relevant professionals where appropriate.
- Do – put agreed support and strategies into practice through classroom teaching and targeted interventions.
- Review the effectiveness of support and make changes where necessary to ensure that students continue to make progress.

All students have access to a highly personalised curriculum offer, which is discussed as part of the admission process. The Academy provides a broad range of GCSE and vocational courses on site. Where appropriate, students may also access courses at local colleges and opportunities through our links with external organisations and businesses.

Where students require additional or targeted support, this may include:

- GCSE and Functional Skills booster sessions in English and mathematics
- Individual literacy interventions, including Dyslexia Gold
- Specialist equipment and resources, such as coloured overlays, coloured reading materials, reading pens, screen readers, QR readers and fidget tools
- Audio marking and feedback
- Examination access arrangements, where appropriate, such as extra time, supervised rest breaks, a prompter, reader or scribe
- Reasonable adjustments to teaching, learning, assessment, equipment and access to the Academy
- Individual and small-group revision sessions
- Off-site educational opportunities and vocational provision
- Informal drop-in support with subject staff
- A whole-school literacy focus, including Article of the Week and Word of the Week

The effectiveness of interventions and additional support is monitored regularly. Support is adapted in response to student progress, feedback and changing needs, with the aim of helping every student to access learning, develop confidence and achieve their individual potential.

- 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 Stand up to Knife Crime,
- 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
- 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 forms incentives and votes for schools.

Post 16 / transition to college

- 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

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

Stone Soup Academy is committed to ensuring that all members of staff have the knowledge, skills and confidence to meet the diverse needs of our students. We take a whole-Academy, team-based approach to SEND, recognising that supporting students with special educational needs and disabilities is the responsibility of everyone who works with them.

Our staff work collaboratively to share knowledge, effective practice and strategies for supporting individual students. We encourage a culture where staff learn from one another and work together to find practical solutions that enable students to feel safe, included and able to access learning.

Staff receive regular professional development throughout the academic year. Weekly teaching and learning training supports staff to develop their knowledge and practice, while dedicated SEND CPD is delivered twice each half-term by members of the SEND and Inclusion teams.

SEND training is responsive to the needs of our students and has included areas such as:

- Examination access arrangements
- Working memory and cognitive strategies
- Readability and accessible resources
- Personalising and adapting learning
- Phonics and literacy development
- Strategies for supporting students with ADHD
- Strategies for supporting autistic students
- Supporting social, emotional and mental health needs
- Developing effective classroom and pastoral strategies

Literacy development is also a key focus. The English Lead and SENCO provide staff training to support the effective use of literacy interventions and resources, including Accelerated Reader, which is being implemented across year groups.

We are continually expanding our professional development by working collaboratively with other Alternative Provision settings. This allows our wider staff team to share SEND practice, explore different approaches and learn from colleagues working in similar educational environments.

We also work with external training providers and specialist organisations to broaden our knowledge and strengthen our SEND practice. As part of our networking and INSET days, we invite specialist providers and multi-agency professionals to deliver workshops and practical training. This gives staff opportunities to develop their understanding of specific areas of need and take away practical strategies that can be used across the Academy.

Our professional development programme is designed to ensure that SEND knowledge is shared across the whole Academy, including teaching, pastoral, engagement, inclusion and support staff. This helps to create a consistent approach to supporting students throughout their Academy experience.

Through ongoing CPD, mentoring, coaching, collaboration and the sharing of effective practice, we aim to continually strengthen our whole-Academy SEND provision and ensure that every member of staff plays an active role in helping students with SEND to access learning, develop confidence, make progress and achieve their individual potential.

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

Students have the opportunity to take part in a diverse programme of educational visits, enrichment activities, careers experiences, employer engagement and cultural opportunities. These experiences are designed to complement the curriculum, develop cultural capital, encourage teamwork and independence, and provide students with opportunities to challenge themselves and try something new.

Our programme includes opportunities such as:

- Educational and curriculum-related visits that bring learning to life beyond the classroom.
- Visits and experiences linked to careers and future pathways.
- Post-16 visits and activities, helping students explore different colleges, universities, training providers and career pathways and make informed decisions about their next steps.
- Opportunities to meet and work with local businesses, employers and organisations, helping students understand the world of work and develop employability skills.
- Enrichment and sporting activities that promote teamwork, resilience, confidence and positive relationships.
- Opportunities to develop independence and experience new places and activities.
- Residential and wider educational experiences, where appropriate.
- Activities that support students' personal development, wellbeing and preparation for adulthood.

We have developed strong links with local employers and organisations, providing students with opportunities to meet professionals, learn about different industries and understand the range of careers and pathways available to them. These experiences are particularly valuable in helping students connect their learning to the world beyond the Academy and develop realistic and ambitious goals for their future.

We are committed to ensuring that SEND is not a barrier to participation. Activities and visits are planned with the needs of individual students in mind. Appropriate risk assessments, reasonable adjustments and additional support are put in place where required so that students can participate safely and meaningfully.

All educational visits and activities are carefully planned and risk assessed, with appropriate supervision and support provided. We work with students, parents/carers and relevant professionals, where appropriate, to identify and address any individual needs before a visit takes place.

All trips and visits are fully funded by the Academy, ensuring that financial circumstances are not a

barrier to participation.

Our aim is for every student to leave Stone Soup Academy with wider experiences, increased confidence, new aspirations and a better understanding of the opportunities available to them beyond school.

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

At Stone Soup Academy, we recognise that a student's emotional wellbeing, mental health and sense of belonging are important to their ability to engage with learning and achieve their potential. We provide a supportive and nurturing environment in which students are encouraged to develop confidence, resilience, positive relationships and strategies to manage challenges.

Every student has a Personal Coach who works closely with their Form Tutor and the wider Engagement and Inclusion teams. Students have regular daily contact with their Personal Coach, providing an opportunity to discuss their wellbeing, relationships, emotions, attendance, engagement and any concerns they may be experiencing. Personal Coaches provide individual support and help students develop positive strategies and make informed choices when managing difficulties.

The Engagement Team works closely with students and staff to monitor engagement, behaviour and wellbeing throughout the Academy day. Information from lessons and social times is used to identify concerns at an early stage and, where appropriate, provide individual intervention or additional support.

The Academy is also moving to Arbor as its whole-school management information system. Arbor will support the Academy in maintaining accurate and up-to-date information relating to students, including attendance, behaviour, safeguarding and pastoral information. This will strengthen communication between staff and help us to identify patterns, monitor progress and respond to students' needs effectively.

Alongside Arbor, the Academy uses ClassDojo as part of its positive behaviour and rewards system. Staff recognise and reward positive choices, effort, achievement, attendance, engagement and contributions to Academy life. Students can earn points throughout the day, which contribute towards rewards and recognition such as Student of the Day and Student of the Week. Where appropriate, parents and carers can also engage with ClassDojo to receive positive updates about their child's day and progress.

Students have access to a planned programme of PSHE Life Skills each week. This programme supports students to develop the knowledge, understanding and practical skills they need to manage their lives, relationships, health and future choices. Topics include personal development, emotional wellbeing, relationships, healthy lifestyles, safety and preparation for adulthood.

Relationships, Sex and Health Education (RSHE) is also delivered as part of the Academy's wider personal development programme. This is delivered by Academy staff and, where appropriate, supported by external providers who bring additional expertise and experience to the programme.

We also have a Wellbeing Team, made up of staff and students, which provides a student voice in the development of positive mental health and wellbeing across the Academy. The team discusses wellbeing initiatives and considers ways in which we can continue to promote a positive and supportive Academy environment.

Students are encouraged to talk to trusted adults when they are worried or need support. Depending on their individual circumstances, students may be supported by their Personal Coach, Form Tutor, Inclusion Team, Engagement Team, SENCO or another appropriate member of staff. Where necessary, we will work with parents/carers and relevant external professionals to help ensure that

students receive appropriate support.

We also recognise the importance of students developing independence and being able to access appropriate information for themselves. A range of books and resources relating to wellbeing, mental health and personal development are available within the Academy to support students who wish to explore these topics independently.

Our approach is personalised to the individual student. We listen to student voices, work in partnership with parents and carers, and use information from across the Academy to identify concerns and respond to students' needs as early as possible.

How does the Academy cater for young people with disabilities?

Stone Soup Academy welcomes students with disabilities and is committed to promoting equality, inclusion and accessibility in accordance with the Equality Act 2010. We make reasonable adjustments, where required, to ensure that students with disabilities can access education, Academy facilities and opportunities alongside their peers.

Our approach is individualised and considers the needs of each student. Reasonable adjustments may include adaptations to teaching and learning, the use of specialist equipment or resources, changes to the environment, and adjustments to practices and procedures.

Our High Pavement site has a lift providing access to three of the four floors, as well as accessible toilet facilities and a shower. Where a student's needs require additional adjustments, these will be considered on an individual basis.

We respect students' privacy and confidentiality when they share information about a disability or additional need. However, it is important that relevant information is shared appropriately with staff and professionals who need to know so that suitable support, reasonable adjustments and safeguarding arrangements can be put in place. Information is managed in accordance with the Academy's policies and procedures relating to confidentiality and access to student records.

Working with Local Authorities and other schools

Stone Soup Academy works closely with Local Authorities, referring schools and other professionals to ensure that students with SEND receive appropriate support. As a dual-placement setting, we work in partnership with referring academies and schools to provide a coordinated approach to education, progress, wellbeing and SEND provision.

Where a student has, or may require, an Education, Health and Care Plan (EHCP), we work with the relevant Local Authority, the referring school, parents/carers and the student to ensure that identified needs and provision are understood and appropriately supported.

The Local Authority is responsible for the statutory Education, Health and Care (EHC) needs assessment process and for deciding whether an EHCP should be issued. Parents and young people have rights within this process, including the right to request an EHC needs assessment and, where applicable, to appeal decisions made by the Local Authority.

Parents and carers are encouraged to take an active role throughout the EHCP process, including assessments, planning meetings and annual reviews. Stone Soup Academy contributes relevant information about the student's progress, strengths, needs and provision to support this process.

Parents and carers can also access independent information, advice and support through their local

SEND Information, Advice and Support Service

<https://www.yournottsdirectory.org.uk/nottinghamshiresendlocaloffer>

Parents and carers should contact the relevant Local Authority according to their home address for further information about the Local Offer and statutory SEND processes.