

Sandhill View Academy SEN Information Report: 2025-2026



Mrs Ashleigh Knight will be SENDCo.

The SEND Governor is Ms Alice Rowell

**Mrs Knight has completed the National Award for special educational
needs co-ordination.**

To contact the SENDCo please call 0191 594 9992 or email

Knight.a@sandhillview.com.

What is the SEN information report?

The SEN Report contains information for parents and carers of children who have Special Educational Needs and/or Disabilities (SEND) and all those who have additional needs. This information outlines the support and provision they can expect to receive if they choose Sandhill View Academy.

What can I expect if I send my child to Sandhill View Academy?

Sandhill View Academy is a caring and fully inclusive mainstream setting that is committed to providing appropriate, high quality education to all pupils. We believe that all pupils, including those with special educational needs and/or disabilities, are entitled to a broad and balanced curriculum that is accessible. As an Academy, we have high expectations of all of our learners and ensure that all pupils achieve their potential socially, emotionally and academically.

Sandhill View Academy is committed to inclusion: we have cultures, policies and practices that include all learners. We aim to promote a sense of community and belonging, and to offer new opportunities and experiences to all of our learners. Not all pupils will be treated in the same way, but we will respond to learners in ways which take account of their varied life experiences, interests, strengths and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, ability, attainment or background. Particular attention is paid to the provision for, and the achievement of, different groups of learners.

Ofsted said:

Lower attaining students are responding well to support and are catching up quickly. Students with disabilities or special educational needs receive very good support within a caring and inclusive school community. Students with hearing impairments

make particularly good progress. Students with special educational needs and disabilities make good progress.

Sandhill View Academy aims to make appropriate provision for children recognised within the four broad areas of SEND need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health difficulties
- Sensory and or physical needs

For further information, please refer to our SEN Policy. This can be found on the Academy's website.

What should I do if I think my child has Special Educational Needs?

You know your child better than anyone else. If you have concerns that your child may have a Special Educational Need you should talk to the Academy's Special Needs and Disabilities Co-ordinator (SENDCo), who organises extra help for children with SEN. You should talk to them about:

- Why you think your child has SEN
- Whether your child learns at the same rate as other children their age
- What you think the Academy can do to help
- What you can do to help

The SENDCo will meet with the child or young person to gather their views and may observe the pupil and/or conduct some assessments in addition to speaking to class teachers and support staff about the pupil's progress. The SENDCo will then use the SEN Code of Practice (2014) to decide whether your child meets the criteria to be placed on the SEND Register). The SENDCo and parent/carer may agree that an external specialist such as an Educational Psychologist should become involved in order to carry out further assessments.

If it has been decided that your child has a special educational need the school will put a step-by-step plan in place which follows the *Special Educational Needs Code of Practice* guidelines.

For further details, please refer to the Academy's SEND Policy which can be found on the website.

How does Sandhill View Academy organise support for children with SEND?

Sandhill View Academy operates a whole-school approach to SEND policy and practice. As far as possible, pupils with SEND are fully integrated into mainstream classes. Every effort is made to ensure that all pupils have full access to the National Curriculum and are part of all aspects of Academy life.

The main methods of provision offered by the Academy are:

- Quality first teaching
- Additional help and support offered by class teachers
- Lessons and resources that are differentiated to ensure they are accessible to all learners
- Pastoral support
- Periods of withdrawal to work with a Learning Support Assistant (where appropriate)
- In-class support provided by a Learning Support Assistant/pastoral members of staff
- SEMH support via Learning Support Practitioners
- Support for pupils who are hearing impaired

The SENDCo co-ordinates all relevant support for pupils with SEND and, in collaboration with subject teachers, will decide on the most appropriate action to be taken to help the pupil make progress. Based on the results of previous assessments, this action could be:

- To create a learning passport to inform staff of the pupil's needs
- Access to Learning Support Assistant who specialises in working with pupils with visual impairments
- Access to the Student Support Base
- Access to the Sensory Room
- Access to a calm, quiet environment during break and lunchtimes
- Deployment of extra staff to support pupil
- Provision of alternative learning materials/special equipment
- Small group support
- Intervention groups e.g. 1:1 reading, social skills groups etc.
- Additional training for staff
- Referrals to external agencies and specialists e.g. Children and Young People's Service, Educational Psychology, Autism Outreach Team etc.

What happens if my child has a high level of need?

The SENDCo will be heavily involved in planning the transition for your child to ensure that the appropriate level of support is in place. Your child will be monitored on a daily basis and their plan reviewed regularly: support will be adjusted as necessary. The SENDCo will liaise with other professionals that work with your child and will seek advice from them as and when necessary. If your child also has health needs, a care plan will be written for your child. Staff will be informed of any adjustments that need to be made. Your child may be entitled to additional support in exams and assessments such as being provided with extra time.

What clubs are available for my child?

We offer our students a range of lunchtime activities. A quiet, supervised area is provided during break and lunchtimes for pupils who dislike louder, unstructured environments. A homework club operates each night of the week.

Revision and intervention sessions run throughout the school year.

Extra-curricular activities can be attended during lunchtime and after school.

How will I be informed about my child's progress?

Sandhill View Academy believes in establishing strong relationships with parents and carers. Parents' Evenings, Progress Evenings and review meetings operate throughout the school year. Parents and carers are able to make appointments with specific members of staff upon request.

Class teachers review the progress that the students make on a regular basis; students are formally assessed each half term. Progress and attainment data is shared with parents/carers on a half termly basis. Subject teachers track and monitor progress to ensure that all students are making progress.

Pupils with an Education, Health and Care Plan will have a formal review of their plan annually. This meeting will include the child, parents and/or carers and any other professionals who work with the child.

What additional intervention may my child receive at Sandhill View Academy?

If your child requires support over and above what is delivered by the teacher in the mainstream classroom they may be given:

- Learning Support Assistant to support in class

- Literacy and/or numeracy interventions.
- Adapted materials or specialist equipment
- 1:1/small group reading/phonics
- Subject specific intervention e.g. coursework support sessions.
- Lunch and break time support
- Pupil Passports will be given to staff (as required)
- Exam access arrangements
- Dyslexia screening
- Independent travel training
- Educational Psychologist assessment
- Intensive pastoral support
- Children and Young People's Service referral
- Autism Outreach Service referral
- Social skills sessions
- Access to booster programmes
- Homework club
- Access to Student Support Base
- Kick mentoring – delivered by Foundation of Light

How will the Academy prepare and support my child when they join the Academy or move on to Further Education or Training?

Sandhill View Academy works closely with our feeder primary schools to ensure that the transition process begins in Year 6. The Head of Year 7 and the SENDCo will make visits to each primary school to discuss each child's individual needs. The SENDCo will then meet with each primary school SENDCo to discuss the needs of pupils with SEND in more depth. Parents are encouraged to attend these meetings. The SENDCo from Sandhill View Academy will attend any review meetings and will ensure that the appropriate support is put in place.

We also have open evenings for parents/carers and their children to attend as well as a successful induction process. Each student is invited to 'taster' sessions so that they can familiarise themselves with the building and key members of staff. Pupils take part in a number of educational activities which also gives them the opportunity to make new friends ready for September.

Pupils with SEND are able to opt into an additional, smaller transition day that takes place before the main taster days. Here, they will work in a small group with the SEN team and will work on building their confidence and establishing relationships with key members of staff. Further, personalised transition can be arranged for any pupils who require it.

Where a pupil transfers to us part way through the year, the two schools will exchange information. If necessary the two SENDCos will meet to discuss the pupil's needs and any provision which should be made.

On entry to the Academy, each pupil's attainment will be assessed. Where pupils are identified as having SEN school staff will:

- Use the information from the previous school to shape the pupil's curriculum and pastoral support
- Identify areas of strength and weakness (and notes areas that may require support)
- Ensure ongoing assessments provide regular feedback in order to plan for learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding
- Involve pupils in planning their own targets
- Involve parents in a home-school learning approach
- Link with the Careers advisor regarding the most appropriate post-16 placement
- Provide work experience opportunities in Year 10

Sandhill View Academy liaise closely with Southmoor Academy's Sixth Form and City of Sunderland College. Pupils have the opportunity to attend visits and taster days.

How will my child's needs be identified and assessed?

At Sandhill View Academy we aim to identify any additional needs as early as possible in order for each child to reach their full potential. Teaching and supporting pupils with SEND is a whole school responsibility.

All teachers are responsible for identifying pupils with SEN and, with the SENDCo, will ensure that those requiring different or additional support are identified. Regular assessment ensures that pupils who are not making academic progress in line with their peers can be identified effectively.

Early identification of pupils with SEN is a priority. The Academy will use appropriate screening and assessment tools to ascertain pupil progress through:

- KS2 reviews and transition data
- Transition programme
- Information provided by previous school/schools
- Evidence obtained by teacher observation/assessments
- Their performance when judged against the appropriate National Curriculum Level Descriptions
- Standardised screening or assessment tools
- External support services may also play an important part in helping the Academy identify, assess and make provision for pupils with SEN

How will Sandhill View Academy ensure my child is included in all aspects of school life?

At Sandhill View Academy we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes with appropriate support. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life. Staff at Sandhill View Academy value pupils of different abilities and actively support inclusion. The Academy recognises the entitlement of all pupils to a balanced, relevant and broad curriculum.

Within the Academy both staff and pupils will be consistently involved in deciding the best ways to support each child's individual needs. There is flexibility in the approaches used in order to cater for these individual needs.

Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing body will ensure that appropriate provision and reasonable adjustments will be made for all pupils with SEN.

Within each class, teaching and learning styles will be flexible to ensure effective learning. Grouping to support children with SEN will be part of this process.

How will staff in Sandhill View Academy support my child's learning?

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

Differentiation takes a variety of forms within each teacher's planning. Learning intentions are made explicit and activities may be adapted. Alternative methods of responding or recording may also be planned.

Children with sensory or mobility impairments or a specific learning difficulty will be given access to the curriculum through more specialist resources e.g. ICT, Communication Aids and specially adapted subject specific equipment etc. where it is identified as appropriate. Assessment of need and the provision of any additional equipment will be arranged through the Local Authority Specialist Support Team. Needs and adjustments will be considered on an individual basis.

How will the curriculum be matched to my child's needs?

We recognise that each individual pupil learns at different rates and that there are many factors that may affect their achievement, including ability, emotional state, age and maturity. We aim to provide a differentiated curriculum appropriate to the individual needs and abilities of each student. Students will be given appropriate support in order that they experience success. Each student is treated as an individual and as such their lessons are planned to meet their individual needs and abilities.

What specialist resources and services are available at or accessed by Sandhill View Academy?

The Academy employs two members of staff who are responsible for health care coordination. They are responsible for coordinating the everyday care of children with physical/medical needs and creating, monitoring and updating documents such as:

- Health Care Plans
- Moving and Assisting Plans
- Personal Evacuation Plans
- Emergency Care Plans
- Safe Handling of Medications Policy

Sandhill View Academy recognises the important contributions that external support services make in assisting to identify, assess, and provide for our SEND Pupils. If considered necessary, colleagues from other support services will become involved with SEND pupils. These agencies include:

- The Specialist Support Team for Children with Physical and Medical Needs
- Educational Psychology
- Parent Partnership Service
- School Nurse, Consultants, GPs etc.
- Speech and Language Therapy Service
- Occupational Therapy Service
- Children and Young People's Service (CYPS)
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHS)
- Clinical Psychology Team
- Careers
- Autism Outreach Team
- Sensory Central Team
- The Virtual School (for Looked After Children)
- SENDIASS

In addition, important links are in place with the following organisations:

- The Careers Service
- The Attendance Team
- Social Care
- Local colleges

How will I be involved in discussing, planning and supporting my child's education?

The partnership between parents/carers and ourselves is considered crucial. It is an important factor in the success of our pupils and we are keen to ensure that you are well informed about the progress of your child. Parents/carers have a unique overview of their child's needs and how best to support them.

Both pupils with SEND and parents/carers are fully involved in any decision making. Pupils are encouraged to participate in decision making processes that affect them. Parents/carers and pupils are invited to review meetings to discuss outcomes and progress and to contribute their views.

Parents' Evenings and Progress Evenings provide regular opportunities to discuss concerns and celebrate progress. Parents/carers are able to make appointments with specific members of staff upon request.

SEND Information Advice and Support Officer, can provide independent support and advice to all parents/carers of pupils with SEND. The service is based at Sunderland Carers centre and can be contacted on 0191 5375764.

What if my child needs transport to or from school?

If your child has An Education, Health and Care Plan they may be entitled to a taxi funded via the local authority. Home to school transport is the responsibility of the Local Authority and further information can be found by emailing Paul Tomlin Paul.Tomlin@togetherforchildren.org.uk

What care, guidance and support is available at Sandhill View School?

The emotional wellbeing of our pupils is very important to us. We have an effective, well established pastoral team who know our pupils very well. We have policies in place to ensure that pupils feel safe and understand what is expected of them in terms of their behaviour and conduct.

We are a fully inclusive, caring community who value and celebrate diversity. All children should be valued equally and we strive to eliminate prejudice and discrimination.

All pupils are placed in a tutor group on entry where they have daily access to their form tutor. Here, they can discuss any problems or concerns.

We have a student wellbeing coordinator who mentors pupils as well as raising the profile of mental health and anti-bullying within the Academy.

All pupils access a PHSE curriculum that reinforces British values and includes issues of disability, difference and valuing diversity.

All staff take the safeguarding of students very seriously and have the required level of safeguarding training as well as a designated team of staff who have more in depth training. There are policies and procedures in place to ensure the safety of all.

The Academy employs two members of staff who are responsible for health care coordination. They are responsible for coordinating the everyday care of children with physical/medical needs including the administering of medications and the delivery of first aid.

What training have the staff supporting my child had?

The SENDCo is a qualified teacher and has completed the National Award for Special Educational Needs Co-ordination. Regular SENDCo network meetings are attended that provide updates on any developments in SEND and inclusion.

All our staff receive regular training to ensure that they can provide the very best education, care and support to you child. Within the SEND team individuals have been trained in the following areas:

- Dyslexia
- Autism Spectrum Disorder
- Speech, Language and Communication
- Behavioural, Emotional and Social Difficulties
- Moving and Handling
- Administration of Medicines
- Epi-Pen Administration
- BSL levels 1, 2 and 3
- SEN Code of Practice, 2014
- First aid
- Life guards (pool)

Additional SEND training is provided for staff through meetings, continuous professional development sessions, INSET days and external training days.

All staff have access to professional development opportunities.

Who should I contact for further information about my child?

- The SENDCo Mrs A. Knight
- Deputy SENDCo – Miss E. Bell
- The SEND Governor – Ms A. Rowell
- Medication Support- Ms B. Hills

- Looked After Children Delegated Teacher- Mrs A. Knight
- Your child's Tutor or PEO
- Individual subject teachers
- The Attendance Officer – Ms A.O'Donnell
- Behaviour Support – Miss E. Prescott
- Headteacher – Mrs J. Dodd

Who can I contact if I have a complaint?

- If a parent/carer wishes to complain about SEND provision or the SEND policy they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

Sunderland City Council Local Offer

The aim of this page is to provide comprehensive and up to date information on local organisations, services, activities and events relating to children and young people and their parents/carers as well as professionals working with families.

Please click on the following link to take you to the Local Offer:
<http://sunderland.fsd.org.uk/kb5/sunderland/directory/home.page>

Alternatively, you can search for www.sunderland servicedirectory.co.uk

Monitoring and Review

The SEN Information Report will be reviewed annually by the SENDCo.

Date Document Reviewed: October 2025