



Sunrise Academy SEND Information report

2024

This report is based on **Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities 2015**
DFE <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
page 106 6.79

Contents

Introduction	3
SENDAT	3
SENDAT - Special Needs and Disabilities Academy Trust	3
Statement of Intent.....	4
Policies	5
Consulting parents	5
Supporting parents and families.....	5
Arrangements for consulting young	5
Arrangements for assessing	6
Arrangements for supporting moving between phases	6
Approach to teaching	7
Adaptations that are made	8
Expertise and training of staff	8
Evaluating the effectiveness	9
How are students enabled to engage in activities?	9
Pupil Premium.....	10
Transport to school	10
Support for improving emotional and social development.....	10
How the school involves other bodies	11
Arrangements for handling complaints.....	11
Key Contacts - Senior Leadership Team	11

Introduction - the kinds of SEN that are provided for

Sunrise is a Special school for students with Social Emotional and Mental Health (SEMH) needs. The school takes students from Year 4 (age 8) through to Year 11 (age16). Currently there are 52 places.

SENDAT

SENDAT - Special Needs and Disabilities Academy Trust

SENDAT's purpose is to support and develop specialist provision both in the local area and more widely across the county. For more information visit <https://sendat.academy> SENDAT supports the growth of other specialist provisions, including:

- Chalk Hill – Sudbury. Residential Pupil Referral unit for students in Key stages 2 and 3 <https://sendat.academy/chalkhill/>
- Duke of Lancaster – Opened January 2022, new special school in Fakenham for students with communication and interaction difficulties. <https://sendat.academy/dukeoflancaster>
- Priory School in Bury St Edmunds is a founder sponsor of SENDAT (Special Educational Needs and Disabilities Academies Trust). Priory is a special school for students with complex MLD. It has 204 places from 5-18 (including sixth form) and 23 residential places. <https://sendat.academy/Priory/>
 - Mount Road is a specialist class for students with ASD and challenging behaviour. The class is based at Priory school.
 - Priory Aspire is additional space for students who have difficulty with groups and mixes of children. Usually with co-occurring MLD and SEMH. This unit opened in January 2022.
 - Angel Hill College (AHC) for young people 16-25yrs with SEND. <https://sendat.academy/angelhill/> The main purpose of AHC is to support the successful transition of its students into mainstream further education.
- Stone Lodge Academy in Ipswich has 175 students ages 5-16 with complex MLD. <https://sendat.academy/stonelodge/>
- Sunrise Academy – joined SENDAT 1st April 2022. Sunrise is based in Lowestoft and works with students with Social, Emotional, and Mental Health needs. <https://sendat.academy/sunrise/>
- Peile- Opened September 2021, working in partnership with Chantry Academy and the Active Learning Trust. Two classes for secondary age students at Chantry High School. For students who need some additional support but not a full special school place. <https://sendat.academy/peile/>
- SENDAT Outreach providing support to mainstream schools. For further information please visit <https://sendat.academy/outreach/>



SENDAT provision supports students and families across Suffolk and Norfolk

For more information visit <https://sendat.academy>

Statement of Intent

Our vision is to develop well-rounded, confident individuals who can go forward into their adult lives prepared for the work environment and capable of being independent and productive citizens.

We believe that high quality education is best achieved when the needs of each individual pupil – social, emotional, spiritual and educational - are absolutely central to their development plan. Through focusing on students as individuals, we tailor challenging and enjoyable educational programmes to engage and motivate, directly meet their needs and provide truly personalised learning.

We work with each pupil, their parents / carers and other professionals to understand and work to overcome particular barriers to learning, so they can achieve their full potential within a secure and caring environment.

We will develop our capacity as a special academy school to enhance the range of experiences available to our students and offer them greater opportunities for personal, social, intellectual and physical development through both our day and residential provision, including a wide range of extra-curricular activities. Linked to this, we will continue to work with the wider community to ensure Sunrise has a central place within it.

We believe that improving the quality of education is an ongoing process which involves monitoring, reflection and evaluation, leading to enhancement of best practice. We embrace the use of new technology where it will provide new opportunities for learning and teaching.

We will ensure that Sunrise continues to play a significant role in promoting the development of special needs locally, regionally and nationally.

We promote politeness and mutual respect towards all members of our community and are fully committed to promoting disability equality.

Policies for young people with SEN and assessing their needs.

Policies are available for download from the trust website <https://sendat.academy>

Consulting parents of children with SEN and involving them in their child's education

We recognise that most parents live too far away from school to bring their child to and from school. This can mean that parents can feel more disconnected from school. The home school diary is a key form of communication. This is further supported with:

- Newsletters. Hard copies sent home and available for download from the website.
- Weekly Sunrise email communication
- Website <https://sendat.academy/sunrise/>

All students and their families will receive a termly report on progress which contains information about effort and progress in all subjects. This is followed up by a consultation evening with tutors which also provides opportunities to meet with colleges and other providers of support for families.

There are 4 formal points of consultation:

- Parents evening 3 times a year
- Annual review of EHCP
- We welcome consultation and discussion outside these times. Parents and carers are welcome to contact the school office. Staff may not be able to take the call at that time, but they will get back to you or you will be able to make an appointment.



Supporting parents and families

We understand that having a child with additional needs can often be difficult. We arrange some sessions for parents to meet other parents in an informal manner. Sometimes these sessions have a presentation or discussion led by school and at other times there is a more open forum. The Advocate Team organise these sessions, normally at least once every term.

Arrangements for consulting young people with SEN and involving them in their education.

Students are consulted and involved in their education through:

- The majority of students take an active part in their Annual Review. Occasionally it is not appropriate due to the nature of their needs.
- All students complete a one-page profile that supports their views at the Review.
- There is a student council which meets regularly and is represented by every class. The class representatives are voted in every September.
- There is a “food council” who meet with the manager of the catering service. They discuss menu options and new ideas.
- For older students there are options about which courses to study.
- There are many activities during breaks and after school which students have the choice to take part in.

Arrangements for assessing and reviewing children and young people’s progress towards outcomes.

Currently students are formally assessed three times a year. The progress is discussed with parents and carers at parent’s evenings and annual reviews.

Tutors, subject teachers and Key Stage leads all monitor the progress of students. If they are concerned about progress they will discuss this with other members of staff and interventions will be agreed.

Individual Education Plans (IEPs) set small steps of aspirational progress for students. These are discussed at the Annual Review and parents/carers are able to contribute ideas and targets to this document. The targets are described for the year, but are flexible to respond in any changes in progress or circumstances. These can be discussed at parent’s evenings or by appointment.

Arrangements for supporting moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We understand that students moving class, Key Stage or school can feel anxious. For all new students to the school we offer transition arrangements that include Sunrise staff visiting new students in their present school, visits to Sunrise with parents and often with staff from the school and taster sessions.

Students moving between Key Stage experience a transition package including taster lessons with new teachers and tours of the teaching area. The last week of the summer term is “Transition Week” when all students move to their new classes for September.

From Year 9 (age 14) the Annual Review includes the development of a transition plan. This is drafted in consultation with the student and their parents/ carers. The school offers work experience placements in Year 11. These placements give students opportunities to try working in a grown-up environment. These are organised on an individual basis and support is organised as appropriate.

Sunrise works closely with Post 16 providers who we are closest to geographically. In recognition that our catchment area is very large we also encourage students and their families to look at other colleges including East Coast College, Suffolk by the Sea, Suffolk New College, and YMCA.

We work closely with the Youth Support Service and they can provide impartial advice.

Occasionally teachers and other professionals may feel that Sunrise is not best at meeting the needs of a student. This will be discussed with parents and carers at an early stage. If there is agreement the school may work with the Local Authority to plan more suitable provision. This is usually through the Annual Review and always relies on the views of parents/carers. Where a student is to move from Sunrise to another school, we will work with the new school to provide opportunities for safe and supported transition.

Approach to teaching children and young people with SEN

There are many approaches that Sunrise staff will use and the school continuously explores and investigates the latest research and innovative ways of engaging and teaching. There are some basic elements which characterise teaching and learning at Priory:

- Small classes, usually between 6-7 students.
- High ratio of staff to students, usually 1 teacher and 1 support assistant per class.
- Differentiation of the material so that those more able are stretched and those who need more time to consolidate are equally catered for.
- Small steps in learning are planned so that students can quickly recognise their achievements and belief that they can be successful in learning.
- Consolidation/repetition of learning, but usually in a different context or situation that gives students the opportunity to demonstrate what they have learnt or indicate that they require more support.
- Assessment, which is ongoing, consistent and provides constructive feedback to inform the next steps in learning.
- Equality of access to the curriculum and activities. We have a 'can do' attitude and work to support students engaging with everything the school provides. This includes performing arts productions, a variety of school-based extra-curricular activities and trips/visits (including residential trips).

Adaptations that are made to the curriculum and the learning environment of children and young people with SEN

Staff constantly review the curriculum to check its appropriateness for the students. The philosophy is one of “stage, not age” where we aim to deliver the curriculum that is most appropriate for our current learning needs.

The curriculum has a strong emphasis on developing life skills:

- Reading and writing, functional literacy
- Maths, functional numeracy - especially telling the time and use of money
- Independence, developing ways to do more for themselves and keep themselves safe.

The original building was for primary age children and has been a Special School since 2017, and was opened in 2022 as Sunrise Academy, under SENDAT. Situated at ground level classrooms are wheelchair accessible.

All classrooms have interactive whiteboards.

Specialist facilities and equipment:

- Art room
- Cookery room
- Science room
- Outdoor learning classrooms
- Outside play areas – Hard surface and grass
- Gardening areas
- Reading/Library room
- Construction room

Expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

Sunrise caters for a broad range of learning needs. As such, staff have a broad range of skills to work with students. Teachers are qualified and most have considerable experience of teaching. All staff receive a structured programme of training which is part of the ongoing training through the “professional development days” and through the appraisal system they can access other relevant areas of training. The school development plan sets out the main themes for training of staff. Where a new condition or need arises training is delivered to staff as appropriate.

Training may be:

- In house, as part of ongoing work

- During staff meetings
- During Professional Development Days
- Locally sourced within the county
- National training
- International training, where we have been able to secure additional funding training has on occasion taken place in Europe.

Additional and specialist expertise:

- Speech and Language Therapy (SaLT)
- Educational Psychology
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- LA specialist advice

Evaluating the effectiveness of the provision made for children and young people with SEN

As all students at Sunrise have an EHCP the effectiveness of the whole school reflects the quality of SEN effectiveness.

Sunrise has robust systems at all levels to reflect on and evaluate the effectiveness of the provision. This runs through from teachers support colleagues, senior leadership and governance.

Since April 2022 Sunrise is part of SENDAT multi academy trust. Governance teams are well trained and informed. Directors are responsible for the whole SENDAT trust. The Sunrise Local Advisory Board is delegated responsibility for the curriculum and standards. Full details of Governance teams are available on our websites

<https://sendat.academy/sunrise/>

The Governance members receive reports including termly detailed reports, School Self Evaluation and the School / Trust Development Plan.

The SENDAT trust engages consultants as appropriate to provide it with impartial advice. Most notably this is to support the Performance Management of the Headteacher/ Executive and CEO.

How are students enabled to engage in activities?

There is a broad range of activities available and careful consideration is given to ensure that there are physical activities and those which are engaging for students who do not

normally enjoy physical activity. The curriculum is supported with many educational visits. These are local, national and European opportunities.

Where activities / visits are directly associated with the curriculum they are provided at no charge.

Where activities are enrichment, additional to the curriculum provision, parents/carers may be asked for a contribution. Please see our Charging and remissions policy.

We have a strong belief in offering residential experiences.

Examples of activities and visits include:

- Sporting competitions (football, athletics, swimming, boccia, etc)
- Local events
- Independent travel training
- Museums
- Parks
- Water sports

Pupil Premium

Sunrise makes good and innovative use of Pupil Premium funding. It supports many trips, additional resources and training. It also covers the cost of free school meals. There is a detailed report available on the website.

Transport to school

Transport may be provided by the Local Authority. Local taxi firms provide all our home to school transport. This is still managed by the Local Authority.

The LA policy also details the arrangements for Post-16 travel.

Support for improving emotional and social development.

This includes extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

All students receive PSHE (Personal Social Health Education) in addition they have weekly tutorial time. The small class sizes means that all staff have time to really “get to know” students and support them as appropriate.

Staff training is updated regularly and includes safeguarding concerns. There is a clear system for referring students for further support. Initially in-house support which may include additional mentoring time with the tutor, time with the nurture worker, support from the Family Support Team, the daily briefing offers opportunities for sharing concerns and highlighting students who may need additional support or care.

All staff are vigilant for any signs of bullying and this is taken very seriously at all levels. For example, break times are led by staff who deliver a structured programme for those students who require additional support to socialise appropriately. Activities are planned weekly and include physical and thinking play.

Sunrise embeds trauma and attachment informed approaches within the culture of the school. All staff have received Trauma and Mental Health informed training which enables them to respond to the needs of the students and families without judgment and with empathy. All staff understand that children and young people who have experienced adverse childhood experiences may display behaviours which can be a barrier to learning. Staff are aware that secure relationships are essential for healing the children's minds, brains and bodies, they use key conversational skills to help the children and young people make sense of what has happened to them and help them to move forward. Sunrise has Trauma and Mental Health informed Practitioners (Level 5 Diploma) who have completed the 11-day Trauma Informed Schools UK course, equipping them with greater depth knowledge and skills to support the children and young people they work with.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations.

Sunrise works very closely with a range of other professionals. Safeguarding is of the highest concern. All the Senior Leadership Team take active roles to ensure robust safeguarding measures and procedures are applied consistently. The Family Support Workers and DSL take the lead role in working with social care.

The Head of School is the designated teacher responsible for "Looked After Children" (LAC), supported by the Pastoral Lead he ensures that these students are not disadvantaged and that regular reporting to the Virtual Head takes place.

Arrangements for handling complaints Sunrise wishes to resolve issues at the earliest possible point and Senior staff are available for appointments if you wish to discuss anything.

In the unlikely event that issues cannot be resolved the school has a complaints policy that can be downloaded from the website. <https://sendat.academy>

Key Contacts - Senior Leadership Team

Admissions -

Admissions for all SENDAT schools are through the Local Authority. We have an admissions team to manage admissions and annual reviews.

Please see <https://sendat.academy/admissions/> for further information

Email SENDServices@sendat.academy

Mr Lawrence Chapman	CEO
Ms Bianca Greenhalgh	Executive Headteacher
Mr Patrick Hamilton	Head of School

School telephone number 01502 559330

May 2024