

An overview of the support spaces and the Wave 2 & 3 interventions that are offered to students with additional needs at The Sutton Academy. This is only an overview, as packages of support are ever changing depending on the needs of students. We follow the **Assess, Plan, Do, Review** cycle and as a result make regular changes to meet the needs of students.

Student Development Centre

SDC Reception:

This is by the main entrance of the F Block, manned by a Lead LSA Kerry Haggerty and AEN Admin Lisa Tandy who are experienced with working with students who are vulnerable, they are always welcoming to students who visit. From the office students with additional needs can collect a **laptop**, get a replacement **overlay** or timetable and arrange to see their **Key Worker**. This is where students can come if they need support.

Internal Exclusion FG01

To the right of the SDC reception is the isolation room. This room is manned by a Level 3 LSA. It is only used for extremely poor behaviours and to help support with rehabilitation. When in the room the student will work in isolation on their class work combined with **restorative conversations** over behaviours.

Restorative Justice Room FG04

The **On Call** room is situated in FG04 and is led by our student behaviour officer Clare Rowan. Students are sent to the on call room when their behaviour does not meet the Academy standards during lesson. Students discuss their behaviour and what warnings were given to lead up to the on call being issued. The students are supported to reflect on their behaviour using our academy **Attitude to Learning** criteria. The students spend the remainder of the lesson in FG04 to complete work that they are missing in the lesson. Behaviour strategies are introduced to the students for them to use to prevent being on called again.

If students are frequently On Called, the students are introduced to **Behaviour CBT**, which explains how the brain works and how behaviour can be modified through positive repetition and positive affirmation taking place on a daily basis.

Following an on call, **Restorative Justice** takes place after school between the class teacher and the student to restore the relationship and move forward in a positive way to prevent the behaviour being repeated.

SEMH Room FG03

Art Therapy:

Designed for students who are having difficulty dealing with their anxiety, negative behaviours, personal problems and/or stress. Students are given the chance to 'off load' and speak about any problems they may be going through at present. During the sessions they can complete any form of art they wish - painting, drawing, being creative, jigsaws, sewing etc. anything they choose that gives a student the chance to reflect and process any issues

for an hour a week. These sessions are run by an LSA L3 who has completed training in Art Therapy.

Gardening:

Students who partake in the gardening project tend to have had problems with consistently displaying a positive attitude to learning around the academy. The aim of gardening is for them to learn new skills, develop a team work mentality and understand the importance of processes and how they impact on an outcome.

Students have the opportunity to construct and paint new beds and bird houses; plant, and learn the names of, different flowers and vegetables; plan and develop the space themselves for example: hanging planters on the exterior walls whilst using drills (under supervision). The majority of students taking part want to return to the intervention when they have completed the 6 week programme, it's proven to be really successful. Students are taught to take pride in their work, as the space fills with colour in the spring and summer months it is possible for students to see the impact of their efforts.

Tackling Discrimination:

At the academy we take any type of discrimination very seriously, we want to ensure that no one is discriminated against due to a protected characteristic. We also recognise that students often say things and behave in a way that is discriminatory as they are testing out things they have heard or seen online or outside the academy. We treat any incidents reported as equally serious and as part of the strategy to eradicate this type of prejudice in our community we insist that any students who has used inappropriate language takes part in a series of sessions designed to help them understand why the language is offensive and the impact that this can have on people. We aim to ensure that students are able to modify their language and understand how to express themselves in a more community minded way, becoming kinder more reflective adults when they leave the academy.

Counselling Room FG05

Since 2020 TSA has offered students a support from a professional counselling agency The Philippi Trust. Students referred have access to a 6 week counselling block, where they are able to spend an hour a week talking with a qualified therapist. This is used for a range of issues inside school and out. We see it as a hugely supportive measure, particularly in this current climate. The counsellors work with the student, and sometimes their wider family, in a confidential manner; although we offer the space for this in the academy, we do not expect to have any feedback about the sessions that take place. We see this as an opportunity for families who are part of our community to get vital support to ensure that they are happy and healthy.

Nurture Kitchen FG06

Social Breakfast:

For some students the way they start their day can have a huge impact on the rest of their day. To ensure that these students are having breakfast and have a familiar friendly face to

help them get organised and deal with any issues that may have arisen outside the academy we invite them to attend sessions in the kitchen. The kitchen is set up with a dining table and chairs, plus there is a sofa with scatter cushions and it is less of a classroom and more of a relaxed space.

Time Out Space:

When a student has an AEN which encompasses impulsivity and poor concentration we find helping them to learn to self-manage is a vital skill. In the SDC students are welcomed to take 'time out' if they need a bit of space to re-establish the right attitude to learning. Students are issued time out cards in collaboration with their Heads of Year and Leadership Team, depending on the reasoning behind it.

Literacy Support Room FG02

Fast Forward Reading:

For students with reading ages significantly below their chronological age: Y7 – 9 and below; Y8 – 10 and below; Y9 – 11 and below, Literacy Intervention is timetabled for 1-2 hours per week. Timetables are carouselled termly to ensure students do not miss vast chunks of the curriculum and texts are chosen as they link to the curriculum in humanities and science. Using the Scholastic Society's Fast Forward Programme material, sessions are designed to greater enhance reading skills to allow a more secure learning experience across the curriculum in the future. Students participate in shared reading sessions that are linked to their current curriculum using reading material paired with vibrant illustrations and photographs. Sessions encompass inferential comprehension alongside activities covering phonological awareness, vocabulary and writing structure. Students are assessed termly to track their progress and monitor their reading age.

Motor Skills:

This ranges from students who have Dyspraxia to those students who need assistance in making their handwriting legible. We use **Handwriting Rescue Schemes, In Sync** and a variety of games and crafts to support individual needs. Alongside this **Touch Typing** engages various cognitive aspects of a student's brain as it's a demanding motor skill that enables students to concentrate on what they are typing rather than trying to find the correct keys on a keyboard.

P.A.T (Phonological Awareness Training):

This is a scheme which improves pupil's phonological awareness. The programme is designed to help students by enhancing their phoneme and grapheme knowledge and enabling students to read and spell.

Toe-by-Toe:

A highly structured phonics-based reading manual to help students who find reading difficult. It requires only 20 minutes of coaching a day and you'll see immediate improvements in your child's reading confidence, this focuses on the decoding element of reading.

Testing for New Starters:

In the SDC we provide support for students who are transferring to the academy. When a new student transfers to the Academy they will do a Maths and an English test to give us an idea of their ability and progress. This helps us to arrange their timetable and ensure that they are in the correct lessons academic level. They will also do on-line tests to assess their cognitive skills and reading age. If a student is identified with any SEN needs further testing may be required so we can make sure that we have the appropriate support in place.

SLCN/SEMH Room

SULPS:

Social Uses of Language Programme (Wendy Rinaldi) Designed by a Speech and Language Therapist who trained staff at the academy to deliver her resources, SULPs focuses on everyday scenarios which can be misinterpreted by students with Social Communication difficulties. The programme is designed to run over 2 years and offers students the opportunity to work with a small number of others on how to navigate social situations and dilemmas.

Emotional Literacy:

Students will learn to identify feelings, triggers and warning signs as well as how to manage them.

Social Skills:

After an initial assessment to reflect on what skills the students need to work on a bespoke 6 week programme is created. Some activities may include worksheets, group discussions, role play or games.

Mentoring:

Students will have 6 1:1 with an opportunity to speak about anything they need to, as well as get help with anything, whether this be with school work or with self esteem etc.

Break and Lunch Time Clubs:

A safe space for students to go who may need a bit of quiet or to meet other people. There are a few computers available as well as board games and card games.

Key Workers

All students on the AEN register have an allocated **Key Worker** who oversees their Pupil Profile, information which is shared with all teachers via Class Charts to support **Wave 1 interventions and Quality First Teaching**. This information is gathered in a variety of ways (see AEN Report), Key Workers have a minimum of termly contact with parents and review the impact of interventions students are taking part in. Keyworkers are a point of contact in the academy for students with AEN and are based in the SDC where students are welcome to come and find them.

LSAs also lead **Lexia Power Up** sessions during Ready to Learn. Students with reading ages below their chronological age are identified through NGRT biannual testing and this Wave 2 intervention is put in place to help students make rapid improvement with their reading.

Learning Development Centre

The Learning Development Centre (**LDC**) in A Block is a dedicated area of the academy for students who require a **supported curriculum** in order to thrive within a mainstream setting. The LDC is made up of four classrooms, plus an internal breakout plaza.

The LDC has two full time teaching staff; Chris Ward (Assistant SENCo / Curriculum Leader for AEN) and Drew Johnson (Teacher of Inclusion / EVC) and a full time HLTA, Jo Swift, as well as a team of LSAs who work predominately with students who access the LDC. The Academy's SENCo, Tabitha Simmonds, also teaches within the LDC.

Students at KS3 each have a designated classroom where the majority of their learning takes place – **Y7 AG06, Y8 AG05, Y9 AF01**. The students follow the **PACE curriculum**, but at a differentiated level, with staff focusing on key take-aways and transferable skills to allow students to develop the ability to progress within a mainstream setting. Structures and routines are consistent through all three teaching year groups to allow students to feel comfortable within their surroundings and to develop independence within a **highly structured environment**.

At KS4 students access the LDC to complete **bespoke vocational qualifications**, including BTEC Animal Care, BTEC Art and Design Practice, NCFE Health and Fitness. They also access intervention support to continue developing key skills and meet the requirements of support set out in their **EHCP** or **Provision Agreement** of appropriate. A small number of students maintain fulltime support in the LDC* as they complete **Entry Level Qualifications** as opposed to GCSEs in English, maths and science. Students working on the entry level pathway are able to complete GCSEs in one or more core area if appropriate.

*Y11 students currently use **AG4a** as a main base due to the specific physical needs of a member of the group. This is a fully accessible room with adjustable desks and access directly to the emergency assembly point.

Below is an outline of the resources within each specific room, and the interventions which take place above and beyond the supported PACE curriculum

AG06 – Y7 Gold (Lead teacher Chris Ward).

AG06 is the main teaching area for the **Y7 Gold Group**. It also houses the academy **animals**, which students who are supported through the LDC have access to for **enrichment and nurture** as well as for the teaching of BTEC Animal Care.

Students work at double desks, each with their own tray to organise their equipment. The classroom has an interactive whiteboard and visualiser to support with learning. There are 2

full time **L2 LSAs** timetabled to work exclusively with the Y7 students, they move to other lessons around the academy with them, as well as providing support in Gold lessons.

Y7 full class interventions (Led by Jo Swift, HLTA):

Cultural Capital: weekly news sessions using BBC Newsround. This enables the students to gain awareness of what is happening in the world. The class is divided into teams and a quiz is given to them on the information they have watched. This develops retention skills and communication as well as increasing confidence.

Lexia Power Up: 60 minutes of Power Up completed a week. Lexia power up is a computer package that personises learning to develop student's literacy skills in the three areas of word, grammar and punctuation.

Work Improvement Time (WIT): One lesson a week is to assist the students on completing any unfinished work from the week. Also 'green pen' their work and spending time on their presentation of their work. Students are also able to use this time to gain support with any homework issues.

AG05 – Y8 Gold (Lead teacher Drew Johnson).

AG05 is the main teaching area for the **Y8 Gold Group**.

Students work at double desks, each with their own tray to organise their equipment. The classroom has an interactive whiteboard and visualiser to support with learning. There are 2 dedicated **L2 LSAs** who work with Y8 in all their lessons within the LDC and around the rest of the academy.

Y8 full class interventions (led by Jo Swift, HLTA):

Cultural Capital: weekly news sessions using BBC Newsround. This enables the students to gain awareness of what is happening in the world. The class is divided into teams and a quiz is given to them on the information they have watched. This develops retention skills and communication as well as increasing confidence.

Lexia Power Up: 60 minutes of Power Up completed a week. Lexia power up is a computer package that personises learning to develop student's literacy skills in the three areas of word, grammar and punctuation.

Guided reading: Each week there is a full class or group sessions of guided reading. A book is chosen to encourage students to read for pleasure. Sessions focus on increasing students' confidence with reading aloud, as well as developing reading strategies e.g. Inference, predicting, discussing and clarifying word meaning.

Reading comprehensions: Various reading documents from information TEXT, to poetry and short stories are used – often linked to cultural capital or humanities topics. Strategies taught in these lessons include dissecting the text for information, development of grammatical understanding, sentence structure and presentation.

Work Improvement Time (WIT): One lesson a week is to assist the students on completing any unfinished work from the week. Also 'green pen' their work and spending time on their presentation of their work. Students are also able to use this time to gain support with any homework issues.

AF01 – Y9 Gold (taught by multiple LDC staff to prepare for move to KS4)

AF01 is the main teaching area for the **Y9 Gold Group**.

Students work at double desks, each with their own tray to organise their equipment. The classroom has an interactive whiteboard and visualiser to support with learning. The group have a dedicated **L2 LSA** who works with them in lessons throughout the academy.

Y9 full class interventions (led by Jo Swift, HLTA)

Cultural Capital: weekly news sessions using BBC Newsround. This enables the students to gain awareness of what is happening in the world. The class is divided into teams and a quiz is given to them on the information they have watched. This develops retention skills and communication as well as increasing confidence.

Lexia Power Up: 60 minutes of Power Up completed a week. Lexia power up is a computer package that personises learning to develop student's literacy skills in the three areas of word, grammar and punctuation.

Guided reading: Each week there is a full class or group sessions of guided reading. A book is chosen to encourage students to read for pleasure. Sessions focus on increasing students' confidence with reading aloud, as well as developing reading strategies e.g. Inference, predicting, discussing and clarifying word meaning.

AG4A

AG4a is our **adapted teaching room**. Within AG4a there is the ability to facilitate physio sessions as well as have a **sensory area**. Currently this room is being used full time by our Y11 group due to the complex physical needs of a member of the group. Teachers from across the Academy site come to AG4a to teach the Y11 cohort.

AG4a is also used as the art and design teaching room so is home to specific equipment such as sewing machines, mannequins, textile and general art supplies.

Year 11 Class sessions (Led by Jo Swift, HLTA)

Hegarty Maths: Hegarty maths is a computer programme used by the Academy maths department to support the development of maths skills.

One lesson a week is dedicated to supporting students with course work. This is in all subjects and BTEC and NVQ qualifications.

Entry level qualification:

Entry level qualifications are taught within this classroom. They are led by Y11 dedicated LSA's and are overseen by Chris Ward. Students have access to Entry level 1, 2 and 3 qualifications in English, Mathematics and Science via Pearson.

ASDAN Personal Progress:

Y11 LSAs lead a **Diploma in Personal Progress** for a small number of our students who are unable to access Level 1 and Level 2 qualifications. This allows students to evidence and be rewarded for the cross curricula skills they have developed over their time at the Academy.

AG4B

This is the central break out plaza within the LDC. The plaza contains a library of books that the students have access to. It houses the department's banks of **laptops** (2 x 12 laptops) which can be used by all groups. There is also a bank of 6 stand alone **computers** in this area which can be used for interventions of coursework.

Students from all year groups can be withdrawn from this area for more bespoke sessions – this can be under the direction of the teacher, e.g withdrawal of small groups within lessons to complete a differentiated task, or as determined by support outlined in their EHCP / provision agreement. Specific interventions such as **touch typing** (BBC dance mat) and **phonics programmes** take place in this area during RTL.

Students have access to this room during lunch breaks if they would prefer a quieter and more familiar place to eat and socialise.

External agencies can also use this area when working with our students. External agencies who engage with our students in this area include the hearing impairment team, SALT and college transition visits.

Y10 Class Session:

Y10 students do not have a designated room within the LDC, though they do continue to access the area for specific vocational qualifications, (BTEC Animal Care and NCFE Health and Fitness), as well as intervention sessions as outline below:

Weekly sessions of Lexia and Hegarty maths.

Within Hegarty maths sessions, HLTA works with individuals and smaller groups on maths strategies to assist with any misconceptions and increase their confidence.

Spelling patterns: This assists students to learn 'tricky' spelling patterns as well as how to use them in sentence structures.

Reading comprehensions: Various reading documents from information to poems to short stories are used – often linked to cultural capital. Strategies taught in these lessons include dissecting the text for information, development of grammatical understanding, sentence structure and presentation.