

SEND Information Report – Staffordshire University Academy

Who We Are

At Staffordshire University Academy, we are an inclusive mainstream school committed to providing all students with the best possible life chances.

We maintain high expectations for every learner, ensuring that each child is supported to achieve their full potential.

Our approach combines challenge with care, and we aim to support students as fully as possible within a mainstream environment, helping them build the skills, confidence and resilience they need to succeed.

What We *Can* Offer

- ✓ **Quality First Teaching:** All teachers use scaffolding strategies to help students access the curriculum – this includes chunking instructions and writing frames.
- ✓ **Wave 1 interventions** in the classroom: strategies that benefit all learners and are built into everyday teaching, such as adult modelling, extra time to process or complete work, and regular check-ins with a trusted adult.
- ✓ **Targeted, small-group interventions** (when capacity allows and based on priority of need): Some students may benefit from targeted, time-limited small-group support. These groups focus on specific skills and are usually delivered by SSOs or members of the Inclusion Team.
- ✓ **Targeted pastoral support** and **sustained parental communication** to support students' well-being and progress.

Please note:

These groups are limited by staff availability and student need. Not all students on the SEND Register will access targeted interventions – we prioritise based on the level of need and available capacity.

Key Contacts

Miss L White	SENCo
Miss A Hollies	Senior Assistant SENCo
Miss R Burkitt	Assistant SENCo

info@suacademy.co.uk

First point of contact: Form Tutor – we operate on a *Form Tutor First* approach.

We kindly ask that you allow up to 48 hours for a response.

What We Can't Offer

As a mainstream secondary school, even with a high number of SEND students, there are certain types of support that we **cannot** offer, due to our setting, staffing and funding.

These include:

- × **1:1 (SSO) support** or **small group teaching**.
- × **An EHCP for every student on the SEND register** – not all students with SEND meet the legal threshold, and we must provide long-term evidence before applying.
- × **Immediate access to external services** (e.g. CAMHS, Educational Psychology, SALT) – these are managed by external agencies with their own criteria and waiting times.
- × **A personalised or alternative curriculum**.
- × **Guaranteed places in intervention groups** – support is based on priority of need and staff capacity.

We focus on **inclusive classroom practice** and provide **targeted interventions** where possible.

Specialist provision is limited to those with the highest levels of need, usually through an EHCP.

Our commitment to inclusion

At Staffordshire University Academy, we are committed to inclusive education. This means we aim to ensure that all students, whatever their needs or abilities, have access to a high-quality education, feel valued and are supported to achieve their best.

We believe that:

- Every child is unique and has strengths
- Differences in learning and development are a normal part of growing up
- With the right support, most students can thrive in a mainstream academy

What is SEND?

A child or young person may be identified as having special educational needs (SEN) if they:

- Have significantly greater difficulty learning than most children of the same age, **or**
- Have a disability that makes it harder for them to access learning or facilities provided for others

Having SEND does not mean a child is less able. Some students with SEND are academically able but may need support with areas such as communication, organisation, attention, social interaction or emotional regulation. Not all learning or behaviour difficulties mean a child has SEND.

Behaviour can be influenced by many factors, including development, life experiences or circumstances. Where concerns arise, we always explore whether there may be an underlying need and respond appropriately.

Our SEND aims

We aim to:

- Identify needs early and respond quickly
- Provide high-quality teaching and targeted support
- Work closely with parents, carers and external professionals
- Review support regularly to ensure it is effective
- Prepare students for life beyond the academy, including further education or employment
- Meet all legal duties under the SEND Code of Practice

How we support students with SEND

SUA is a mainstream academy with high expectations for all students. We provide support through:

High-quality classroom teaching

All teachers adapt their lessons so students can access learning. This may include:

- Clear instructions and modelling
- Breaking work into smaller steps
- Writing frames and scaffolds
- Extra thinking or processing time
- Regular check-ins with staff

Targeted support and interventions

Where needed and where capacity allows, students may access:

- Small-group interventions for specific skills
- Pastoral and wellbeing support
- Short-term targeted programmes

Support is prioritised based on need and available staffing. At times, waiting lists may apply.

Behaviour and wellbeing support

Our behaviour policy applies to all students. Where a student has SEND, reasonable adjustments are made to ensure behaviour is managed fairly and supportively.

What we are not able to provide

As a mainstream academy, there are some limitations. We are not able to offer:

- Guaranteed one-to-one support
- Alternative or personalised curricula
- Immediate access to external services (e.g. CAMHS, Educational Psychology)
- An EHCP for every student on the SEND register
- Guaranteed places in intervention groups

Our focus is on inclusive classroom practice, supported by targeted interventions where possible.

Disability access

We aim to remove barriers for students with disabilities. This includes:

- Accessible routes and lifts
- Reasonable adjustments to routines
- Early exit passes where appropriate

Identifying SEND early

Concerns can be raised by parents, carers or staff at any time.

When concerns reach a set threshold, we:

- Observe progress and barriers to learning
- Gather feedback from teachers and support staff
- Use assessments and screening tools
- Discuss findings with parents and carers

We follow the Assess–Plan–Do–Review (APDR) process and work closely with families throughout.

Reviewing progress: Assess–Plan–Do–Review (APDR)

Support for students with SEND is reviewed regularly:

1. Assess – understanding the student’s needs using assessments and observations
2. Plan – agreeing outcomes and support strategies
3. Do – delivering the support
4. Review – evaluating progress and deciding next steps

Parents, carers and students are included in this process wherever possible.

Education, Health and Care Plans (EHCPs)

Some students with more complex needs may require an Education, Health and Care Plan (EHCP).

Before requesting an EHCP, the academy must show that:

- Support has been provided through SEN Support
- Progress has been reviewed over time
- Evidence has been gathered through APDR cycles

This process usually takes two terms to a year, depending on need and circumstances.

Parents and carers:

- Are fully involved if an EHCP request is made
- Can apply for an EHCP themselves
- Can seek independent advice from SENDIASS Staffordshire

Transitions

We support students carefully at key transition points:

- Close liaison with primary schools before Year 7
- Additional transition visits where needed
- Meetings with families of students with EHCPs
- Support for post-16 transitions in Year 11

Exams and access arrangements

We support students with SEND in exams through appropriate access arrangements, such as:

- Extra time
- Rest breaks
- Readers or scribes (where evidence supports this)

Arrangements reflect the student’s normal way of working and do not give an unfair advantage.

Staff training

Staff receive ongoing SEND training through:

- SEND-led CPD sessions
- External specialists (where appropriate)
- Weekly SEND bulletins
- Drop-in advice sessions

- One-page student profiles

Training is informed by evidence, including guidance from the Education Endowment Foundation (EEF).

Further support for families

SENDIASS Staffordshire – free, impartial advice: Staffordshire Family Partnership

Local Offer – information about SEND services and support: Special Educational Needs and Disabilities Local Offer
[Staffordshire Connects | Special Educational Needs and Disabilities Local Offer](#)

This SEND Information Report reflects our commitment to working in partnership with families to support every student to succeed.