

SEND Information Report 2019

1. *What are the kinds of special educational needs for which provision is made at the school?*

Nottingham University Samworth Academy is a secondary school that aims to be as inclusive as possible and works to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The needs generally fall into one of the following categories; Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health difficulties and Sensory and Physical. For the current cohorts we have experienced support staff who provide individual, small group and whole class support for. Teaching staff practise high quality teaching and differentiation as a first response to ensure all individual students' needs are met.

At NUSA we have two different categories of students with SEND

- SEN SUPPORT register
- Monitoring register

Those students on the SEN SUPPORT register are those for whom something extra or different help is given from that provided as part of the school's usual curriculum. The school may receive advice or support from outside specialists. This register also includes those with an Educational Health Care Plan (EHCP) or statement of SEN.

2. *What are the school's policies for the identification and assessment of pupils with special educational needs?*

Indication that a child may have SEND comes from:

- Information from their previous school.
- Concerns raised by teachers or other staff using an SEN referral form.
- Concerns raised by parents.
- A child failing to make expected progress

Where a pupil is not making adequate progress, teachers, the SENDCO (special educational needs and disabilities coordinator) and parents/carers collaborate on problem solving, planning, support and teaching strategies for individual pupils. External agencies may be involved to support this process.

If you think your child may have special educational needs firstly contact your child's tutor or the SENDCO, Anita Wall.

3. What are the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans?

(a) How does the school evaluate the effectiveness of its provision for such pupils?

At NUSA we regularly monitor the effectiveness of the provision through provision mapping, tracking progress and pupil progress meetings. Class teachers and the Learning Support Department conduct ongoing assessments. We also meet regularly with parents and children at parent evenings and planned review meetings with parents and outside agencies.

(b) What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

NUSA staff make ongoing assessments throughout the year, with achievement coordinators, pastoral leaders, curriculum leaders and the SENDCO regularly tracking pupil progress. Feedback on pupil progress is via termly data reports and parent's evenings. Parents can contact either the tutor or the SENDCO at any time to discuss their child's progress.

(c) What is the school's approach to teaching pupils with special educational needs?

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. If the teaching of a pupil with SEND alongside their peers is not possible, then the SENDCO will consult with the child's parents for other flexible arrangements to be made. Within class, the child's subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression. The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

In order for staff to provide quality teaching for all students they must be appropriately trained. Teaching and support staff are provided with relevant training in a variety of SEND areas. Recent training has included training in Autism and Hearing impairments. These particular sessions were relevant to the current cohort and allowed staff to gain knowledge and understanding of these issues, enhancing their teaching of students with SEND. In addition to this, staff are informed of all relevant information and support strategies to effectively teach individual students with SEND. Outside agencies also provide training for a key group of staff when a student requires this.

(d) How does the school adapt the curriculum and learning environment for pupils with special educational needs?

All students at NUSA are placed into appropriate classes according to their profile on entry. All teachers are expected to differentiate their teaching to match individual needs within each lesson. Further strategies to ensure children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular CPD opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff are then able to keep up to date with teaching methods aiding the progress of all pupils including those with SEND.
- Using in-class provisions and TA support effectively to ensure that the curriculum is differentiated where necessary.
- Implementing Individual access arrangements for informal assessments and external examinations.

(e) What additional support for learning is available to pupils with special educational needs?

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require

regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps. If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care (EHC) Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment which may lead to an EHC Plan.

The school has links with external support services in order to fully support our SEND pupils and aid school inclusion. The following services will be involved as and when is necessary:

- School nurse
- Community Paediatrician
- Psychiatric services
- Occupational Health
- Physiotherapy
- Parent Partnership
- Early Help Unit
- Educational Welfare Support Service (EWO)
- Schools and Families Support Services
- Behaviour Support Team
- Autism Team
- Learning Support Team
- Sensory and Physical Team
- Community Educational Psychology Service

(f) How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?

All children, regardless of need, are encouraged to get involved with activities outside the classroom, including school trips. Reasonable adjustments are also made to ensure children can fully participate in all school visits including work experience. This may involve additional TA support or alternative arrangements to support their involvement.

(g) What support is available for improving the emotional, mental and social development of pupils with special educational needs?

NUSA's pastoral system is organised in to year teams which consists of a Head of Year, a team of Pastoral Support Managers and a team of tutors. The pastoral team hold regular meetings where pastoral issues are discussed. As part of the pastoral curriculum, pupils attend afternoon tutor sessions for registration and take part in activities including those designed to develop positive mental health.

We try to support the emotional and social development of all our pupils, including those with SEND. A programme of social and emotional education through Personal Development (PSHE) is taught weekly which covers a range of issues including mental and physical health.

However, for those children who find aspects of this difficult we offer an in school counselling system via KOOTH, alongside supported lunchtime and break times. If further social/emotional support is required, this can be arranged through the Tutor, Head of Year or SENDCO and may take the form of discussions with school staff or a referral for counselling by an outside agency such as Kooth. Where appropriate, we work with parents to get support from external agencies, including the Parent Support Adviser, Family Support Worker or Child and Adolescent Mental Health Service.

Two of our staff members are trained as an ELSA. ELSAs are Emotional Literacy Support Assistants who have received additional training from educational psychologists and from whom they receive ongoing supervision following training. Their role is to support young people in school to understand and manage their own emotions whilst respecting the feelings of those around them.

The equivalent of one day per week will be dedicated to the ELSA supporting selected students for a course of sessions lasting for one hour a week for approximately a half term.

4. *What is the name and contact details of the SEND co-ordinator?*

The SENDCO is Anita Wall. She can be contacted by telephone at school on 0115 929 1492 or by email: awall@nusa.org.uk

5. *Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.*

The SENDCO attends all relevant, up to date training (including statutory national qualifications) on a regular basis. All Teaching Assistants attend in school continuing professional development sessions (CPD) and individual CPD is encouraged. As a whole staff we have regular training and updates of SEND issues. There are a number of additional resources in school to provide

further strategies for teaching children with SEND which are available to all staff. The SENDCO will attend all relevant Local Authority training. The Educational Psychology Service and other City SEN teams also provide training for staff on issues relevant to the school cohort. The SENDCO will also attend the Nova Education Trust SENDCO network meetings.

6. How are equipment and facilities to support children and young people with special educational needs secured?

Pupils with significant SEND will have access to Element 1 and 2 of a school's budget (up to £6,000 per year). Element 2 funding is a notional SEN budget allocated by a formula funded based on prior attainment and is not allocated to specific pupils.

Some pupils with SEND may access additional funding through the Higher Level Needs (HLN) Funding Panel at Nottingham City Council. In order to access this funding the SENDCO will write a bid in conjunction with class teachers, support staff and with the agreement of a member of SEND support services. Every effort will be made to secure additional funding from the HLN bidding process and other agencies should this be considered necessary. We work together with the other schools within our education trust to support the training needs of staff. The schools in the trust also support each other with specialist knowledge and joint training. The SENDCO and the Head of School allocate the funding in the best way they believe necessary to support individual children's needs. This may include:

- Small group teaching of English and Maths (Nurture provision)
- Teaching assistant support within the classroom as part of a small group
- Teaching assistant support outside the classroom as part of a small group
- Teaching assistant support on an one to one basis in the classroom
- Teaching assistant support on a one to one basis outside the classroom
- Assistive technology and specialist resources
- Software
- Intervention packages
- Staff training
- Specialist bought in staff e.g. counsellors, educational psychology services, SEN support teams, specialist tutors

The entrance to the main school building has an accessible approach and doors suitable for wheelchair access. The building is on three floors with a lift enabling full access to all rooms on both floors. Disabled toilets are available on all floors. Disabled parking is provided and the outside space is fully accessible.

7. What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child?

Parents/carers are invited to review meetings, parent information evenings and to contribute to their child's Pupil Profile. Information on support agencies, including the Parent Partnership Project, is available from the SENDCO. Parents are also made aware of the SENDCO during the transition process for pupils in year 6. Parents can contact their child's tutor via email or by phoning or emailing the school office. Parents are kept up to date with their child's progress through parent's evenings, reviews meetings, student review days and progress reports three times a year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

8. What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?

We value and celebrate children being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised. If your child is on SEN Support or has an EHC Plan then their views will be obtained before any meetings and will form part of the review process.

9. What arrangements are made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head teacher and senior leadership team will aim to resolve any complaints as soon as possible. A copy of the school complaints policy is available on the school website.

10. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils, aid school inclusion and provide support for parents. The following services can be involved as and when it is necessary:

- Schools and Families Support Services
- Sensory Impaired Support
- Educational Psychology Service
- School nurse / Health Visitor
- Community Paediatrician
- Behaviour Support Team
- Autism Team
- Learning Support Team
- Sensory and Physical Team
- Community Educational Psychology Service
- Occupational Health/Physiotherapy
- Parent Partnership
- Targeted Support
- CAMHS

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

The SENDCO can signpost organisations and services that provide additional support and can be contacted by phone or email. Organisations and agencies that may offer additional support to parents may be mentioned at termly review meetings. Occasionally courses/events for parents may be sent directly to parents by letter or electronically if school thinks it may be of relevance or interest.

12. What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living?

Transition to secondary school is supported by close liaison between NUSA staff including the SENDCO and primary school colleagues. A variety of transition

events allow children time to meet staff, see the building and become accustomed to a different learning environment. Additional transition visits are arranged as needed for those students who require more time. These may include visits for short periods during lessons and break times or further discussions with members of staff.

13. Where is the local authority's local offer published?

More information on what is available to children with SEN and their parents/carers in Nottinghamshire can be found on the Nottinghamshire County and Nottingham City Local Offer websites:

<http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page>

<http://fis.nottinghamcity.gov.uk/>