

Nottingham University Samworth Academy is an inclusive mainstream secondary school. We are immensely proud of our inclusive ethos and pupil diversity. We work hard to ensure that all pupils', regardless of their specific needs, are valued and nurtured and provided with every opportunity to achieve their full potential.

As set out in the SEN Code of Practice;

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age,

or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

1: What kinds of Special Educational Needs, SEN, do we provide for at NUSA?

At NUSA we have a broad range of pupils with SEND needs. These include;

- Cognition and Learning needs
- Dyslexia
- Communication and Interaction
- Autistic Spectrum Disorders [ASD]
- Sensory and Physical needs
- Social, Emotional and Mental Health difficulties

School SEND Profile			
Total number of pupils on roll			
Total number of pupils on the SEND register			
Total number of pupils identified as SEN Support		Total number of pupils with an Education, Health and Care Plan, [EHC].	
SEND need breakdown			
Cognition & Learning	Communication & Interaction	Sensory and Physical needs	Social, Emotional and Mental Health [SEMH]

2: How do we identify and assess pupils with SEN?

We are committed to the early identification of pupils with special educational needs. We use several methods to support the identification process. These include;

- Information gathered from a pupil's previous school
- Observing a pupil during transition days
- Information provided by external agencies
- Concerns raised by class teachers and or support staff using our internal SEND referral system
- Analysis of subject and attitude to learning, ATL, data
- Concerns raised by parents/carers
- Observations made of a pupil during lesson time and unstructured time
- Twice yearly reading tests which provide us with data about each pupil's reading age and ability
- Additional information is collected through specialist diagnostic screeners such as RAPID and LASS.

All pupils are regularly assessed. Where a pupil is identified as not making expected progress further testing to determine precisely where support is required will be completed. This may include dyslexia screening, as well as testing for exams access support. Where a pupil is highlighted as working significantly below age related expectations, teachers, the school SENDCO (special educational needs and disabilities coordinator), as well as parents/carers will work together to determine if any additional support and or provision is required. External agencies may also be involved to support this process.

As part of our comprehensive transition programme, in year 6, NUSA's SEND team meets with the SENCOS at primary schools to discuss each individual pupils' needs. Information gathered includes details about;

- A pupil's specific difficulties
- The measures already in place to support a pupil's learning
- Strategies that will help support a successful transition for the pupil from primary school to secondary school.

Our SEND team also works closely with parents/carers and external agencies to provide additional transition support. This may include;

- Meeting with pupil's, parents/carers and professional agencies to discuss the individual needs of the pupil in more detail
- The SEND team visiting a pupil's current school
- Arranging 1:1 and informal visits to NUSA

In order to ensure that appropriate support is implemented prior to a pupil joining NUSA in year 7, pupil support profiles are compiled and key information is disseminated to all staff.

If you think that your child may have special educational needs, please contact your child's tutor and or the school SENDCO, Ms Anita Wall.

How does NUSA evaluate the effectiveness of its provision for pupils with special educational needs?

At NUSA we continually strive to improve and develop our provision for pupils with special educational needs. We regularly monitor and evaluate the quality of our SEND provision in the following ways;

Annual reviews led by the senior leadership team. The information gathered from each review forms part of the academy's School Improvement Plan for SEND. Reviews include analysis of attendance and exclusion data, as well as the impact of planned interventions.

Teaching staff, the schools designated achievement team, SENDCO and Learning Support team, regularly track and monitor the progress, attitude to learning and attainment data for all pupils identified with a special education need.

Class teachers and the Learning Support team conduct ongoing assessments.

Staff also meet regularly with pupils, parents/carers at parent evenings, planned review meetings and SEND focused events held at NUSA.

Lesson observations and learning walks are regularly completed to ensure that high quality teaching is in place. This also includes monitoring and assessing the implementation of SEND Pupil Support Plans in the learning environment.

What is the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

The data gathered from baseline assessments, weekly, half termly, termly and annual assessments is used to inform the academic grouping of pupils with special education needs. All pupil data is regularly reviewed with a wide range of staff including, achievement coordinators, pastoral leaders, curriculum leaders and the designated school SENDCO.

If a pupil is identified as not making expected progress additional measures are put in place to effectively assess if a pupil has an additional learning need.

Feedback relating to pupil progress is provided to pupils, parents/carers, via termly reports, parent's evenings, parental meetings, annual reviews, through the use of translators, phone calls home and e-mails.

Parents/carers are actively encouraged to contact the pupils tutor, pastoral lead and or the school SENDCO at any time to discuss their child's progress.

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

At NUSA we pride ourselves on our inclusive approach to teaching and learning, and we regard all teachers as teachers of SEND. Staff, including teaching and support staff receive weekly CPD which focuses on different aspects of teaching and learning, as well as developing specialist skills and knowledge to support pupils with SEND. Additional and specialist training is also provided by external agencies. This includes;

- The autism team
- The Behaviour Support Team
- Learning Support Team

Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Relevant and up to date information about all of the pupils on the SEN register is regularly shared with staff via a Pupil Support Plan. Each PSP sets out specific information relating to the pupil, including barriers to learning, strategies to aid learning, agency involvement, as well as the strengths of the pupil. This information is stored in a central location and updated termly. As part of the review process staff are actively encouraged to

share successful strategies and good practice relating to the pupil which are then included in the pupils PSP.

If the teaching of a pupil with SEND alongside their peers is not possible, then the SENDCO will consult with the pupil's parents/ carers.

Using the school's internal SEND referral form, staff are able to consult with the SENDCO and Learning Support team, as and when required for additional support and advice to support pupils in the classroom.

Parents are fully informed of every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and knowledge about their child with the school in order to determine how the pupil can best be supported.

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

Teachers, including support staff use a wide range of strategies to support the needs of pupils identified as having a special education need. These include;

- Lower ability groupings
- Specialist and precision teaching, provided by The Learning Support team.
- Fresh Start, Read, Write, Inc and phonics
- Reduced class sizes
- In class support
- 1:1 pupil support
- Additional literacy and reading interventions providing by the reading team
- Catch Up literacy
- Emotional Literacy Support, ELSA.
- Small group communication workshops
- Academic mentoring
- 1:1 Key work sessions
- R2i, Routes to Inclusion Programme of support
- Positive reward systems
- Targeted subject interventions
- Alternative curriculum pathways for pupils with complex needs
- Entry level curriculum pathways for pupils working below age related expectations
- Foundation curriculum underpinned by Bsqaured assessment framework for pupils working significantly below age related expectations
- Physiotherapy support
- Personal needs care support
- Additional support from external providers such as CAMHS, KOOH, Educational Psychologist, Behaviour Support Team, Autism Team, ADHD Nurse specialist.

At NUSA the school building is fully accessible. The school has three lifts to ensure that every floor is accessible to all pupils. Additional facilities include;

- A medical room for the administration of medication and medical procedures including cough assist.
- A physiotherapy room which includes standing frames, plinths and a hoist.

- A mobile hoist
- Height adjustable tables
- Breezi chairs
- Magnilinks
- Accessible break and dining areas
- Accessible toilets in all teaching blocks
- Evac chairs and emergency procedures for identified pupils
- All outside spaces are fully accessible
- Disabled parking bays
- We work closely with outside agencies to provide specialist equipment and advice for identified pupils.

The school has employed a fully trained and qualified exams access assessor. If staff have concerns relating to a pupil being able to access learning, staff are able to refer pupils for assessments as and when required.

We also have in place a rolling programme of screening for Access Arrangements to support pupils in the learning environment, completing assessments and formal examinations. Our qualified assessor conducts further tests in order to provide the necessary evidence for JCQ at Key Stage 4. Many of our Exams Access Arrangements consist of pupils being provided with, a reader, scribe, extra time, OLM, rest breaks and alternative spaces being made available, as well as technology being available to pupils, including a laptop and reader software.

How are decisions made about the type and amount of support pupils with special educational needs receive?

Where it is determined that a pupil has a special educational need, parents/carers are formally advised and all relevant information is added to the pupil's school record.

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 needs of the pupil grow, develop, and change.

Assess

This involves clearly analysing the pupil's needs. This is achieved by using the class teacher's assessment information, as well as their experience of working with the pupil. Details of previous progress and attainment, comparisons with peers and national data are gathered. The views and experience of parents/carers is gathered. The pupil's views and where relevant, advice from external support services is also considered. Any parental/carer concerns are noted and compared with the school's information and assessment data detailing how the pupil is progressing. This analysis requires regular reviews to take place to ensure that support and planned interventions are matched to need, and any barriers to learning are clearly identified and are being overcome. Where external support staff are already involved in support a pupil, 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 involves consultation between the teacher, SENDCO and parents/carers to agree the adjustments, interventions and support that is required to meet the pupils needs. The impact on progress, development and or behaviour that is expected and a clear date for review is also discussed. Parental/carer 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 the pupils individual needs, the support that is being provided, as well as any particular teaching strategies/approaches that are being used and the outcomes that is expected.

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. The class teacher 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 completed 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/carer. 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. Parents/carers 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. This can be requested by the school, or parents/carers.

This will occur where the complexity of need, or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, planning provision and or 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/carers
- 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/carers 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
- CAMHs

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.

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

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.

What is the name and contact details of the SEND coordinator?

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

What training have staff received to help support pupils with special education needs?

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 NUSA – SEND Information Report 2019 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.

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 a 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. NUSA – SEND Information Report 2019

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.

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.

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

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.

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 NUSA – SEND Information Report 2019 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.

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/>

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.