



Nottingham University Samworth Academy

SEND School Information Report 2016-17

Welcome to NUSA's SEND Information Report. The report is aimed at parents and carers and provides information about support for students with Special Educational Needs and Disabilities at NUSA.

NUSA is proud of the provision we have for children with SEND. In their last report (October 2015) OFSTED noted that "Support and guidance for pupils with disabilities and special educational needs is exemplary" and "Leaders of inclusion, including those responsible for disabled pupils and those with special education needs, are highly skilled and effective. Both staff and pupils demonstrate the ethos of inclusion in what they say and do. As a result, these pupils feel that they belong and make good progress."

Any questions you have about SEND provision at the school should be directed to one of members of staff indicated here. →

For more detail on any part of this document, please see the SEND policy also on the website.

If you require further information about provision for SEND in the school please contact the school's SEND department:

- Julie Mather (Teacher of the Deaf and SEND lead)
- Lauren Hemm (Assistant SENDCO KS4)
- Lisa McConnell (Assistant SENDCO KS3)
- Lisa Grzeskowiak (Trainee teacher of the deaf)

Stephen Schmidt is the Senior Leader with responsibility for students with SEND.

1. Which students are considered to have SEND?

THE SEN Code of Practice identifies four areas of Special Educational Needs which are:

1. *Communication and interaction*
2. *Cognition and learning*
3. *Social, mental and emotional health*

4. Sensory and/or physical

At NUSA we have three different categories of students with SEND

- SEN SUPPORT register
- RADAR register
- SIGNPOST 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.

NUSA currently has 81 students on the SEN SUPPORT register which is approximately 10.7% of the school roll. Of that number 21 students have EHCPs which represents just under 2.9% of the school population which is roughly equivalent to the national average. However, this number is higher than the average for a Nottingham City School and this is because of the Deaf Focused Provision where students must have an EHCP to attend.

Students on RADAR do not have extra or additional support but may have complex needs of which staff need to be aware. There are currently 55 students on the RADAR register.

The SIGNPOST register indicates those students with specific needs of which staff need to be aware either for either academic or pastoral reasons. These may include:

- Acute and potentially life threatening conditions
- ADHD (Attention Deficit Hyperactivity Disorder)
- high levels of anxiety
- ASD (Autistic Spectrum Disorder)
- diabetes
- dyscalculia
- dyslexia
- dyspraxia
- epilepsy
- EAL
- hearing impairment

	<ul style="list-style-type: none"> - medical conditions - Social, Emotional and Mental Health Issues - visual impairment
<p>2.How does the school know if a child needs help?</p>	<p>Indication that a child may have SEND comes from:</p> <ul style="list-style-type: none"> • 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 •
<p>3.What should I do if I think that my child has special educational needs?</p>	<p>If you have concerns that your child may have special educational needs or is experiencing difficulties with learning, please do not hesitate to get in touch with the school’s SEND department either directly or through your child’s form tutor, head of year or assistant head of year.</p> <p>It is important that parents/carers feel confident to contact us if you have any concerns of this nature. Parents/Carers will always be listened to and concerns taken seriously and acted upon.</p> <p>At an appropriate time, your child will be fully involved in discussions around what will help them to achieve their best at school.</p>
<p>4.How will I know how well my child is doing and whether they are making progress?</p>	<p>At NUSA students are tracked on a scale going from 0 – 90.</p> <p>Those working below point 10 (previously below level 4 of the National Curriculum) require a more sensitive scale in order to demonstrate progress.</p> <p>These students are assessed using the former National Curriculum Levels which have been transposed to give a numerical score which fits in with the numbers on the NUSA assessment scale (0-10). Decisions around levels are supported with reference to PIVATs and Bsquared.</p> <p>Three times a year there is a Progress Check when data is input by class teachers for each student and this information is sent out to parents/carers. This is followed by a meeting between a member of the SEND team and the achievement manager for that year group and the progress of the students with SEND is checked.</p> <p>Every term there is a drop in afternoon for parents/carers of students on the SEN SUPPORT register where parents can come to talk about their child’s progress and any issues they may have.</p> <p>Parents are encouraged to contact the school if they have any concerns about their child’s progress.</p>

<p>How will the school staff support my child?</p>	<p>The best way to ensure progress for all children including those with special needs is through quality first teaching. Quality first teaching is based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explains new vocabulary; uses lively, interactive teaching styles and makes use of a range of different learning styles.</p> <p>Your child may receive support in any of the following ways:</p> <ul style="list-style-type: none"> • Focused Provision for the Deaf – a place is secured in this through the EHCP procedure. • Inclusion Centre for students at risk of exclusion. • The Learning Hive – our learning support area • Alternative Provision outside of school – this is an option for a small number of students at KS4 • Support within the classroom from a Classroom Learning Assistant • Support from a key worker – a weekly one to one meeting to work on individual targets • Specific small group or 1:1 interventions • Support from an outside agency eg Autism Team, Sensory Support Team <p>Each child on the SEN REGISTER has a provision map detailing the support they receive and giving individual targets for each term. The provision map and targets are shared at meetings with parents.</p> <p>The school offers particular interventions in relation to literacy, numeracy, social skills, curriculum support and homework support.</p> <p>Wonder time to raise self-esteem and motivation, counselling and support with anger management are also available.</p> <p>Exam Access Arrangements</p> <p>Your child may qualify for exam access arrangements which includes help with reading and writing in their exams. Students are assessed for this officially in year 10 by an outside provider and full exam access arrangements start for them at the end of year 10.</p> <p>For more information on this, please don't hesitate to ask.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p><u>KS3</u></p> <p>All students access the full curriculum. Work is differentiated to suit the needs of students in the group. Some students with SEND will have additional one to one or small group interventions as described above.</p> <p><u>KS4</u></p>

	<p>All students work towards GCSEs in English, maths and science with work being differentiated according to need. It is expected that students will be entered for these GCSEs. There may be one or two students in a year group for whom this is not appropriate and in these circumstances Entry Level Certificate qualifications will be taken.</p> <p>Support is offered to students to help them to select the most appropriate options at KS4. Students are encouraged as far as possible to join the same option groups as their peers with work differentiated to reflect their needs. Some students with SEND will have additional one to one or small group interventions as described above.</p> <p>Where appropriate, students may be withdrawn to the Learning Hive for additional support with a particular subject.</p> <p>A life skills option such as AIM is always offered for those students who will benefit from it.</p>
<p>How are decisions made about the support my child will receive?</p>	<p>When concerns are raised by a parent or teacher, staff will look in to all aspects of the child's attainment and learning. This will include:</p> <ul style="list-style-type: none"> • Looking at data such as: <ul style="list-style-type: none"> - Reading and spelling age - CATs scores - KS2 year 6 data - Specific tests such as dyslexia screening • Looking at information provided to the school by: <ul style="list-style-type: none"> - Primary school - Any outside agencies - Parents/carers • Observation of the child in the lesson • Discussion with: <ul style="list-style-type: none"> - The parents/carers - The child - Outside agencies <p>A report is written by a member of the SEND team which is shared with classroom staff and with parents. From this decisions are made about what additional support or interventions a child may require and help is sought from outside agencies to support this when appropriate.</p>

<p>What specialist services and expertise are available in school/accessed by the school?</p>	<p>Sometimes additional support from agencies outside of school is required to meet the needs of the child. NUSA has close links with many outside agencies including:</p> <ul style="list-style-type: none"> - The Autism Team - Sensory and Physical Support Team - Inclusive Education Team - Community Educational Psychology Service - Behaviour Support Team - Community paediatricians - CAMHS - Disabled Children’s Social Work Team - Paediatric Physiotherapy - Paediatric Occupational Therapy - Speech and Language Therapy Service <p>NUSA works with these agencies:</p> <ul style="list-style-type: none"> - To seek advice about how to ensure that students are supported in the best possible way - To seek assessment of their educational, physical or emotional needs - To help the school to support parents/carers - To provide one to one or small group sessions in school and in rare cases outside school. - To provide programs of work that can be delivered in school by NUSA staff
<p>How will the school support me to support my child’s learning?</p>	<p>Through one to one meetings with parents/carers:</p> <ul style="list-style-type: none"> - By arrangement with school at any time during the school year - At parents’ evenings - At a drop in session held each term
<p>What support will be available for my child’s overall well-being?</p>	<p>NUSA has a pastoral team devoted to ensuring the social and emotional well-being and safety of all our students. This team includes: a member of the senior leadership team, a social worker, the attendance officer, a family support worker and a school counsellor.</p> <p>There are close links with outside agencies such as CAMHS, Social Care, GPs, Priority Families and Kooth who all support our students when necessary.</p> <p>Keyworkers keep a close check on the social and emotional well-being of students in their care and report any concerns to the SEND team or, in cases where there are safe-guarding issues, through the appropriate safe-guarding procedures.</p>

	<p>At breaks and dinner times children who want some quiet space or who find it difficult to socialize can go to the library. Here students are encouraged to play board games, read or chat to the staff who are there to supervise and to other students.</p> <p>Meet and greet. Staff from the SEND team are available every morning from 8.30 in the library. Students can call in there just to say hello or to discuss any issues they may have. Some students are allocated a specific member of staff who will meet and greet them each morning and ensure that their day starts positively.</p> <p>Wonder time. At NUSA we are lucky to have Dr Matt McFall as our agent of wonder. The Wonder Room at NUSA is a space for the whole school devoted to hands-on and minds-on learning. It is a realm in which pupils, teachers, and visitors can encounter curious, surprising, and enlightening objects and artefacts, from platypus eggs and stick insects to optical illusions and traditional games. The exhibits, in the first instance, have been selected for their benefits – cowboy puzzles, for example, that improve hand-eye co-ordination and problem-solving (as well as patience, even resilience), or a slice of tree that displays its living history and encourages the viewer to look closer.</p> <p>The room, modelled on the traditional 'Cabinet of Curiosities', has been designed to interest, engage, and motivate. Here many interests are grown, and new hobbies are begun. All 'wonderers' are encouraged to take care of the room and its contents and, equally importantly, to take care of one another. The room, like the Nature Table it contains, changes with the seasons. Pupils regularly add to the collection of marvels, bringing in wonders they have sourced themselves (spider skin, statues, hand-drawn posters). Pupils are free to drop in to the library at dinner times to experience wonder. At other times, there is a referral system for sessions in the wonder room for students referred to it by the SEND Team.</p>
<p>What extra-curricular activities are available for my child?</p>	<p>All students at NUSA are encouraged to take part in the wide range extra-curricular activities. There is a football club once a week for KS 3 and for KS4 aimed at those students who simply enjoy football and do not wish to be part of the school team.</p> <p>There is a homework club in year 11 aimed specifically at those who require support with homework and revision ready for their GCSEs</p>
<p>How are students included in activities outside of the classroom and on school trips?</p>	<p>NUSA is committed to ensuring that all activities both in and out of school are accessible to students with special needs and will ensure that appropriate transport/support arrangements are in place as and when required as well as ensuring that the appropriate risk assessments are in place.</p>

<p>What training and experience have the staff working with pupils with SEND received?</p>	<p>It is important that all staff are acquainted with the learning needs of students with SEND. Information is disseminated through:</p> <ul style="list-style-type: none"> - Training sessions for all staff - Training for department groups - The SEN handbook - Email updates <p>All Classroom Learning Assistants recruited to work at NUSA are qualified to work with students with SEND and have had experience in other schools or settings.</p> <p>There is a weekly Continuing Professional Development session for all CLAs. In this meeting training is given on various aspects of supporting children with SEND.</p>
<p>Who can I contact for further information?</p>	<div style="border: 2px solid black; padding: 10px; margin-bottom: 10px;"> <p>If you require further information about provision for SEND in the school please contact the school's SEND department:</p> <ul style="list-style-type: none"> • Julie Mather (Teacher of the Deaf and SEND lead) • Lauren Hemm (Assistant SENDCO KS4) • Lisa McConnell (Assistant SENDCO KS3) • Lisa Grzeskowiak (Trainee teacher of the deaf) <p>Stephen Schmidt is the Senior Leader with responsibility for students with SEND.</p> </div> <p>Parents and carers are always welcome to contact the school with any concerns they may have about their children on the usual number: 0115 929 1492. Parents/carers should be aware that sometimes staff will not be immediately available because they are teaching but will respond to phone calls as soon as possible nearly always on the same day.</p>