

SEND Information Report (2016)

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Introduction

Thank you for taking the time to look at this page. Our Information Report hopes to answer questions you may have regarding how we will cater for your daughters/wards special educational needs. At Nottingham Girl's Academy we are careful not to over-identify SEND and therefore adhere closely to the guidance in the Code of Practice which states:

Xiii A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be provided for him or her (P15)

And

Xiv. A child of compulsory 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 (P16)

Will my daughter fit in?

Nottingham Girl's Academy values pastoral care and we work hard to help the girls build up positive self-esteem and a sense of belonging. Underlying our ethos are the principles of community, tolerance for others and inclusion. Students and staff work together to achieve a learning environment which is friendly, supportive and happy in which achieving potential is recognised academically and creatively as well as socially and emotionally.

There is a diverse intake of students, with many cultures, nationalities and languages represented. The Academy is committed to ensuring that, where appropriate, *all* students are in mainstream lessons, receiving Quality First Teaching. In cases where full curriculum access is not possible or appropriate, additional support is provided by the SEND team.

Section 1 – Who is SEND Provision (support) for?

At Nottingham Girl's Academy, we aim to meet the needs of *all* learners, including those with SEND. Our numbers of SEND students on roll are below the national average. In part this reflects the hard work and proactive attitude of teaching and pastoral staff. Underachieving students are supported by departmental short term interventions and Quality First Teaching approaches when possible. The SEND team supports this process through offering staff training and consultation around individual student needs in order to address barriers to learning. For those requiring additional and /or different provision, please read the links listed below.

Communication & Interaction e.g. ASD

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (SEN Code of practice, 2015, p.97)

Cognition and Learning e.g. Dyslexic tendencies

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (SEND Code of Practice, 2015 p.97-98)

Sensory and / or Physical Difficulties e.g. Hearing impairment

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

6.35 Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. (SEND Code of Practice, 2015 p.97)

Social, Emotional & Mental Health Difficulties e.g. Anxiety

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (SEND Code of Practice, 2015 p.98)

Section 2 – What support do we offer?

Please read the information below to explore the range of support we offer at Nottingham Girl's Academy. These lists are not exhaustive and are subject to change depending upon the needs of the school cohort at any given time.

Social & Emotional Support (Including Communication)

If needed, your daughter will have access to:

- Close monitoring from the pastoral system (Head of Year, Deputy Head of Year and Form Tutor) who will communicate regularly and closely with the SEND team.
- A key worker who will communicate with home, listen to your daughter's concerns, help develop problem solving and self-regulation strategies, help with self-organisation and to manage social relationships as well as manage within the school environment.
- Additional school visits and a chance to meet with staff to help with transition anxieties and to find an appropriate course / setting.
- Support with referrals to counselling services such as CAMHs and SHARP.
- Short term intervention programmes to help promote resiliency and emotional literacy.
- 1-1 speech and language tuition.
- Adult supervised area at break times and lunchtimes.
- Local Authority external agencies (Children and Adolescents Mental Health Service (CAMHs), Autism Team, Speech, Language and Communication Team (SALT))

Academic Support (including support for Literacy and/or Numeracy difficulties)

If needed, your daughter will have access to:

- Shared or targeted in-class support.
- Literacy and numeracy booster programmes.
- Small group English lessons.
- Catch up sessions with a mentor.
- Writing aids e.g. pencil grip.
- Homework club run by the support team.
- Visual timetables.
- Coloured overlays (reading rulers).
- Virtual reading ruler (installed on all PCs).
- Differentiated work.
- Screening tests for literacy and numeracy difficulties.
- Exam Access Arrangements.
- Futures Service.
- Local Authority external agencies (Inclusive Education Service (IES) / Educational Psychologist (CEPS)).

Sensory & Physical Disability Support

If needed, your daughter will have access to:

- Radio aids worn by teachers.
- Portable visual CCTV visual aid.
- Evacuation Chairs.
- One lift per building and a ramp to the entrance of the school.
- Adapted and / or modified resources e.g. enlarged, simplified.
- 1-1 in-class support.
- 2 members of support staff are able to communicate in sign language.
- Local Authority external agency (Sensory Team).
- Spinal support chairs, foot stools or other physical aids.

Section 3 – How do we identify SEND?

Students may be identified at year 6-7 transition, liaison will then occur between the Transition team/SENDCo's and Primary school staff and additional support put in place as necessary. At Nottingham Girl's Academy we aim to identify students with Special Educational Needs early as we believe that this will help students to achieve their full potential. The systems outlined below are to help this process.

Step 1: Pastoral Teams review the academic data for their year groups 3 times a year, across all subjects.

Step 2: Tracking Meeting - SENDCo (Special Educational Needs and Disabilities Co-ordinator) and pastoral leads discuss the students who are not making the expected levels of progress and determine action plans.

This may result in:

- a) Increased pastoral/academic or SENDCo monitoring in specific subjects.
- b) Further assessment e.g. dyslexia screener or exam access testing.
- c) SENDCo/pastoral lesson observations to better understand the barriers to learning.

- d) Team Around the Child meeting with subject staff to improve Quality First teaching.
- e) Short term targeted in class support.
- f) The implementation of additional or different provision.
- g) In some cases, it may be agreed that a referral to an outside agency is needed.

(If consistent, targeted support is provided, the student will be added to the SEND list and this will be discussed with home. If not, the student will be added to the Monitoring list.)

Step 3: SENDCo to review the progress made for the next two data collection points and liaise with staff in order to judge whether support needs to be increased or adjusted.

Section 4: How do we check that our provision for SEND students is good enough?

The academy is committed to expanding and improving the provision on offer to students with additional needs.

To support this process, the SENDCo's:

- Closely track the attainment data of students on the Inclusive Education Register to ensure that additional to/different from provision is impacting across the curriculum.
- Review and evaluate the effectiveness of existing support and plan appropriate next steps.
- Check that quality first teaching is in place for students on the Inclusive Education Register and that teaching staff are offered appropriate training to be able to meet the needs of all students.
- Provide teaching staff with information to enable them to provide quality first teaching.
- Quality assure, at least yearly, the interventions and in-class support provided by the SEND team and make recommendations for improvements.

In brief, we use the following information to help us monitor the progress of students with SEND:

Analysis of Student Performance Data	<ul style="list-style-type: none"> • Termly progress and attainment data • % achieving end of key stage targets, or making at least expected progress towards these targets • Number of exclusions • Attendance • Lesson observations involving SEND students • Feedback from teachers, support staff, parents and students • Comparisons with national data
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<p>Quality First Teaching and Quality Assurance</p>	<ul style="list-style-type: none"> • Observations of academy lessons to identify evidence that training has had an impact • Staff training evaluations • Observations of students with SEND across different subjects to check use of strategies & student engagement • Observations of interventions • Observations of support staff in lessons to ensure that it is effective, benefitting student progress and of good quality.
<p>Communication of Student Needs</p>	<ul style="list-style-type: none"> • Communicate individual pupil needs through: whole school INSET, staff briefings and meetings, • Include practical classroom strategies for SEND students on the SEND List as well as information detailing SEND category and support received. • Provide more detailed pupil profiles for high priority students (those making concerning progress or with complex needs). • Where relevant, share student and parent views, wishes and concerns with staff.

Section 5: Will your daughter manage the academy's curriculum?

As much as possible, students will have full access to the National Curriculum, though at times small group teaching, one to one sessions or alternative provision might be provided if this better suits the learning needs of the student.

Nottingham Girl's Academy can provide, if necessary:

- Literacy intervention programmes.
- Additional literacy/English lessons for identified students.
- Additional in-class support for all lower sets from Year 7 – 11.
- Social and emotional support groups.
- Emotional and/or academic Mentoring.
- Specific subject interventions targeted around achievement and progress.
- An option for some GCSE students to drop individual subjects and have 'catch up' time to supplement the work they do in other GCSE subject areas.
- A personalised curriculum for students with specific strengths and weaknesses from year 10 onwards following a combination of GCSE or BTEC subjects and Foundation Learning.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning by overcoming the barrier to learning which has been identified.

A range of equipment is used in school by groups or individuals to aid equal access to the curriculum. Examples are; Use of ICT equipment for logging work, access to Visual Impairment aids, chairs for specific spinal issues.

Additional equipment may be available on loan from the Local Authority subject to successful funding being obtained.

Nottingham Girls Academy has a new purpose built main building with lift access to all floors. Technology rooms have adaptive tables and students needing physical adaptations and equipment are dealt with on an individual basis. The school links with the disabled children's team at Oakfield Special School when more specialised equipment/advice is required. Please see the schools Accessibility Plan for more detailed information.

[Link to accessibility plan](#)

Section 6: Will your child be included in activities outside the classroom including academy trips?

All students are included in all parts of the academy curriculum and this is the same for trips or visits off site.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. When needed, a member of the support team will accompany a student to enable their inclusion.

A range of extra-curricular activities are offered during the school day and students with SEND are encouraged to take part according to their individual interests. The support team runs two inclusion clubs at lunchtime for students with SEND who may find break or lunchtimes difficult as well as a homework club after school twice a week.

Section 7: How will we support your daughter's well-being?

Wellbeing is supported through the following:

- Teachers have knowledge and understanding of students in their care and know where to get further information if necessary.
- students who are struggling will be discussed in a weekly IPN (Individual Pupil Needs) meeting which is attended by SLT, Safe Guarding DSL, SENDCo and Attendance Officer
- students with high levels of SEND have a named key worker from the SEND Team who will liaise with home and teaching staff regularly
- students' medical needs are addressed in accordance with the statutory guidance on supporting pupils in schools with medical conditions, and medicines are administered in line with the academy's Medicine policy
- some students may have a Care Plan
- signposting to external agencies to support the wellbeing of the child
- in-school interventions which may include access to an outreach worker from the CAMHS team
- lunch time support
- behaviour support strategies including in-class support

Section 8: How do we support transition between schools for SEND students?

The SENDCo or year 7 team member visits students identified with a K code or ECHP and liaises with the primary SENDCo re: needs and support requirements. As necessary they could then attend for extra visits, complete activities, tour the site and experience lunch times/break time. They are then supported in year 7. Year 12/13 are supported as needed (in liaison with the HOY). Support could be help with applications, visits and liaison with the receiving institution.

Section 9: Expertise and Training of Staff

SEND staff have a range of skills and abilities to meet the needs of students. They hold the following qualifications/awards;

BA Hons 2:1 - English Studies degree
BSc Hons 2:1 - Psychology degree
PGCE - English, Drama and Media Studies
National Qualification for SENCOs
Child Protection – Working with others
Toe by Toe Literacy
Touch typing Training
Fragile Brain and Self-Esteem Building
How to Transform Anger into Self-Esteem
Learn Direct - Understanding Numeracy Stage 3.
Dyslexia Screening Training - to test students for Dyslexia
Catch up Literacy
Switch on Reading
Supporting Autistic Students
Nottingham City Council Children's Board - Safeguarding and Child Protection.
Nottingham City Council KS3 Training for Teaching Assistants
SPLD Professional Development - Modules A, B, C,D completed
Modules E and F on-going
NVQ Level 3 -Basic Awareness in Safeguarding and Child Protection
Working with learners who have challenging behaviour
Workforce development – Maximising life chances workshop for self-harm and suicide
Inclusive Education Service – spelling skills
Succeed NAC09111 – Teaching Assistants taking the lead
Succeed NAC09108 – Developing skills to support special needs in Science.

Contact Details of external support services for parents

Behaviour Support Service – 0115 87 62433
Disabled Children's Team - 0115 8838266
Nottingham City Council Special Needs Team - 0115 915 8953
Community Educational Psychology Service - 0115 8765828
Parent Partnership - 0115 9482 888
Inclusive Education Service;
Autism Team - 0115 876 5311
Sensory Impairment and Physical Disability - 0115 876 5340
Support for Children with Learning Needs - 0115 876 5311
Futures (Advice and Guidance for Post 16 provision) - 0115 9601 597

Section 10: How We Work with Parents

SEND students receive three reviews per year. Parents are invited and if they cannot attend views are sought by telephone.

If a student requires more in-depth support the CAF process captures parental input 6 weekly.

Parents are welcome to discuss their child's progress/any issues informally when required.

Parents are invited to 2 parent's evenings a year to receive subject specific feedback and are encouraged to speak to the SEND team about specific issues if necessary.

Section 11: Arrangements for Consulting Children and Young People

At a whole school level children and young people are included in the School Council at tutor group level and representatives chosen. All are encouraged to take part in this process regardless of need/disability.

A person-centred approach is used at NGA. At a SEND level students are invited to all reviews. If they do not wish to attend views are gained by school staff prior to any meeting held.

Students can also approach the team at any point in time regarding their provision to make changes or agree different outcomes (agreed with the team/HOY) e.g., if they would prefer a different team member for a particular activity, would like to change an intervention.

Section 12: Working with the Academy Advisory Council (AAC)

The Advisory Council, in consultation with the Principal, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the academy.

The AAC will ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in academy activities alongside others, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- The Academy has shown regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- Parents are notified if the academy decides to allocate SEND provision for their daughter/ward
- They set up appropriate staffing and funding arrangements, and oversee the academy's work for SEND

Dealing with complaints:

Parents who have a concern regarding the provision for their child's SEND should contact the SENDCo in the first instance. Should you remain dissatisfied your

specific concerns should be addressed to the academy Principal. If you are still unhappy the academy Executive Principal or the AAC member for SEN should be contacted and a meeting arranged.

Section 13: Who is responsible for SEND?

Mr David Tungate – Principal

Mrs Z Scholtz – SENDCo – zscholtz@nottinghamgirlsacademy.org

Review Due: July 2020

Local Offer link