

SEND Information Report

At Nottingham Academy we strive to achieve the highest standards to support pupils with Special Education Needs and Disabilities (SEND).

We promote an inclusive educational environment in which we support and encourage all pupils to reach their potential.

Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. In order to do this, steps may be taken to support young people through their learning journey.

The Nottingham Academy works closely with the Local Authority in Nottingham in order to support our learners who are identified to have a need with the four areas of SEND, as identified by the DfE (SEN CoP 2014):

- Communications and Interaction (including ASD across the spectrum)
- Cognition and Learning (including dyslexia, dyspraxia and SPLD)
- Social, Emotional and Mental Health (including ADHD)
- Sensory and/or Physical

To see detailed examples of support please click on the links or scroll to page 2.

How does Nottingham Academy define special educational needs?

At Nottingham Academy we keep a detailed and up to date register of all students who receive additional support in the following categories:

- SEN Support
- Education Health and Care Plan (EHCP)

What can I expect if I send my child to the Nottingham Academy?

A personalised approach to learning with the relevant support and adjustments that will maximise your child's learning and progress.

How does Nottingham Academy organise support for pupils with SEND?

The SENDco coordinates the relevant support for children with SEND. This includes, if required, additional adult support, intervention, tracking and collaboration with outside agencies.

How does Nottingham Academy support pupils with SEND through transition?

We work closely with our partner primary schools to ensure we have a thorough understanding of the individual needs of our pupils on entry.

The transition from primary to secondary education can be a difficult time for pupils. We develop careful plans to ensure our pupils are well prepared for this move. For some pupils we offer a bespoke programme to help them have a smooth transition. Once at the Academy, we provide a range of strategies including:

- Individual support through the classroom or through withdrawal
- A curriculum catering for each child's needs
- One to one catch up reading programmes

What support do we have for you as a child with SEND?

The SENDCo or the Assistant Principal with responsibility for inclusion are available to meet with you to discuss your child's progress or any concerns/worries that you may have.

All information from outside agencies and professionals will be shared with you in person or via written reports. The SENDCo will share any new assessments and support strategies suggested by outside agencies with you. You will be informed if a new support measure is put into place.

What support do we have for you as a parent of a child with SEND?

The SENDCo or the Assistant Principal with responsibility for inclusion are available to meet with you to discuss your child's progress or any concerns/worries that you may have.

All information from outside agencies and professionals will be shared with you in person or via written reports. The SENDCo will share any new assessments and support strategies suggested by outside agencies with you. You will be informed if a new support measure is put into place.

How can I let the school know that I am concerned about the progress that my child is making in the Academy?

If you have concerns about your child's progress, you should speak initially with your child's subject teacher, tutor or Head of Year. They will address your child's needs through the Pastoral System; if your child is still not making progress then they may be referred to the SENDCo.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Assistant Principal/Headteacher.

If your child is in need of additional support, please see below for examples of help currently offered at Nottingham Academy.

Communication and Interaction

- Mentoring, counselling, peer support, Futures Team (Year 9+).
- Personalised transition package. Access to shared in class support.
- One-to-one/small group withdrawal e.g Social Skills.
- Access to literacy and numeracy booster programmes.
- Writing aid e.g pencil grips.
- Use of ICT software (Laptop).

- Identified Key Worker.
- Identified safe area. Daily 'Meet and Greet'.
- Daily access to mentors.
- Time limited targeted intervention groups according to individual need (language and communication, literacy, fine/gross motor skills).
- Use of visual and self-regulation work.
- Time-out pass.
- Visual timetables.
- Lunchtime clubs with mentors.
- Provision maps (an outline of support and short-term targets).
- Lesson observations/learning walks.
- Examination access arrangements.
- Liaison with Local Authority external agencies e.g Autism Team / Speech and Language Therapist (SALT) / Education Psychologist (CEPS) / CAMHS (Child Adolescent Mental Health Service).
- Multi Agency Meetings/Person Centered Reviews and school-based meetings around the child. Extra time for completion of tasks.

Cognition and Learning

- Coloured overlays
- Writing aids e.g pencil grips
- In class support
- Daily meet and greet
- Daily access to Mentors
- Individually differentiated work
- Differentiated curriculum
- Access to literacy and numeracy booster programmes
- Small group work
- Virtual ruler
- Use of SEND assessment tools to investigate specific learning needs
- Use of ICT equipment e.g laptops
- Provision Map (an outline of support and short-term targets)
- Examination Access arrangements Futures (Year 9+)
- Liaison with Local Authority external agencies e.g Autism Team / Speech and Language Therapist (SALT) / Education Psychologist (CEPS) / CAMHS (Child Adolescent Mental Health Service).
- Multi Agency Meetings/Person Centered Reviews and school-based meetings around the child. Extra time for completion of tasks.

Social, Mental and Emotional Health

- In class support
- Daily 'meet and greet'
- Daily access to mentors
- Visual timetables
- Lunchtime clubs with mentors

- Differentiated curriculum
- Positive reports
- Strategies to promote problem solving
- Time limited targeted intervention groups according to individual needs (language and communication, literacy, numeracy, fine/gross motor skills)
- Small group work e.g. social skills/self-esteem
- Use of ICT equipment e.g. laptops
- Pupil profile e.g. provision map, behavior plan
- Examination access arrangements
- Futures (Year 9+)
- Access to school counselling service
- Liaison with Local Authority external agencies e.g. Autism Team / Speech and Language Therapist (SALT) / Education Psychologist (CEPS) / CAMHS (Child Adolescent Mental Health Service).
- Multi Agency Meetings/Person Centered Reviews and school-based meetings around the child. Extra time for completion of tasks.

Sensory and/or Physical Needs

- Daily 'meet and greet'
- Access to key worker
- Use of the lift (if required) and another specialist equipment as advised by external agencies. Identified staff provided with training from specialists e.g. physiotherapists/sensory teachers
- Catch-up sessions
- In-class support
- Use of ICT equipment e.g. laptops
- Pupil Profile e.g., provision map, behaviour plan
- Examination access arrangements Futures (Year 9+)
- Access to school counselling service
- If your child is in need of additional support, please see below for examples of help currently offered in our Academy.
- Liaison with Local Authority external agencies e.g.: Autism Team / Speech and Language Therapist (SALT) / Educational Psychologist (CEPS) / CAMHS (Child Adolescent Mental Health Service)
- Multi Agency Meetings/Person Centered Reviews and school-based meetings around the child
- Extra completion of tasks
- Best seating arrangements to optimise learning. Rest breaks, to take account of fatigue, built into the day
- Reasonable adjustments to aid learning e.g. modified language / enlarged resources / specialised seating. Reasonable adjustments made to the school environment e.g. handrails, door handles, making steps
- Personalised Evacuation Plan and risk assessments.