



Nethergate Academy

SEN Information Report

November 2018

Nethergate is a special academy in the City of Nottingham which is part of the Greenwood Academy Trust. The age range is from 5-19 years with a range of ability extending from P6 – L6.

All of our pupils have learning difficulties and many have additional needs (Autism, social and emotional needs, physical needs, sensory needs, speech difficulties and /or medical needs).

All pupils have an Education Health and Care Plan which is reviewed annually. This document identifies our pupils' needs. We continually assess pupils' progress using high quality formative assessments and teachers formally report assessment to SLT (Senior Leadership Team) every term.

Facilities

Nethergate has benefited from the government's BSF programme and the school has had a new build and total refurbishment. It provides a widely accessible environment for pupils with physical disabilities. The building is single storey with wide doorways. We have a carpeted hall which can be used along with specialist equipment for low impact PE sessions such as Boccia and Yoga. Any specialist equipment required is ordered by the school as recommended by medical professionals /specialist teachers.

There is a gym with accessible shower and changing facilities.

The school has a range of outdoor spaces including a trim trail, outdoor learning mound and kitchen, willow gardens, sensory garden with bug hotel, field and playground. We have a well-used allotment and a dedicated outdoor learning lead. Pupils get opportunities for learning gardening skills and growing plants and vegetables they also enjoy regular outdoor learning activities.

We have a new 6th form building which is fully equipped to encourage the development of independence skills.

Provision

Class sizes are small to ensure enhanced learning opportunities. Pupils are usually taught in classes of up to 10 with a qualified teacher and at least one teaching assistant. Pupils follow a differentiated curriculum that meets their individual needs. For some this may mean following a highly modified secondary curriculum, others will follow a supported class-based curriculum, while some will follow a more personalised programme.

We respond to the individual needs of our pupils. We work closely with our specialist colleagues in school such as Speech and Language Therapists, Occupational Therapists, Physiotherapists, Teachers from the sensory team and educational psychologists to ensure continuity.

What types of SEN do we provide for?

Our pupils have a wide range of special educational needs these include, Autism, Attention Deficit Hyperactivity Disorder, Social, Emotional and Mental Health needs (SEMH),

Developmental Delay, Developmental Coordination disorder and Down's syndrome. Many of our pupils have dual or multiple diagnosis.

Nethergate provides a varied, broad and exciting curriculum with detailed planning and assessment in all key subject areas. Activities are adapted and differentiated to ensure all pupils are included. There is a focus on the development of key skills in literacy, numeracy, IT and life skills including health education and personal safety.

There is a constant drive to connect young people with their community and society and provide a relevant and exciting curriculum. We provide opportunities through regular events such as fair trade fortnight, red nose day, Duke of Edinburgh, art workshops at Derby University, horse riding, walks in Derbyshire, bikeability, bike works, visits to the QMC to learn about what to do in an emergency, visits to Waterstones to mark world book day, theatre and cinema visits and residential trips. There are also a number of on-site activities such as pottery and theatre company visits. Assemblies are used to introduce global issues and we are developing links with international schools.

How do we identify and assess pupils with SEN?

All staff working with pupils are fully aware of each young person's individual learning needs and how to support them. They know the requirements of their Education Health Care Plan (EHCP) and use pupil profiles to highlight each young person's specific targets, needs and how they learn best. We assess pupils constantly through all structured learning and informal learning opportunities.

All pupils have individualised learning programmes and provision maps based on targets set by their class/subject teacher. Work is planned in response to individual assessments and in line with the national curriculum. It is adapted to suit the needs of our pupils and their learning styles. Programmes are reviewed regularly and progress is formally reported termly. Progress reports are produced and there are progress meetings between the teachers and Head of lower school who leads on achievement.

What is our approach to teaching pupils with SEN?

We have very high expectations of our staff and ensure lessons are planned in detail and are appropriate for the individuals in their group. The approach used will depend on the young person's individual needs.

We have highly trained, experienced staff who use a range of resources and teaching styles to provide high quality teaching and learning experiences. Visual aids such as signs and symbols and bright colourful resources such as word mats and numicon. Teachers break instructions down to ensure they are understood and opportunities to reinforce learning are provided for all young people. IT equipment is used to support learning for all young people. (e.g. bug club reading resources, dragon voice recognition software, light boards) In addition to this differentiation, some pupils are provided with adapted equipment such as specialist scissors, writing slopes or enlarged text and pictures.

We have teachers trained in specialist approaches such as Switch on reading and writing, Colourful Semantics, fun fit and numicon. We also have staff trained in 'TEACCH' Teaching Expanding Appreciating Collaborating and Cooperating Holistic (ASD specialist teachers) and ELSA Emotional Literacy Support Assistants.

How do we adapt the curriculum and learning environment?

We organise our classrooms to suit the pupils we have. We adapt resources, environments and learning programmes to suit individual pupils. We group pupils with similar needs together for lessons but we also group pupils in mixed ability groups for tutor time. Some classes have sensory activities and resources readily available whilst other environments are set up with more sophisticated literary displays. All classes have high quality IT resources.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

Pupils have a range of supported opportunities to engage with a variety of pupils. These include Social and Emotional Aspects of Learning (SEAL) assemblies, break times and tutor times

Qualifications

High expectations of the pupils are matched with a wide variety of options in KS3, 4 and 5 and motivating learning opportunities throughout the school. Pupils benefit from practical learning experiences whenever possible to help support and reinforce learning. Pupils are given opportunities to take externally moderated qualifications. These include ASDAN pupil progress certificates, Entry level English, Maths, PE, PHSE, Art and ICT and functional skills qualifications. If appropriate some pupils may be entered for GCSEs. Our pupils' needs are considered when applying for access arrangements.

In 6th form our pupils follow life skills and employability pathways. There is an emphasis on functional skills, developing independence and preparing for adulthood. Our sixth formers

have the opportunity to take part in work experience. We also offer a supported internship in partnership.

Evaluation of provision

Nethergate ensures ongoing assessments of pupil progress and attainment in all subject areas. This includes ongoing analysis of data for whole school, individual pupils and groups of pupils, across the school. Following assessments, we plan, implement and review teaching programmes to ensure that the provision we have put in place is having the expected impact.

Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the Assessment Coordinator J. Balsom (Head of Lower School) on the progress of all pupils and the impact of any interventions.

The quality of teaching is closely monitored by the SLT through;

- regular observations of teaching,
- monitoring of planning,
- work scrutiny,
- learning walks
- staff appraisal.

The School was inspected by OFSTED in 2017 and described as an outstanding school. The OFSTED Report can be viewed on our website.

How do we assess and review pupils' progress towards their outcomes?

Progress of all pupils, including those at risk of underachievement, is regularly monitored through high quality formative assessments. The progress of all pupils is formally assessed and monitored using the B squared assessment tool each term by class/subject teachers. Progress is reported to parents termly through parent's evenings and annual EHCP (Education Health Care Plans) reviews. Progress is reported termly to the senior leadership team, so that additional support needs can be identified and put into place.

Insufficient progress is identified in terms of pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Provision for young people with SEN at Nethergate follows the four-part cycle recommended in the Code of Practise known as the **ASSESS – PLAN - DO – REVIEW** cycle. Earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more

frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

We use termly B squared assessments to identify less than expected progress. These assessments are compared to the national ruler and progression guidance. Each teacher must provide a plan to the SLT detailing the action which will be taken to address insufficient progress for individual pupils. These programmes are reviewed termly. Intervention programmes such as “Switch on reading” and “colourful semantics” can be used as recommended by our Speech and Language Therapists, SLT and the SENCO. If more specialist advice is needed we have an ASD specialist teacher on staff, subject specialists including PE, science and art. We have regular visits from our link physiotherapist, teacher of the deaf and teacher of the visually impaired. We also have close links with the school nurse, our community paediatricians, social workers, CAMHs and a range of counsellors and link workers.

Progress is discussed with parents termly at parents’ meetings and at the annual review of the statement or EHCP. If parents/carers have concerns about the progress or attainment of their child they should in the first instance speak to the class teacher/form tutor to discuss their concerns. Teaching staff will then liaise with the SENCO S.Heery and/or the SLT as appropriate.

What expertise and training do our staff have to support pupils with SEN?

Staff have developed expertise in working with different groups of pupils. All staff are experienced at working with young people who have ASD, learning difficulties and a range of

complex needs. Some have developed skills in the areas of SLD (severe learning difficulties) and developing communication skills whilst others have developed skills working with young people who have emotional and social interaction needs. We have an ASD specialist teacher, a PE specialist, a science specialist, two outdoor learning specialists and an art specialist. Five teaching assistants have been trained in ELSA Emotional Literacy Teaching Assistants. Four teachers have been trained in the TEACCH approach (Autism friendly teaching). A number of staff have been trained in 'funfit' an approach to supporting pupils with sensory and coordination difficulties. One of our teachers is currently studying for an MA in Autism.

How will we secure specialist expertise?

We have a Speech and Language therapist who is in school for a day a week to advise, carry out assessments and work with small groups and individuals. We have regular visits from our link physiotherapist, teacher of the deaf and teacher of the visually impaired. We also have close links with our community paediatricians, social workers, CAMHs and a range of counsellors and link workers. We have a school counsellor and access to occupational therapist as required

Ongoing training is a priority for all staff and is informed by school priorities identified in the school improvement plan and staff appraisals. Training is planned to support these specific areas of need.

How will we secure equipment and facilities to support pupils with SEN?

The SENCO liaises with occupational therapists, physiotherapists, dieticians and other professionals to discuss any specialist equipment or programmes needed to support pupils.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

The SENCO or another member of the Senior Leadership Team will attend any meetings arranged to support families and pupils. They will support families through processes such as dealing with referrals and early help assessments and referrals to the disabled children's team. Representatives from health and social care, local authority support services and voluntary sector organisations are invited to the annual review meetings of the young people they are involved with. The school works closely with external agencies to support pupils by attending and contributing to LAC reviews, CAFs and PEP meetings. The SENCO will make referrals to other agencies in consultation with parents.

How do we support pupils with SEN to improve their emotional and social development?

We support the emotional and social development of young people by providing a calm, organised learning environment, with clear routines and high expectations. Teaching matches a young person's needs and staff have a confident, caring attitude. There are a range of activities in school such as 'peer mentoring' and lunchtime and break time clubs which are used to support young people's social and emotional development. All staff have attended training on how to support pupils with emotional and behavioural difficulties. We have staff trained in ELSA emotional literacy support assistants. We have a group of senior staff who support pupils emotional wellbeing and engagement.

Pupils are encouraged to contribute and develop their confidence through drama activities, leading and contributing to achievement assemblies and Big Sing assemblies. SEAL assemblies provide each pupil with a weekly opportunity to share their views in a supported

environment. Topics such as bullying and 'Good to be me' are covered in depth. PSHE (Personal Social and Health Education) is taught explicitly to support the social and emotional development of all young people.

We have a school counsellor and referrals to external agencies are arranged if needed. Staff work closely with other professionals to ensure the best possible outcomes for young people.

How do we consult parents of pupils with SEN and involve them in their child's education?

Parents are recognised as the primary educators of our young people and their expertise is valued and sought out at Education Health and Care review meetings and parents' evenings. We regularly arrange coffee mornings and parent's meetings to liaise with parents. A weekly newsletter is posted on our website containing information about events at school. We are happy to send communication to parents who might not be able to access our daily communication book for a range of reasons. We regularly send photographs home to reinforce learning and encourage communication skills. If there are any concerns, staff telephone home and parents/carers are encouraged to call school if they have any concerns. New parents are encouraged to visit school and meet the staff. We invite current parents to attend our new parents meeting in July to talk to new parents about their experiences.

How do we consult pupils with SEN and involve them in their education?

We value the opinion of our young people. All young people are supported to contribute to weekly SEAL assemblies. Issues are discussed in small mixed age mixed ability groups. Pupils are supported to contribute to a termly evaluation in their learning journals.

Each class has a school council representative elected by their peers. The council meets regularly to discuss ways of improving our school.

All young people take part in their pupil centered annual review meetings. Their views are gathered before the meeting and they are encouraged to present them at the meeting if possible.

Pupil views are gathered through annual pupil surveys.

How do we support pupils moving between different phases of education?

We work hard to ensure a smooth transition through each key stage and onto Post 18/19 provision. We have a whole school approach which aids transition from one class to another and across key stages. We have a transition day each year in the summer term. We have a transition booklet available for new pupils and any pupils who need support moving on.

We work closely with our Futures coordinator who gets to know our pupils from year 9 onwards. We develop college links from year 10 every year 11 pupil spends a morning a week accessing a college taster session 6th form pupils attend a day a week at college to prepare them for their future. Many of our more independent pupils on a travel-training programme.

Life-skills form an important part of our curriculum. We encourage independence from an early age. Pupils are encouraged to organise their resources and develop independence in their personal care. Activities such as cooking and road safety are valued and repeated to embed these skills. We understand the importance of E safety, healthy eating and all aspects of personal safety. We strive to encourage the development of these skills in our young people so that they will be able to move on to appropriate courses at post 16 or post 19.

How do we evaluate the effectiveness of our SEN provision?

We monitor the effectiveness of our provision by reporting progress as previously described. We ask parents views in a yearly questionnaire. We ask pupil views each term. We follow the destinations of our pupils by liaising with futures and colleges and supported work placements.

What support services are available to parents?

Parents can ring school 0115 915 2959 to discuss any issues with the SENCO or teachers. They can contact parent partnership 0115 948 2888 32 Clarendon St Nottingham NG1 5LN

Complaints

The Governing Body encourages parents to resolve issues with the school and SLT in the first instance. Any concerns about provision should be discussed with the SENCO S.Heery 01159152959 sheery@nethergateacademy.org If there are still concerns the parent should contact the head teacher. If the parent is still unsatisfied they should contact the Chair of Governors, Lesley Odell can be approached at admin@nethergateacademy.org The Chair will then arrange to hear the complaint and resolve the issue. (see school's complaints policy on the school website)

The Greenwood Academy Trust contact details and complaints procedure can also be accessed through our website

Information on the City of Nottingham's local offer

This can be found at www.nottinghamcity.gov.uk/localoffer