



SEN policy and information report Nethergate Academy September 2022

Approved by:	Tracey Ydlibi	Date: September 2022
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1) Context

Nethergate Academy is a large and expanding special school serving the community of the City of Nottingham. We are a 5-19 academy for children with SEND; all children have an EHCP; we currently have 159 children on roll. Our gender balance is currently 54% of male pupils and 46% female pupils. We have a specialist autism provision (SAP) for children with severe ASD. There are currently five classes of eight children in each with children from year 1 to year 9. Nethergate provides a safe, caring and engaging setting where children receive individualised curriculums and support from a highly skilled interdisciplinary team including SaLT, specialist OT.

2) Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Nethergate Academy Core Purpose

To enable every individual to achieve a place of value in society through education and the promotion of equality.

Our Values

- Compassion
- Aspiration
- Respect
- Equality
- Trust
- Kindness

We have a culture of unconditional positive regard for all of our pupils.

We believe that change is possible.

3) Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care plans (EHCPs), SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

4) Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

All our pupils have EHCPs and special educational needs which require provision additional to or different to that made generally available in mainstream schools. The EHCP is used to set the pupil's short- and long-term goals and informs their individual curriculum pathway.

5) Roles and responsibilities

5.1 The SENCO

The SENCO is Sarah Heery sheery@nethergateacademy.org

- Works with the Principal and SEN Academy Advisory Council (AAC) representative Neville Bailey to determine the strategic development of the SEN policy and provision in the school
- Has day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN with the other members of SLT
- Provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching with the other members of the SLT
- Advises on the graduated approach to providing SEN support
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Is the point of contact for external agencies, especially the local authority and its support services

- Liaises with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensures the school keeps the records of all pupils with SEN up to date
- Ensures medical needs are being met by appropriately trained staff

5.2 The SEN Academy Advisory Council Representative

The SEN member of the Academy Advisory Council (AAC) Neville Bailey:

- Helps to raise awareness of SEN issues at AAC meetings
- Monitors the quality and effectiveness of SEN and disability provision within the school and update the AAC on this
- Works with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

5.3 The Principal

The Principal Tracey Ydlibi

- Works with the SENCO and SEN AAC representative to determine the strategic development of the SEN policy and provision within the school
- Has overall responsibility for the provision and progress of learners with SEN and/or a disability

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

6) SEN information report

6.1 The kinds of SEN that are provided for

Nethergate provides additional and/or different provision for a range of needs, including:

- Communication and interaction difficulties, for example, autistic spectrum disorder, speech and language difficulties including nonverbal children.
- Cognition and learning, for example, dyslexia, dyspraxia, developmental delay
- Social, emotional and mental health difficulties, for example, attachment issues.
- Attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and severe learning difficulties
- Genetic disorders such as Down's syndrome, William's syndrome
- Medical conditions such as epilepsy
- Metabolic conditions which require gastrostomy feeds
- Many children have more than one additional need.

6.2 Identifying pupils with SEN and assessing their needs

- The 'Engagement Steps' (BSquared connecting steps) assessment tool is used to assess our learners following the informal pathway. The tool has been created for pupils working below the pre-key stage standards, who are not engaged in subject specific learning.
- Progression Steps (BSquared connecting steps) are used to assess the progress pupils have made towards the semi formal and formal learning curriculum pathways
- In the 14-19 phase we use the 'steps for life' (BSquared connecting steps) assessment tool as it links to Preparation for Adulthood and independence.
- We assess each pupil's skills and levels of attainment on entry. We look at information from their previous setting and we liaise with parents, previous schools, any professionals involved (or any reports available) and the SEN team before a new pupil starts so that we know as much as possible about their needs and put appropriate provision in place.
- Any medical needs are highlighted before pupils start at Nethergate and any staff training needs addressed. Medical dietary needs are recorded in detail in the medical needs pack which is shared with all staff. Pupils with serious conditions have Individual Health Care Plans (IHCPs) detailing what provision is needed and what to do in case of an emergency
- All staff working with children 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 unstructured learning opportunities. We use Read Write Inc to pinpoint appropriate reading and phonics resources.
- Pupils are encouraged to assess their work with their teachers.

- Pupils have individualised learning programmes and provision maps based on assessments. Targets are set by their class/subject teacher based on the outcomes on their EHCPs. Work is planned in response to individual assessments and in line with the national curriculum. Work 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 the assessment lead. Progress is reviewed with parents at parent's evenings and EHCP reviews.

6.3 Consulting and involving pupils and parents

Parents are recognised as the primary educators of our children and their expertise is valued and sought out at Education Health and Care review meetings and parents' evenings.

- We arrange coffee mornings and parents' meetings to liaise with parents.
- A newsletter is posted on our website containing information about events at school. We send communication to parents who are not be able to access our daily communication book.
- We 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.
- Staff use 'Evisense' an electronic platform to share photographs with parents
- We carry out anonymous parental and pupil surveys at least annually. We look at these closely and respond to any suggestions made.
- New parents are encouraged to visit school and meet the staff. All new parents and pupils are invited to meet with SLT and the class teacher to share information. These conversations will make sure that:
 - Everyone develops a good understanding of the pupil's areas of strength and difficulty
 - We take into account the parents' views
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are
 - Notes of these discussions will be shared with class team.
 - We liaise with parents when it is thought that a pupil may require a different or additional SEN support, or any medical training is required for staff
 - Individual Health care plans are written with parents drawing on medical advice.

6.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The teachers work with the SENCO and the deputy and heads of school to carry out a clear analysis of the pupil's progress. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The pupil's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.
- All teachers and support staff who work with the pupil will be made aware of their needs, their targets, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.5 Supporting pupils moving between phases and preparing for adulthood

- We work hard to ensure our children are prepared for changes. This work includes building resilience and life skills from the day they start with us.
- We ensure there is a smooth transition through each key stage and onto Post 16/18/19 provision. We have a whole school approach which aids transition from one class to another and across key stages. Each new teacher knows what each child needs to support them especially in new situations. This may include social stories, now and next boards, visual timetables, sensory activities, movement breaks and processing time and space. 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 to the next phase.
- We work closely with our Futures Coordinator who gets to know our pupils from year 9 onwards. We develop college links from 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 take part in 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 so that our pupils are ready when it is time to move on.

- We will share information with the school, college, or other setting the pupil is moving to.
- We liaise with parents and other professionals such as college tutors, Futures and transitions social workers to plan a smooth transition to the next setting. This usually involves arranging visits for the students and providing opportunities for tutors to visit school and meet the students.

6.6 Our approach to teaching pupils with SEN

	Lower School 5-13		Upper School 14-19	
	The lower school curriculum is adapted from the national curriculum and informed by the EYFS milestones where applicable.		Our 14-19 provision is adapted from the national curriculum. Pupil learning in all pathways is zoned into the four categories of My Independence, My Future, My Health and My Community (preparation for adulthood);	
	Primary	KS3	Key Stage 4	Post 16
I n f o r m a l p a t h	Pupils are learning to understand and experience themselves and their world. The curriculum is designed to advance communication, engagement and emotional regulation. Progress is monitored via the engagement model. Aspects of semi formal learning may be introduced into this pathway depending on individual learner profiles and needs.		The curriculum continues to promote engagement and communication and the engagement model is used to assess progress. At this stage few pupils require a total informal curriculum and most on this pathway will now be accessing some adapted semi formal learning opportunities within their timetable. Learning is zoned into the 4 areas listed above relating to preparation for adulthood.	

way	Assessment tool: Engagement Steps (BSquared)	Assessment tool: Steps for life (step 1-5 BSquared)
		<u>Accreditation Opportunities:</u> ASDAN personal progress OCR life and living skills (pre-entry level/entry level 1) Supported workplace encounters and vocational college tasters.
Informal Pathway Overview Pupils at this stage of development have a curriculum informed by the EYFS milestones. The curriculum is broad and balanced, adapting the seven areas of the EYFS framework to meet individual needs across all ages. Personal Social and Emotional development, Physical Development, Communication and Language, Literacy, Maths, Understanding of the world and Expressive Arts. Destinations: The majority of learners on an informal pathway will go on to our sixth form provision or other specialist college placements. They may go onto be successful in supported living and volunteering within the community.		
Semi-Formal	The curriculum is progressive, building on prior learning and skills and knowledge previously gained. The national curriculum is adapted for learners, ensuring we have a broad and balanced offer for all. Daily phonics and discrete teaching of maths and literacy are timetabled throughout the week. Foundation subjects while taught discretely are linked to a termly theme to promote	The curriculum progresses from key stage 3. Pupils continue with discrete lessons in Maths, English, Science, Art, PE, ICT, PSHE and RE. These subjects are at the core of the wider curriculum which broadens to create the four learning zones encompassing Preparation for Adulthood.
		Assessment tool: Steps for life (Step 6 – Level 1 BSquared)

t h w a y	engagement, enjoyment and knowledge acquisition. Assessment Tool: Progression Steps (BSquared)	<u>Accreditation Opportunities:</u> Entry Level Certificate (E1, E2, E3) Maths, English, Art and Design, PE, Functional Skills (E1, E2) ASDAN Employability/PSD (E1,E2) Or OCR Life and Living Skills (E1-E3) Work Experience and Vocational College Tasters
<p>Semiformal Pathway Overview. This pathway is created for pupils who are subject learners. However barriers to learning dictate that the national curriculum must be adapted to meet need. Pupils are working at below age related expectations and the organisation of learning is structured to support cognitive processing, concentration, communication and engagement.</p> <p>Destinations: Learners on an informal pathway may go on to our sixth form provision or enrol on our supported internship programme. Leavers may be ready to access supported learning or vocational college courses. Leavers may go onto be successful in supported or independent living dependent on needs. They may access supported employment, volunteering or part time employment opportunities.</p>		
F o r m a l P a t h w	The national curriculum is followed on this pathway and is adapted to ensure accessibility. This pathway follows the themes of the other lower school pathways, relevant to their key stage. With this individual provision we support pupils to access formal learning, building their resilience as learners and teaching formal methods of knowledge acquisition and retention.	The curriculum progresses from key stage 3. Pupils continue with discrete lessons in Maths, English, Science, Art, PE, ICT, PSHE and RE. These subjects are at the core of the wider curriculum which broadens to create the four learning zones encompassing Preparation for Adulthood. Pupils on a formal pathway will be working towards moving to a mainstream college provision at year 11.

a y	Assessment Tool: Progression Steps (BSquared)	Assessment Tool: Steps for Life (Step 6 – Level 2 BSquared)
		Accreditation Opportunities: Entry Level Certificate (E1, E2, E3) Maths, English, Art and Design, PE, Functional Skills (E2, E3, L1) ASDAN Employability/PSD (E2, E3, L1) Or OCR Life and Living Skills (E1-E3) Work Experience and Vocational College Tasters
<p>Formal Pathway Overview. All of our pupils have special educational needs and some level of learning difficulty. However occasionally a pupil is identified as being able to access a formal learning pathway when individual accessibility arrangements are in place. These pupils may have a ‘spiky’ profile. They may be able to make age related progress in some areas but not others.</p> <p>Destinations: Pupils on a formal learning pathway will leave to access a mainstream college course or apprenticeship and hopefully achieve independent living.</p>		
<p style="text-align: center;">Communication Safety Wellbeing Independence</p> <p>The curriculum begins on arrival to school and continues until our pupils leave.</p> <p>Every experience is an opportunity for learning in one or more of our key drivers.</p> <p>Every pathway is progressive. Pupils know more and remember more through each pathway.</p>		



We have chosen to adopt and adapt The Cornerstones Curriculum. This is a creative and thematic approach to learning that is mapped to the 2014 primary national curriculum to ensure comprehensive coverage of national expectations. This gives us at Nethergate a structure through which subject ready learners can access the national curriculum. We use the Cornerstones 'Curriculum Maestro' package which is developed in line with 2022 curriculum guidance and is a tool which enables schools to build their own curriculum within this guidance.

We also use Read Write Inc to ensure phonics is taught systematically throughout the school and white rose maths to ensure a planned progression in maths teaching.

For pupils who are at an earlier stage of academic development we create their bespoke curriculum through the same themed learning approach which enables us to provide multi-sensory and skills-based learning, assessed through the engagement model. Early introduction of reading, literacy and numeracy skills are within every child's curriculum offer through multiple approaches including songs, rhymes, games and physical activities.

Our curriculum fosters a love of learning while providing a safe environment for pupils to practise and develop skills in self-management, personal safety and emotional resilience.

The curriculum is designed around pupils' developmental stages of learning, as opposed to their chronological ages. This is to best meet their individual special educational needs and disabilities. Peer group is taken into account when grouping pupils. As we are an all through school we are also able to accommodate the best groupings to support transition to the next educational phase.

- Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. All lessons are differentiated for individual pupils.

Examples of teaching approaches and interventions which we draw from at Nethergate include:

- Read write Inc, Numicon, Colourful Semantics, Complete communication environment including Makaton, Fun Fit, 5 a day, Zones of regulation, emotions coaching, the 5-point scale, lego therapy, ELSA work, bucket time, intensive interaction Speak out stay safe, SEAL, sensory circuits, OT programmes, physiotherapy programmes, individual SALT programmes.

6.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- A range of Curriculum pathways, pre formal, semi formal and formal.
- Adapting our curriculum delivery to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources, staffing and learning environments to each group and individual child
- Using recommended aids, such as laptops, coloured overlays, visual aids and visual timetables, larger font, timers, break out spaces, sensory resources such as resistance bands and wobble cushions
- Clear routines
- Adapting our teaching, for example, giving longer processing times and space, pre-teaching of key vocabulary, reading instructions aloud, providing visual aids etc.

6.8 Additional support for learning

- In main school all classes are small up to a maximum of 11 with at least 2 members of staff. In our autistic provision, classes are a maximum of 8 with a minimum of 3 staff.
- Staff have extensive training in how to support children with special needs to learn and self-regulate and develop emotional resilience
- Staff will support children 1:1 if needed. Our children usually work in small groups.
- We work with the following agencies to provide support for pupils with SEN:

Autism Education Trust, Physiotherapists, Occupational Therapy, Speech and Language Services, Paediatricians, Children and Adult Mental Health CAMHs, Special Needs Team, Crocus outreach Service, Specialist nurse teams for feeding and metabolic conditions, Clinical Psychologists, Educational psychologists social care, NSPCC, police, fire service.

6.9 Expertise and training of staff

- Recruiting high quality staff is a priority. We look for staff who have an understanding of and a commitment to meeting the needs of children with special needs. Staff have to be creative, flexible and have high expectations of all children. We look for staff with experience, but we are willing to train staff who have potential and a genuine commitment to SEN.
- The school prioritises staff training. Staff receive an extensive training programme including training on epilepsy, feeding children with feeding tubes, first aid, autism, sensory processing, communication and interaction, SEMH, ADHD, attachment disorder, brain

development and the teenage brain, emotional literacy, emotions coaching and learning and cognition

- Our SENCO has a Master's in Education and the National SENCO qualification. She has taught in mainstream and special education. She worked as an outreach teacher on the Nottingham City behaviour support team and has been a Special Needs Officer before joining Nethergate as a class teacher then SENCO.
- Our Deputy Principal has a Master's in autism and is a PE specialist.
- We have 3 Price trainers on staff who teach the staff about de-escalation techniques.
- We have 4 teachers who are Specialist Leaders of Education in SEND.
- Amongst our staff we have a wealth of experience in SEN. Our heads have taught for many years in SEN. Our principal has been trained as an OFSTED inspector and a trainer in the Autism Education Trust (AET). We have staff trained as emotional literacy supports and paediatric first aiders. We have an art specialist teacher, an outdoor learning specialist, a pottery specialist and a PE specialist teacher. Our 6th form lead is highly qualified in Makaton.
- We frequently have sessions from sport coaches, drummers and dance and art workshops.
- We work closely with the National Citizenship Service (NCS). 6th form take part in activity weeks and have been on residential.
- Staff have been trained in dealing with attachment issues, they have had training in the development of the teenage brain, emotions coaching techniques, Autism (following a programme from the AET). We have also had a training programme from Children's Sensory Therapy to deepen our understanding of our children's sensory needs and how to support them. Some staff have also been trained in epilepsy, tube feeding, managing metabolic conditions and moving and handling as required.

6.10 Securing equipment and facilities

- We request any specialist equipment needed from the relevant agencies such as OT, SALT and physiotherapy. If equipment is recommended but not provided school will order what is needed.

6.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress using connecting steps each term led by the assessment Lead Jayne Balsom
- Reviewing the impact of interventions after a term or half term depending on the intervention

- Evaluating pupil questionnaires
- Evaluating parental questionnaires
- Evaluating staff questionnaires
- Monitoring of outcomes achieved in EHCPs, by the SENCO
- Using provision maps to plot progress towards short term targets
- Holding annual reviews for all pupils reviewing progress towards EHCP targets

6.12 Enabling all pupils to engage in the full range of activities

- All pupils are encouraged to go on trips and outings in the community
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Admission of pupils is through the SEN team
- The school's accessibility plan is on the website

6.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- PSHE and PSD programmes throughout school explore emotional wellbeing and social development
- SEAL assemblies focus on how to manage difficult situations
- We have guests from the community to talk in assemblies about a range of issues
- Our pupils are encouraged to be part of the school council
- Nethergate take part in the 'WE day' events which inspire young people and encourage them to believe in themselves.
- Pupils are encouraged to be part of afterschool clubs to promote teamwork/building friendships
- We have ELSA trained staff and we arrange sessions to support children struggling with emotional or social development
- We have a school counsellor who supports children who are experiencing emotional and social diff
- We are working with the Mental Health Team to provide support for staff and pupils

- We have a zero-tolerance approach to bullying or child on child abuse.

6.14 Working with other agencies

- The SENCO works closely with a wide range of outside agencies to support families including health and social care, local authority support services and voluntary sector organisations

6.15 Complaints about SEN provision

- Complaints about SEN provision in our school should be made to the class teacher, SENCO, or the principal in the first instance. They will then be referred to the school's complaints policy if they cannot be resolved informally.
- The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
 - Exclusions
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services

6.16 Contact details of support services for parents of pupils with SEN

- Ask Us Nottinghamshire 57 Maid Marian Way Nottingham NG1 6GE 0800 121 7772
- Nottingham Family Information Service Council in Nottingham, England Loxley House, Station St, Nottingham NG2 3NG Phone: 0800 458 4114
- Nottingham City Council Short Breaks Team Youth social services organization in Nottingham, England Address: 2nd Floor, Loxley House, Nottingham NG2 3NG Phone: 0115 876 2745
- Targeted Family Support Team: Southchurch Dr, Clifton, Nottingham NG11 8EW 0115 883 6233
- Rainbow Parent Carers Forum Charity in Nottingham, England Monty Hind Training Centre, Leen Gate, Lenton, Nottingham NG7 2LX Phone: 0115 786 0211
- Nottingham Mencap Charity in Nottingham, England Address: Harpenden House, 203 Edwards Ln, Nottingham NG5 3JA Phone: 0115 920 9524

6.17 Contact details for raising concerns

- DSL Sarah Heery sheery@nethergateacademy.org
- Tracey Ydlibi Principal tylibi@nethergateacademy.org ,
- Jayne Balsom Head of lower school,jbalsom@nethergateacademy.org

- Shelly Wood Head of upper school swood@nethergateacademy.org
- Sharon Muddeman Assistant Principal smuddeman@nethergateacademy.org
- Clive Lawrence Education Advisor for SEND Clive.Lawrence@greenwoodacademies.org

6.18 The local authority local offer

- Our local authority's local offer is published here- Ask Lion

7. Monitoring arrangements

- This policy and information report will be reviewed by Sarah Heery SENCO and DSL **every year**. It will also be updated if any changes to the information are made during the year.
- It will be approved by the AAC

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions