

SEN Information Report

SENCo: Suzannah Diamantis

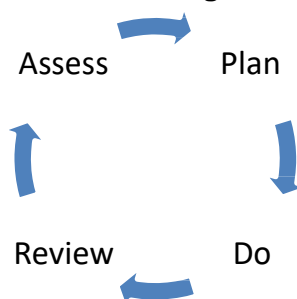
SEN Link Governors: Peter Brown and Elizabeth Taylor

Contact: sdi@emmanuel.nottingham.sch.uk

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy 2016)

Assess: Teacher assessed attainment and progress data, including GCSE predicted grades.

- Analysis of the student's work.
- Observations of the student (in class and in less structured situations).
- Feedback from discussions with parents, students and staff.
- Attendance and behaviour data.

Where a teacher is expressing an initial concern about a student, the first step is for the SENCO to ask the teacher to provide evidence by gathering examples of the above data and to identify what high quality teaching strategies they have already put in place.

At that point, it may be appropriate to carry out further assessment in order to explore the precise gaps in the students' learning, using for example:

- information from external agencies such as the Nottingham City IES Team
- scores from standardised reading (NGRT), spelling or mathematics tests
- other diagnostic assessment testing including the following: BASC-2, CATS-4, WISC, Dyslexia Screening and Portfolio, and Working Memory Assessment.
- Analysis of this wide range of assessment data will support the teacher, SENCO and parent to identify the students' strengths and areas for development.

Plan:

This part of the cycle involves the teacher, SENCO, parent and student agreeing the interventions and support to be put in place. The plan needs to focus on what outcomes are expected and the support the school, parents and any relevant agencies will provide.

Again, the first step should be to ensure high quality teaching is in place. Following this, additional or targeted support should be identified. There is an increasing body of research available evidencing what works well for students with SEN.

Once the support has been agreed, this needs to be recorded and shared with everyone involved in supporting the child. This will be done in the format of the SEND Profile which will include the following information:

Student Profile

- Student History
- Student Behaviours
- Student Strategies
- Agencies Involved
- Support Involved
- Baseline Information

Do:

The Code of Practice makes it clear that it is class teachers' responsibilities to implement the plan on a day-to-day basis. For some teachers this may be a challenge and so the SENCO will have a key role in supporting staff to deliver. This is likely to involve whole-school or developmental training, for example on high-quality teaching, using targeted interventions or deploying support staff effectively.

In addition to whole-school training, the SENCO will provide support to colleagues:

- joint planning or assessment
- co-teaching
- peer modelling
- mentoring or coaching

Review:

Alongside their on-going review of progress, class teachers (supported by the SENCO) will be required to undertake more formal reviews of SEN provision and progress with parents and students. The review process should consider the following key questions.

- Has the student achieved their agreed targets and what is the evidence for this?
- What impact has the support / intervention had on the progress?
- What are the students' and parents' view on the support / intervention?
- What changes need to be made to targets / support for next term?

As outlined in the Code of Practice, we plan to meet parents of students with SEN at least three times each year; developing a system for review that is both effective and manageable.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

<p>Quality First Teaching</p>	<ul style="list-style-type: none"> • Visual timetables and supports • Outcomes modelled and demonstrated • Clear classroom organisation and structures • Clear unambiguous use of language • Opportunities to work independently without interruption • Time provided for students to process language • Teacher able to access and employ method of communication appropriate to students' need • Clear and simple instructions
<p>Wave 2 Intervention</p>	<ul style="list-style-type: none"> • Social Stories (1:1 support) • Circle of Friends (1:M support) • Access to Student Support during unstructured times • In Class Monitoring and Tracking • Key Working • Speech and Language Therapist • Educational Psychologist Intervention • Team Around the Child Meetings • SEND Profile
<p>Wave 3 Intervention</p>	<p>Children who require a significant level of long term support will have a personalised plan according to their specific needs. This plan will be written, and provision arranged by the SENCO following guidance and targets recommended by outside agencies and after consultation with parents. Depending on the needs of the child, outside agencies will provide the school with targets and training so the child can access the most appropriate education and support to meet their needs. Teachers, Student Support Team and parents will have regular contact to ensure the needs of the child are met at all times. Targets will be reviewed termly and updated as appropriate.</p>

2. Cognition and learning

<p>Quality First Teaching</p>	<ul style="list-style-type: none"> • Differentiated curriculum • Reading material accessible to students • Students can present knowledge in a variety of ways • Assessment for learning concepts- students are aware of the next steps in learning and how to achieve them • Accessibility to personalised learning aids such as word banks, number lines etc. • Collaborative working opportunities • Repetition and reinforcement of skills • Multi-sensory approaches to learning • Methods to summarise and highlight key teaching points • Questions differentiated in accordance to level of understanding and emotional needs • Interactive learning opportunities as appropriate • Teaching adapted to a range of learning preferences
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<p>Wave 2 Intervention</p>	<ul style="list-style-type: none"> • Further Literacy • Further Numeracy • Key Worker • In-Class Support • Educational Psychologist Intervention • Home-School Partnership <p>SEND Profile</p>
<p>Wave 3 Intervention</p>	<p>Children who require a significant level of long term support will have a personalised plan according to their specific needs. This plan will be written, and provision arranged by the SENCO following guidance and targets recommended by outside agencies and after consultation with parents. Depending on the needs of the child, outside agencies will provide the school with targets and training so the child can access the most appropriate education and support to meet their needs. Teachers, Teaching Assistants and parents will have regular contact to ensure the needs of the child are met at all times. Targets will be reviewed termly and updated as appropriate.</p>

3. Social, emotional and mental health

<p>Quality First Teaching</p>	<ul style="list-style-type: none"> • Tactile sensory objects to calm students • Time out arrangement • Understanding of methods to motivate a range of learners • Recognition of sensory needs and appropriate adjustments made • Positive regular communication with parents • Clear rewards and sanctions • Consistent use of positive language • Range of opportunities to support social and emotional development • Class and school medication strategies • Clear and understood behaviour policy
<p>Wave 2 Intervention</p>	<ul style="list-style-type: none"> • Circle of Friends • Access to Student Support during unstructured times • In Class Monitoring and Tracking • Educational Psychologist Intervention • Home-School Partnership • Counselling • SEND Profile • ELSA Intervention • Drawing Therapy
<p>Wave 3 Intervention</p>	<p>Children who require a significant level of long term support will have a personalised plan according to their specific needs. This plan will be written, and provision arranged by the SENCO following guidance and targets recommended by outside agencies and after consultation with parents. Depending on the needs of the child, outside agencies will provide the school with targets and training so the child can access the most appropriate education and support to meet their needs. Teachers, Student Support Team and parents will have regular contact to ensure the needs of the child are met at all times. Targets will be reviewed termly and updated as appropriate.</p>

4. Sensory and/or physical needs

<p>Quality First Teaching</p>	<ul style="list-style-type: none"> • Environmental adaptations to suit cohort or individual students • Access to equipment to ensure mobility • Awareness of seating positions to take into account sensory difficulty • Adaptations of resources to ensure accessibility • Access to developmentally appropriate materials and resources • Adaptations to presentation of learning • Effective use of resources and technology
<p>Wave 2 Intervention</p>	<ul style="list-style-type: none"> • Occupational Therapist • Sensory Room • Moving and Handling trained staff • Access to sensory aids • Physical adaptation to working environment <p>SEND Profile</p>
<p>Wave 3 Intervention</p>	<p>Children who require a significant level of long term support will have a personalised plan according to their specific needs. This plan will be written, and provision arranged by the SENCO following guidance and targets recommended by outside agencies and after consultation with parents. Depending on the needs of the child, outside agencies will provide the school with targets and training so the child can access the most appropriate education and support to meet their needs. Teachers, Student Support Team and parents will have regular contact to ensure the needs of the child are met at all times. Targets will be reviewed termly and updated as appropriate.</p>

(Reference: SEN Policy 2017)

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks from the SENCO, work scrutiny by the SENCO and members of the Senior Leadership Team, observations from the SENCO, periodically updated provision maps, and intervention monitoring logs.

Student progress will provide evidence for the success of the Special Educational Needs policy and this will be analysed carefully through:

- Consideration of each student's success in meeting individual targets.
- Use of standardised tests.
- Evidence generated from review meetings.

Student progress will be monitored at the end of every session we implement, as well as at a 6 week review period in-line with the SEND Code of Practice 2014. Provision mapping will be used to monitor, review and evaluate interventions used to support students. Information from provision management will be used to identify how effective provision is in enabling students to achieve academic and wider outcomes. Further aspects to our quality assurance process come from different sources including student and parent surveys, teacher and staff surveys, parent's evenings, consultation evening and feedback through review meetings.

Consulting with students and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Autism Parental Forum	SENCO Nottingham City Autism Team	3 times per year
Dyslexia Parental Forum	SENCO Dyslexia Specialist	1 time per year
Challenging Behaviour Parental Forum	SENCO Behaviour Mentors	10 times per year
Come Dine With Me- parental engagement event	Behaviour Mentors	2 times per year
Target Monitor Contact	Key Worker	On-going

Staff development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise
TWA	Social, Emotional, and Mental Health Needs
RFO	EAL
KTO	ELSA
LAN/RMA	Dyslexia
AMI/SHI	Transition
EBA	General Staff Coaching

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Student Support Mentors carefully tailor their timetables to best accommodate the needs of the students within their core year group, implementing advice and guidance from the SENCo, the Educational Psychologist, the Achievement and Pastoral Manager, and external agencies.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

For transition September 2017, we worked with our feeder partners to welcome over 40 students with special educational needs or disabilities and we supported over 30 students transition to the next phase in education or employment.

For more information about our admissions and the services we offer, please see the school Admission Policy.

Admission of disabled students and steps taken to prevent disabled students from being treated less favourably than other students

NB. The admission of students with Education Health Care Plans or Statements of

Special Educational Needs is outside the normal admission process and such students are admitted under section 324 of the Education Act 1996.

Also see DISABILITY EQUALITY POLICY / ACCESSIBILITY PLAN

The school, as an examination centre, will comply with equality legislation, including making reasonable adjustments to the service that we provide to disabled candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ.

Complaints

Our complaints procedure can be found in the Parent Handbook under Complaints Policy.

This year we have **0** complaints in relation to SEN provision.

Challenges this year

Challenges for our school this past year have included high levels of social, emotional and mental health needs, ensuring that the students are well supported, even during unstructured times and unplanned withdrawals, and development of rigorous systems for support staff deployment.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include enhancing the support we offer through development of targeted, evidence-based interventions, within our intervention area; implementation of Emotional Literacy Support Assistant (ELSA) techniques; and development of our provision for students with physical disabilities, including use of specialist equipment and therapies.

Relevant school policies underpinning this SEN Information Report include:

Special Educational Needs Policy
Teaching and Learning Policy
Equality and Diversity Policy for Staff
Disability Equality Policy / Accessibility Plan
Examinations Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Frequently Asked Questions

1. What should I do if I think my child has special educational needs?

The form tutor is the initial point of contact for responding to parental concerns. They will then consult with the SENCO as necessary.

2. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents Evening.
- x3 written reports are provided throughout the school year.
- If your child is receiving an intervention, the Student Success Tracker will enable you to view personalised targets and progress which is done weekly, with your child taking it home.
- If your child is receiving an intervention you will receive a letter every 6 weeks to show you the progress that they are making.
- The views of parents/carers and the student are central to planning future provision and will be sought in the most appropriate manner.

3. What support do you have for me as a parent to support my child?

- The class teacher may suggest ways of how you can support your child.
- The SENCO or specialist teachers may meet with you to discuss how to support your child.
- If outside agencies or the Educational Psychologist have been involved suggestions are normally provided that can be used at home.
- We also run specialised forums which offer advice and expertise. These can be seen within the school calendar.

4. How will my child/young person be included in activities outside the classroom, including school trips?

- Our aim is to ensure that students with Special Educational Needs and/or disabilities take as full a part as possible in all school activities. This will involve liaison between the student, family and any external agencies involved with the student to endeavour to remove any barriers to experience that may exist.

5. What specialist services and expertise are available or accessed by the school?

Please see the above section called SEN Needs. Further to this, other services include the following:

- Educational Welfare
- School nurses
- Social services

6. How will equipment and facilities to support students with special educational needs be secured? How accessible is the school/setting?

The SENCO in collaboration with external professionals and subject teachers/Heads of Department will decide on necessary equipment, and facility moderations to be made to accommodate individual students. All classrooms are accessible by wheelchair, and school is equipped with medical rooms with specialist equipment.

Based on the results of previous assessments, the further actions may be:

- Additional training of staff (Moving and Handling, Personal Care, Physiotherapy)
- Review of health and safety procedures
- Deployment of extra staff to work with the student.
- Provision of alternative learning materials or special equipment.

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- Access to LA support services for advice on strategies, equipment, or staff training.

The school has a range of specialist SEND facilities in place. These are:

- Two lifts to allow access for staff, students and visitors with disabilities between the three floors in the school building.
- Toilets and showering facilities suitable for students, staff and visitors with disabilities.
- The building is fully wheelchair accessible.
- Wide corridors and stairwells making movement around the building easier for students with SEND
- Assistive technology
- Assistance during examinations
- Sensory room

7. How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

A Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see. There will be many different types of services that children and young people may need, including support services in school and specialist health services.

The local offer for Nottingham City can be found below (press control and click):
[Nottingham City Local Offer - Click Here](#)