

## SEN Information Report 2019/20

### The Nottingham Emmanuel School

Welcome to The Nottingham Emmanuel School's SEN Information Report for learners with Special Educational Needs and Disability (SEND). All governing bodies of academy schools have a legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for students with SEND.

The Nottingham Emmanuel School recognises and celebrates the individuality and diversity of our students. Our school is a Church of England academy, committed to working together with all members of our school community. There are no restrictions on entry. Every student has an entitlement to a broad, balanced, relevant and differentiated curriculum. The academy is committed to giving all students every opportunity to achieve the highest standards. We have an inclusive ethos with high expectations where everyone can achieve their full potential. We seek to engender a sense of belonging to the academy and to boost self-esteem, self-confidence and motivation.

Our information has been seen and discussed with students, parents/carers, governors and members of staff. The provision that we describe below is consistent with recommended good practice within the LA's Local Offer. We would welcome your feedback and future involvement in its review, so please do contact us.

Approved by: Derek Hobbs

Date: 29.02.20

Last reviewed on: February 2020

Next review date: March 2021

#### **Part 1: The kind of special educational needs for which provision is made at the school**

The Nottingham Emmanuel School is proud of its diversity. It places great emphasis on its unique and varied community of learners. Everyone, regardless of faith, ability, ethnicity or background is valued and nurtured.

The school has an excellent reputation for its work with young people with SEND. Inclusion for all and of all is central to what we are about. The latest IDSR report shows that 17 out of a possible 17 ethnic groups are represented at the school and this diversity extends to social background, prior attainment and learning needs; we are a truly diverse academy, which is committed to meeting the needs of all members of our community. Our 4 school values – wisdom, community, hope and dignity – ensure an ethos and atmosphere of care and inclusion, where all students are equally valued. There is a distinctive emphasis on “character” and the social, moral, spiritual and cultural development of each child and this is no less true for students with SEND. At the same time, the school has a resolute commitment to strong academic performance and students with SEND are also included as part of this ambition.

It is a fully inclusive mainstream secondary school. The school has a historically close relationship with the Local Authority and this collaborative partnership has developed our inclusive ethos further.

The school has a higher proportion of students with SEND compared to national averages. The percentage of students with SEND in secondary academies is 12.4% compared to 28.8% at our school. We are proud of the work that all staff do to support the learning of students with a broad range of SEND. We cater for all students with needs such as:

- Cognition and learning needs for example moderate learning difficulties, dyslexia, dyspraxia
- Communication and interaction difficulties including Autistic Spectrum Disorders (ASD);
- Sensory and physical difficulties for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety

The most prevalent needs within the school are Social and Emotional Health, moderate Learning difficulties and Specific Learning Difficulties. The academy has higher than average numbers of SEND students with ASD when compared to the national rate for all state funded secondary schools.

The academy continues to develop its expertise in supporting students with complex SEND.

<b>Total number of students on roll</b>	<b>1085</b>
<b>Number of students with EHCPs</b>	<b>10</b>
<b>Number of students identified as SEN Support</b>	<b>302</b>
<b>Percentage of academy population with SEN provision</b>	<b>28.8%</b>

## **Part 2: The school's policies for the identification and assessment of students with special educational needs**

Nottingham Emmanuel School is committed to early identification of students with special educational needs. The Learning Support Faculty works closely with the curriculum, pastoral and Student Support teams to ensure that students who may have special educational needs are identified and assessed so their learning needs are more fully understood.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a parent is concerned about a child's progress this should be raised with the subject teacher, Year Leader and/or the SENCo. At Nottingham Emmanuel School key staff meet to discuss a student's needs in regular meetings around subjects, pastoral concerns or Learning Support teams. Teachers and other members of staff can refer students to the Learning Support team if they have concerns about a student's learning, behaviour or well-being and if there is a need for extra help and support will be discussed and a support plan put in place.

Discussions with parents/carers take place at parents' evenings and through appointments arranged at convenient times during or at the end of the school day. Staff ensure that assessment of educational needs directly involves the learner, their family and their teachers.

The school also works closely with its feeder primary schools to ensure that any information about student's special educational needs is known in advance of their arrival in Year 7. A member of staff from the school's transition team will visit each feeder school to gather information about children. This knowledge is used to build a full and detailed profile of the new Year 7. Staff from the Learning Support team will visit students with an Education Health and Care Plan (EHCP) in their primary school to explore the support they will need when they transfer to the school.

Staff work closely together to ensure they have a broad understanding of the difficulties students with SEND face. A co-ordinated programme of staff development ensures that all staff have the opportunity to be well equipped to support the needs of our SEND students.

In the spirit of the SEND Code of Practice we support the idea that high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality first teaching.

If a student needs additional/different provision to support their learning we will consider all possible options of intervention before a referral is made for a statutory assessment. We will make referrals for statutory assessments in consultation with parents and/or carers and outside agencies that support the school.

### **Part 3: Information about the academy's policies for making provision for students with SEND**

#### **(a) How the academy evaluates the effectiveness of its provision for SEND students:**

The academy is committed to continually improving and developing our provision for students with special educational needs.

The Learning Support team regularly evaluates its effectiveness through an annual faculty review led by a member of the senior leadership team at the academy. The review feeds closely into the faculty's self-evaluation form and annual improvement plan, which ensure that the faculty continues to build on the effectiveness of its provision.

The Learning Support Faculty also closely tracks attainment data of students on the Inclusive Education Register to ensure that additional to/different from provision is impacting across the curriculum. In addition for students with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related and national expectations.

Analysis of SEND student performance data will include:

- Are students performing on target with their learning
- Progress and attainment
- % achieving end of key stage targets, or making at least expected progress towards these targets

- Reading tests, CAT tests, screeners etc
- Attitude towards learning grades
- Number of exclusions
- SEN attendance
- Number of students with a statement or EHCP
- Lesson observations involving SEND students
- Feedback from teachers, support staff, parents and students
- Evidence of impact of SEND training for SEN staff

Furthermore, regular observations are undertaken of academy lessons to ensure that high quality teaching is in place and that the provision provided is leading to student progress and achievement. Observations are also undertaken by the SENCo and members of the management team to ensure that any in-class support provided by Learning Support assistants is helping students to engage and make progress with their learning.

**(b) The academy's arrangements for assessing and reviewing the progress of students with SEND:**

Students' progress is regularly monitored through analysis of each subject's assessment data. Students' attainments are tracked using the whole academy tracking system (Go4Schools) and those failing to make expected levels of progress are identified. These students are then discussed in half termly progress meetings that are undertaken in local teaching and learning meetings with middle leaders, pastoral leads, the SENCo and Learning Support team.

Any interventions run by the Learning Support Faculty in which students are involved are closely tracked and monitored to ensure their effectiveness.

If students are not making expected progress, the Learning Support team will explore how to better support the student. Students will be observed in lessons and the SENCo/Learning Support Team will work with teachers to ensure that the learning is appropriate and effectively supports the student's needs.

The SENCo may carry out additional testing if concerns are raised regarding student progress. The SENCo may also refer students to specialist teachers or educational psychologists for more in-depth testing.

**(c) The academy's approach to teaching students with SEND:**

An inclusive approach to teaching and learning is promoted across the academy. Staff at the academy access regular high quality training on a weekly basis focusing on different aspects of teaching and learning such as differentiation, assessment for learning, data analysis, as well as sharing good practice for meeting the needs of all learners.

We believe that every teacher is a teacher of students with SEND. Subject staff implement appropriate personalization to meet student need in lessons through high quality teaching. Quality teaching, differentiated for individual students, is the first step in responding to students with additional needs. Subject teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants and specialist support.

The SENCo ensures that all staff have the relevant information regarding SEND students, including practical classroom strategies. This information is presented in the form of an accurate and up-to-date SEN register which includes information regarding each student's SEN status, need and types of support offered. Student profiles support this information detailing background information, potential barriers to learning and classroom strategies to support a student's learning. This information is stored centrally and is regularly updated when appropriate, for example after a review meeting. SEN guidance and advice forms are available to all staff within the academy to provide support and strategies for the most prevalent special educational needs.

**(d) how the academy adapts the curriculum and learning environment for students with SEND:**

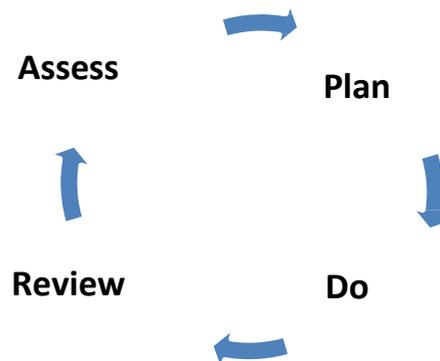
Every teacher is required to adapt the curriculum to ensure access to learning for every student within their class. The Teacher Standards 2011 detail the expectations on all teachers and the Nottingham Emmanuel School is proud of our staff for the high aspirations they hold for all students and their striving to continually improve their practice to facilitate the best possible outcomes for our students.

Teachers use a range of strategies to meet student's special educational needs. Lessons have clear learning intentions; we differentiate work appropriately and we use assessment to inform the next stages of learning.

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.

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 and overcome the barrier to learning which has been identified. This support is described on a provision map, which monitors and tracks the interventions and actions that we undertake in the academy to support learners with SEND. This map is modified regularly and changes as our learners and their needs change.

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.

#### Part 4: Our approach to teaching students with SEND

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. This will be differentiated for individual pupils. We offer the following types of support in a graduated manner across the four broad areas of need:

##### 1. Communication and interaction

<p><b>Quality First Teaching</b></p>	<p>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>
<p><b>Wave 2 Intervention</b></p>	<p>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>
<p><b>Wave 3 Intervention</b></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>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</p>
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<p><b>Quality First Teaching</b></p>	<p>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</p>
<p><b>Wave2 Intervention</b></p>	<p>Further Literacy          Further Numeracy          Key Worker          In-Class Support          Educational Psychologist Intervention          Home-School Partnership          SEND Profile</p>
<p><b>Wave3 Intervention</b></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><b>Quality First Teaching</b></p>	<p>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>
<p><b>Wave2 Intervention</b></p>	<p>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>

<b>Wave3 Intervention</b>	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.
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#### 4. Sensory and/or Physical needs

<b>Quality First Teaching</b>	<p>Environmental adaptations to suit cohort or individual students</p> <p>Access to equipment to ensure mobility</p> <p>Awareness of seating positions to take into account sensory difficulty</p> <p>Adaptations of resources to ensure accessibility</p> <p>Access to developmentally appropriate materials and resources</p> <p>Adaptations to presentation of learning</p> <p>Effective use of resources and technology</p>
<b>Wave2 Intervention</b>	<p>Occupational Therapist</p> <p>Sensory Room</p> <p>Moving and Handling trained staff</p> <p>Access to sensory aids</p> <p>Physical adaptation to working environment</p> <p>SEND Profile</p>
<b>Wave3 Intervention</b>	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.

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.

### **Accessibility around the academy:**

The following facilities are available for students and their parents/carers with physical difficulties:

- Disabled parking bays
- Easy access to buildings
- Lifts to all floors on the campus and lifts to all floors.
- Accessible toilets in all teaching blocks
- Wet Room
- Sensory Room
- Contrast edging and dual height rails on stairs and steps
- Evac chairs and emergency procedures for designated students
- Accessible break areas
- Accessible dining areas

### **(a) additional support for learning that is available to students with SEND:**

At the Nottingham Emmanuel School students with special educational needs and disabilities are provided with help and support according to their level of need.

The Learning Support Faculty has a range of resources which it uses to support students with special educational needs. Resources are allocated to students in relation to their specific needs.

As part of the academy budget we receive 'notional SEN funding' from the DfE. This funding is used to ensure that the quality of teaching is good in the academy and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each student to make good progress will be different in each case.

In some specific cases a very high level of resource is required. The funding arrangements require schools to provide additional funds for these students and above that the local authority should provide 'top up' funding for the school to ensure adequate resourcing is in place for the individual child to make progress. The academy submits information to the LA re the needs of students and the specialist interventions they require in order to access this 'top-up' funding.

### **(b) How will my child be included in activities of the school 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. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. If it were deemed unsafe for a student to take part in an activity, either additional resources will

be provided or alternative activities which will cover the same curriculum experience will be provided in school.

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. A range of Learning Support Faculty enrichment clubs run at lunch time and after school to provide additional experiences for SEND students.

Students with SEND who may find break or lunch times difficult have access to the Learning Support base and staff are always on hand to support them.

The Learning Support base is open before the start of school to support students struggling with the early routine of secondary school life.

A number of homework clubs are held throughout the week to support student with SEND, and after school support is arranged with parents/carers personally when needs arise.

The Learning Support Faculty run a range of different trips and visits over the year targeting different age groups including visits for Years 7-10 cohorts.

### **(c) Support that is offered to ensure the well-being of students with SEND:**

#### **Wellbeing is supported through the following:**

- each teacher has a knowledge and understanding of students in their care
- students with high levels of SEND have a named key worker from the Learning Support Faculty who are responsible for the co-ordination of the student's learning and social wellbeing while at school
- student's 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 school's Medicine policy
- students who have specific medical needs will have a Health Care Plan
- the Pastoral Team provide support for students and their families and liaise closely with the Learning Support Faculty
- signposting to external agencies to support the wellbeing of the child
- in-school interventions which may include access to a counsellor or outreach worker from the CAMHS team
- self-esteem groups
- social skills groups
- lunch time support
- behaviour support strategies including in-class support or support from Student Services

#### **Part 5: Information about those who are responsible for SEND at the school:**

**Ms. S. Diamnatis** - SENCo - 0115 9775380 - [SDI@emmanuel.nottingham.sch.uk](mailto:SDI@emmanuel.nottingham.sch.uk)

**Mrs. D. Mather-Craddock** - SEN Admin - 0115 9775380 - [DMA@emmanuel.nottingham.sch.uk](mailto:DMA@emmanuel.nottingham.sch.uk)

**Mr. M. Blakeway** - SEN Governor

**Mr. R. Back** - Trust SENCo - 0115 9297445 Ex 3052 [rback@archwaytrust.co.uk](mailto:rback@archwaytrust.co.uk)

## **Part 6: Staffing expertise**

An on-going programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for students with SEND.

Recent training has been facilitated by Speech and Language Therapy, Teachers of the Visually impaired, Teachers of the Hearing Impaired, LA Autism Team and Educational Psychologist and all members of the team have received training in the following:

- good ASD practice and specific interventions
- attachment awareness
- restorative justice
- moving and handling/RPI
- ELSA supervision
- Literacy strategies to support SEND

Our SENCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND. Teaching staff seek support and guidance from the SENCo and Learning Support team as required.

The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of your child to review, evaluate and develop provision for students who have the most complex needs.

We have staff with specialized expertise, qualifications and experience including:

**Ms. S. Diamantis** – the SENCo at Nottingham Emmanuel School is a qualified teacher with QTS status and has been working with SEND students for 4 years. She completed her SENCo National Award for SENCo PG Cert from the University of Northampton in 2018.

**Mr. R. Back** - the Trust SENCo is a qualified secondary teacher. He has been involved in SEN teaching for 30 years and was the SENCo at the Bluecoat Aspley Academy for over 18 years. He has a Master of Education in Special Educational needs.

We have a team of 12 teaching assistants, including 3 higher level teaching assistants or Learning Mentors who are trained to deliver specific interventions or teach small classes. The team continues to grow to match student need.

We use specialist staff for several different interventions and over the last year this has included Fresh Start, Number box, and ELSA.

We have two TAs who have specialist training in ELSA.

Staff/mentors trained to use restorative approaches to manage conflict

A set team trained annually in de-escalation and positive intervention techniques

**Mrs. D. Mather-Craddock** – is the teams SEND Administration Manager.

## **Part 7: How equipment and facilities are secured to support students in the school:**

We use our professional judgement to ensure that the funding is distributed to have the greatest impact on our students with SEN. We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity amongst all settings within the academy and ensure this clarity allows all staff to understand the allocation of resources and to assist in their decision making process.

The majority of SEN funding is spent on additional support staff. Most of this funding comes from the central school budget and Local Authority 'top up' funding for students with high level needs. Specialist equipment and resources are considered on an annual basis and appropriate funding requests are submitted to the

Principal of the school. Additional resources can be requested or bid for from external agencies but these resources are finite and dependent on specific criteria.

### **Part 8: Arrangements for supporting students with SEND in transferring between phases or in preparing for adulthood and independent living:**

- Information about students with SEND is transferred from primary schools. The school gathers information from all feeder primary schools through school visits by relevant pastoral staff and more detailed information either by attendance at Year 6 Annual Reviews or by visits by the SENCo and their team to the schools in the summer term.
- Any student identified at SEN Support or has an EHCP in Year 6 is referred to the SENCo and is added to the Inclusive Education Register for Year 7. Students in Year 6 who are offered a place at the Nottingham Emmanuel School for Year 7 are invited to 2 induction days in July. These days give a taste of secondary school life, involve experience of lessons, information about how the school runs and provides an opportunity for students to meet their new classmates. Additional transition visits are also arranged for high profile students before these 2 days to help ease anxiety and raise confidence about the move to the school. Parents/carers are invited to an 'Intake Evening' at the end of the two days, to learn about the activities their children have undertaken, to meet key staff and to receive information about the organisation of the academy.
- The SENCo will also meet with advisory staff or specialist teachers to ensure that provision is put into place to ensure a smooth transition at any stage that a student with SEND transfers to Nottingham Emmanuel School.
- Additional meetings support students and parents in making positive curriculum options in Year 8 for transition from Key stage 3 to 4 as well as Years 10, 11 and 12 when students and their families are making decisions about Post 16 and training. This includes visits to open days and further education fairs.
- Additional efforts are directed at Year 10 Work Experience for SEND students with all students having a real and challenging work experience placement with support as and when needed.
- All SEND students with an EHCP and/or complex needs receive 1:1 careers advice to help them plan possible routes for training or education.

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.

### **Part 9: What support is there for behaviour, avoiding exclusion and increasing attendance?:**

We have a positive approach to behaviour management with a clear behaviour policy that is followed by all staff and students. In each lesson, every student has the opportunity to receive a positive point from the teacher. Points are recorded on the school database and monitored by pastoral leaders. This enables the team to identify students who may be falling behind their peers, to investigate and to address the reasons for this.

There are consequences for poor behaviour, which are outlined in the school behaviour policy. As well as losing rewards, students can receive sanctions such as detentions, isolation from class or fixed term exclusions.

However, if a student is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

The Attendance Manager monitors students attendance, liaises with the local authority education welfare officer; helps parents/carers manage their child's attendance at school and can support with outside agencies coming into school.

The education welfare officer helps parents/carers manage their child's attendance at school; overseas legal action against parents/carers whose children do not attend school; helps liaise with outside agencies that can support families in more difficult situations.

The Student Support team works with students when their learning is affected by their behaviour, providing emotional support, signposting to sources of guidance and advice, liaising with external agencies, overseeing action plans, arranging alternative provision.

The Student Support team work with students whose behaviour is affecting the learning of other students, to help them develop skills for understanding and managing their emotions, social and mental health for supporting learning at school.

Figures for exclusion of young people at Nottingham Emmanuel School are significantly below national averages and it is seen very much as a last resort. Students are supported back into school by staff following any period of exclusion. For students with SEND senior staff will liaise carefully with pastoral staff and the SENCo and will make a decision with regard to any SEND the student may have. A decision to exclude a student with SEND is always taken very carefully indeed and will be the last resort after alternatives have been tried and failed.

**Part 10: How does the school involve external agencies to help meet the need of students with SEND?:**

The SENCo will maintain links with the LA support service, the Educational Psychology Service and other special agencies such as CAMHS, Speech and Language Therapy, and NHS practitioners. The pastoral team would be the normal point of contact with Educational Welfare and Social Care. Liaison within the school will ensure appropriate personnel are informed of matters that affect them.

**Part 10: Having your say:**

We believe that the Special Educational Needs of students are best met when there is effective collaboration and communications between school, other agencies, families and students. We aim to foster good working relations with all of these groups especially parents.

At the Nottingham Emmanuel School we endeavour to communicate positively with parents by:

- Using parental knowledge – you are the ones who know your children best!
- Recognising the personal and emotional investment of parents
- Ensuring parents understand the procedures and feel supported with these
- Respecting differing perspectives and seeking constructive ways of reconciling different view points
- Respecting the differing needs parents themselves may have
- Recognising the need for flexibility in the timing and structure of meetings

The school will always seek parental permission or consent before making a referral to other agencies for support for their child. Where parents do not wish to have their details passed on to third parties their wishes will be respected.

This SEN Information Report declares our annual offer to all learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. For this reason we would ask you to please engage with our annual process to “assess, plan, do and review” so that, working in partnership, your child is supported to achieve the best possible academic outcomes and a happy and successful future.

We have an open door policy and you can ask for an appointment to speak with your child's Year Leader, class teachers, the SENCo or more senior member of staff at a mutually convenient time.

As stated above involving parents and learners in the dialogue is central to our approach and we do this through several methods including on-going keyworker contact, pastoral communication, wcontact with the SEN administrator, Parents' Evenings, calendar events through the school year, SEN Support meeting, PEP meetings, LAC meetings, mulita agency meetings, Annual Reviews, and the Autism Parental Forum.

**Part 11: Arrangements for handling complaints from parents of children with SEND about the provision made at the academy:**

Please refer to the school's general complaints procedure in the Parent Handbook. The normal arrangements for the treatment of complaints at Nottingham Emmanuel School are used for complaints about provision for special educational needs. This year we have had 0 complaints in relation to our SEND provision.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, Trust SENCo or designated Senior Leader. They can then look into your concern and give you a response, making clear any action or monitoring of a situation that may be necessary. At this stage, misunderstandings can usually be settled, Everyone benefits from the speedy resolution of a difficulty and from suggestions for improvement.

If no satisfactory solution can be agreed a more senior member of staff will be able to offer advice on formal procedures for complaint if necessary. This process is outlined in the academy's Complaints Procedures document.

Parents/carers can request support from a parental support service. The complaint will be considered by the Principal and Governing Body.

If the complaint is not resolved through the normal school processes, then a disagreement resolution can be contacted.

There are some circumstances, usually for children who have a statement or EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the academy.

**Part 12: Looking towards the future:**

- (a) To establish and embed specific named intervention programmes to support the school's focus on literacy development and measure the impact of their interventions on individual students.
- (b) To establish the Foundation Learning pathway at Key Stage 4 ensuring a clear system of identification and clear processes for sharing decisions with students, parents and staff.
- (c) To further develop the Foundation Learning pathway curriculum ensuring a broad and balanced curriculum that is both accessible and challenging to our students. To ensure that all staff delivering this curriculum is fully equipped to teach these sessions and are ambitious about student's progress and achievement.
- (d) To continue to work alongside middle leaders across the core curriculum to ensure that students with SEND are resented with an accessible curriculum and have a guarantee of accredited qualifications at Year 11.
- (e) To further develop the school's graduated response to student need establishing that the school demonstrates an inclusive, enabling and consistent practice whilst ensuring individuals receive the support they are entitled to
- (f) To develop a systematic approach to reviewing SEND data to help assess and identify student need, reduce barriers to learning and continue to strive to raise standards and rates of progress for children with SEND.

**Part 13: Useful links:**

**Parent Partnership:** – [www.askusnotts.org.uk/contact](http://www.askusnotts.org.uk/contact) guidance and impartial information, advice and support

**National Association of SEN:** – [www.nasen.org.uk](http://www.nasen.org.uk)

**Department for Education:** - [www.dfe.gov.uk](http://www.dfe.gov.uk)

**Information on Nottingham LA's Local Offer can be found on the local authority's website:**

[www.nottinghamcity.gov.uk/localoffer](http://www.nottinghamcity.gov.uk/localoffer)

**Information on Nottinghamshire's LA Local Offer can be found on the local authority's website:**

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

