



SEND Information Regulations for

The National Church of England Academy: June 2023

1. What kinds of special educational needs and disabilities does the school/setting make provision for?

The National Church of England Academy recognises special educational needs and disabilities identified by the SEND Code of Practice that are related to cognition and learning, communication and interaction, emotional social and mental health and physical/sensory.

2. How does the school/setting know if students need extra help and what should I do if I think that my child may have special educational needs or disabilities?

Information about SEND is shared with the National Church of England Academy during the transition from primary, by the SENCo of the primary school. All students' progress is monitored rigorously and staff are invited to raise any concerns with the Inclusion team if there are any suspected educational needs or disabilities. If parents/guardians have any questions or concerns about their child's progress that may indicate a SEND, they are free to contact the academy and discuss these with a member of the Inclusion team.

3. a) How does the school/setting evaluate the effectiveness of its provision for students with special educational needs and disabilities?

The academy reviews students' progress on a termly basis to ensure students are working towards their targets.



Where students are not meeting their targets, interventions are considered as part of the academy's SEND offer. Students with SEND support (those recognised to be on the SEND register) will receive feedback on any interventions in place by the lead member of staff.

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

In years 7 to 10, students receive 2 AMP reviews, one of which is data

only and the other including written reports. In year 11, students receive 3 AMP reviews, two of which are data only, and the other including written reports. Parents and guardians are invited to discuss their child's progress at an annual AMP review meeting. Students with SEND support (those recognised to be on the SEND register) and their families will have the opportunity to meet with staff leading interventions during this time also.

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c) What is the school's approach to teaching students with special educational needs and disabilities?

The academy's SEND offer is a graduated response dependent on the severity of each student needs. As a mainstream provision we are committed to making reasonable adjustments within the mainstream classroom setting to enable all students to learn effectively.



d) How will the curriculum and learning be matched to my child/young person's needs?

The SEND offer identifies guidance for effective teaching for all students with SEND needs within the classroom. Where these reasonable adjustments are not effective, reference will be made to the SEND offer to identify alternative and individualised approaches to students learning. This can include, but is not exclusive to, small group provisions or more bespoke curriculum packages as part of the graduated response.

e) How are decisions made about the type and amount of support my child/young person will receive?

Levels of support are based upon the individual needs of the students. Allocated intervention is based upon the achievement of identified intended outcomes. This information is provided by class teachers and the rigorous checking of progress is completed on a termly basis.

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

The academy offers a fully inclusive package for extra-curricular activities with reasonable adjustments made to meet specific SEND needs.

g) What support will there be for my child/young person's overall well-being?

The academy offers a fully inclusive pastoral system, designed to meet the needs of all students. Additional support can be sought through the Listening Services and bespoke behaviour packages. We are able to offer ARNA (Anxiety Related Non Attendance) support as well as ELSA (Emotional Literacy Support). We also work closely with outside agencies such as the family support services, which can be accessed if required.

4. Who is the school/setting's special educational needs and disabilities co-ordinator (SENCO) and what are their contact details?

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Assistant Headteacher/ SENCO

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5. a) What training have staff supporting special educational needs and disabilities had and what is planned?

Staff have regular CPD opportunities provided by and through the Inclusion team. High profile needs are supported with additional training for staff from agencies/ specialists etc.

In the academic year 22/23 training has been put in place for Autism and anxiety, access arrangements for GCSE, supporting positive mental health, Lego therapy and ELSA (emotional literacy), and cognition and learning. Staff have had access to training and hints for the classroom on dyslexia, Autism and ADHD. Where specific training is needed



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to meet the needs of individuals, staff are brought together and supported appropriately with resources, behaviour strategies and places to develop their own understanding. We have a SENCo library in the Inclusion base, which highlights trends and developments as they occur. Staff are actively encouraged to research and engage with their own CPD needs through additional signposted support, and online learning modules.



b) What specialist services and expertise are available or accessed by the setting/school?

As an academy we have close working relationships with the schools and family specialist services including cognition and learning and sensory teams. We also have access to the educational psychologist services. We liaise with health care professionals: CAMHs, GPs, school nurse, paediatricians, occupational therapy, physiotherapy and other professionals as required. In addition to health we also work

alongside virtual schools, social care workers and family support services. Our SENCo works closely with the other SENCos in our academy chain and across the primary feeder schools in and around Hucknall. She has previously been the family SENCo for the National family of schools.

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

The academy setting is equipped to support students who are wheelchair users, as we have a lift and accessible entrances around the site. The site also supports students with visual impairments as there are stepped edges and pillars highlighted. Tactile paving exists around school to support the orientation of blind students. Most classrooms can be identified through Braille.

Technology is utilised to make the curriculum available for all students. Laptops can be used by students who experience significant difficulties with hyper-sensitivity or difficulties which can seriously impact on legibility of writing.

The academy has also invested in a screen reading programme, to support access for those students who experience significant difficulties with reading. Along with this the academy has also invested in a fully equipped sensory room which is used as a planned intervention.



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7. What are the arrangements for consulting parents/guardians of students with special educational needs and disabilities? How will I be involved in the education of my child/young person?

There is a clear process of **assess, plan, do, review** in accordance with the Code of Practice which takes place 3 times a year as a minimum. This can be through phone calls, emails, meetings with tutors, Teaching Assistants and Learning Support Assistants (dependent on the support in place for a young person) or Inclusion team leaders. The Inclusion team, curriculum leaders and pastoral teams are available through email.



8. What are the arrangements for consulting students with SEND and involving them in their education?

Students are given access to their progress through their AMP sheets, they also then take time with personal tutors to discuss and settle on potential targets to include progress for the next academic review. The Inclusion Team may choose your child to conduct a piece of student voice work to gain their opinions of an insight into how they can be better supported within the classroom. This may also take place with any intervention leader. Student Passports for students with SEND support are created in liaison with students and their families and shared with staff members to assist teachers in planning for additional needs.

9. What do I do if I have a concern or complaint about the SEND provision made by the school/setting?

Any concerns or complaints about SEND provision should be made to the academy SENCo. If concerns persist then your complaint will be shared with the Academy Headteacher who has an overview of Inclusion. Any formal complaint should follow the academy policy, which can be found on our website.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of students with special educational needs and disabilities and supporting their families?

The SENCo attends Governors meetings on an annual basis to ensure recent developments within SEND/ Inclusion are shared. We have a link governor who meets with the SENCo to ensure the academy is legally compliant and fully supported. Reference is made to the local offer in all parental meetings and is linked to the website, however it is common practice to refer students to services to support with educational, health and social care needs through liaison with the student and their parents/guardians.



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

The academy actively promotes the Local Offer as a directory of services available for parents/ guardians to access. The link to Nottingham County, Nottingham City Local Offer and Derbyshire can be found on the academy website: <http://www.nationalacademy.org.uk>

12. How will the school/setting prepare my child/young person to:

a) Join the school/setting?

If a student with SEND joins as a mid-year transfer, close liaison with the SENCo and other Assistant Headteachers will ensure that any needs are met and facilitate a smooth transfer.

b) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

A six-week Enhanced Transition programme will involve the student's parent/guardian with the transition leader and Inclusion Team for students with additional needs, as identified by primary schools.

The transition leader will also liaise with feeder primary schools. If your child has any SEND then they will be referred to the Inclusion Team. The SENCO will meet with the SENCOs of primary feeder schools to ensure that information sharing is clear and comprehensive.

A two-day transition programme for the full cohort is offered at the end of the summer term, with additional parent/ student parent's evenings to support the move.

Liaison with Primary School Colleagues identifies those students with SEND who may find the transition to Secondary Education particularly challenging. Students are invited to attend the transition programme (6 weeks of after-school sessions) to the academy.

c) Prepare for adulthood and independent living?

Enhanced support into post 16 placements/ apprenticeships etc. Bespoke interventions supporting transition in to Key Stage 5 are also available. All students receive significant careers support and guidance which is tailored to individual needs and circumstances.

13. Where can I access further information?

Please refer to the academy website, or by contacting Clare Stones or Ella Batchelor

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Next review date: June 2024