

George Spencer Academy SEN Information Report

George Spencer Academy is a mainstream 11-18 school. Our SEND overarching aim is for all students to achieve their full academic and social potential, foster positivity, access appropriate post 16 pathways and make a positive contribution to wider society. Through the school's SEND policy, we actively seek to identify and remove barriers to learning and achieve inclusion within the school community.

Parents are encouraged to contact Sarah Clark (SENCO) or Lindsay Wiseman (Assistant SENCO) if they are concerned that their child may have special educational needs.

Contact details - Tel: 0115 9170100

Email: senco@george-spencer.notts.sch.uk

What types of Special Education Needs does the Academy cater for?

The Academy uses the definitions of SEND as outlined in the Department of Education SEND Code of Practice 2014. These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health difficulties
4. Sensory and Physical needs.

At George Spencer we work to support students whose special educational needs fall into any of these categories.

We have specialist teachers, specialist intervention caseworkers, learning and progress assistants and equipment to support these needs.

What is the school's policy for identification and assessment of students with special educational needs?

To identify and assess the needs of students with SEN, the school uses the following information.

- Liaison with primary schools/previous school.
- Whole school tracking and assessment by classroom teachers.
- Literacy (spelling and reading) testing for all upon transition to Year 7.
- Use of CAT data.
- Reports from professionals.

The school responds to requests from parents, students and teachers to assess the needs of a child (where appropriate). Testing is available using:

- NGRT (reading), Vernon (Spelling) Tests, done on entry.
- SWRT (reading) for identified students.
- GL Cognitive Ability Tests (CAT) of Verbal, Quantitative, Non-verbal and Spatial reasoning.
- Dyslexia and Dyscalculia screening.

- Further diagnostic tests are used in Years 9-13 to determine if a student requires access arrangements for examinations.

What provision is available?

Types of Need	Examples of Support
<p>COGNITION & LEARNING: where a student learns at a slower pace than others in the class. This may be as a result of issues such as dyslexia, dyspraxia, OR dyscalculia</p>	<ul style="list-style-type: none"> • Differentiated curriculum • Literacy support • 1:1 in class support from an LPA • Support from specialist intervention caseworker • Connect group • Access to specialist equipment such as reader pens, coloured overlays, etc. • Dyslexia screening • Reading plus • Homework club
<p>COMMUNICATION & INTERACTION: where a student has difficulty communicating with others possibly as a result of ADHD or Autism.</p>	<ul style="list-style-type: none"> • ADHD girls' and boys' group – to develop social skills, communication, reduce anxiety, learn relaxation techniques, and gain an understanding of ADHD. • Army sessions – delivered by Chetwynd barracks to inspire and motivate students whilst developing team building and communication skills. • Cloud – a lunch time social club providing opportunities to develop new friendships by promoting social interaction and turn taking. • Therapeutic Art – developing new skills in managing emotions and mental health. • Health and wellbeing – channelling energy in a positive way and promoting discipline and self-respect. • Gardening club – developing communication and confidence building. Opportunities to learn new skills and gain an accredited qualification ASDAN • Tea talk - Chance to offload any concerns and share successes in a relaxing environment. • TITAN training – a chance to practice using public transport/being out in the community
<p>SOCIAL, EMOTIONAL AND MENTAL HEALTH ISSUES: the student displays challenging and disruptive behaviour</p>	<ul style="list-style-type: none"> • Support from well-being team via 1:1 sessions and group work • Non-teaching pupil support assistants
<p>SENSORY ASND/OR PHYSICAL NEEDS: the student has a disability which makes accessing the curriculum challenging.</p>	<ul style="list-style-type: none"> • Fully accessible site • Relevant aids • Risk assessments and personal evacuation plans • Support from specialist intervention caseworker • Inclusive sports club • Dyspraxia workshops

The interventions change depending on need and where possible these run outside of curriculum time.

Where appropriate external professionals may provide targeted support to individuals.

What is the school's approach to teaching students with SEND?

The staff at George Spencer Academy believe that "all teachers are teachers of SEND" and recognise the importance of high quality first teaching for students who have SEN. Teachers work to remove barriers to learning through a range of differentiation and interventions. Additional interventions and support cannot make up for a lack of good teaching. To ensure high quality first teaching occurs we conduct regular reviews and quality assurance.

Clear and detailed guidance is given to staff through pupil profiles which give a comprehensive overview of individual students needs and strategies to support students.

A wide ranging and comprehensive CPD programme provides teaching staff with the most up to date information for teaching students with SEND.

How has the school adapted the curriculum and learning environment to support students with additional needs?

All students have access to a broad and balanced curriculum (National Curriculum). Students with SEND are included in lessons and the wider aspects of school life. A small number of students may be withdrawn from lessons for interventions. These interventions are focused on specific skills and are time limited.

In Year 7 a small nurture group called Connect is in place for a number of students who need additional support with the transition from KS2 to KS3. The curriculum in nurture aims to develop both students' academic progress with a specific focus on literacy and numeracy skills.

In addition, a small number of SEND students may have modified timetables in KS3 and KS4 which could include alternative provision delivered by outside agencies.

Access to the curriculum is achieved through differentiation, extra resources or in class support.

How does the school evaluate the effectiveness of its provision?

- The student's performance during interventions is monitored and evaluated regularly.
- The Inclusion Team regularly review individual interventions including the use of student voice and parental feedback.
- The progress of students in literacy Booster groups is regularly reviewed by the class teacher and further testing is undertaken termly to determine progress in reading and spelling ages.
- The Assistant SENCo and SENCo monitor and track the progress of all SEN students and take part in regular review meetings with the Middle and Senior Leadership teams.

What are the school's arrangements for assessing and reviewing the progress of students with SEND?

We follow the assess, plan, do, review cycle.

Student progress across the school is formatively assessed 3 times per year and is communicated to parents.

Curriculum Leaders present information on the progress of SEND students within their faculties at review meetings with the leadership team.

Students with SEND discuss their progress regularly with their key worker during review meetings.

The key worker will communicate regularly with parents to review progress and to discuss any issues around learning and well-being. The school regularly assesses, plans, implements and reviews all SEND provision. Student's progress during interventions is regularly assessed and recorded. Where appropriate progress is assessed and reviewed with external agencies.

How are decisions made about the type and amount of support a student gets?

The Academy responds to the needs of the student, whether this is described in an EHC plan or as a result of diagnostic testing carried out by the school.

Information is gathered from Primary schools, teachers and parents. This is then discussed at weekly Inclusion team meetings and provision is adjusted accordingly.

How is equipment and specialist facilities and expertise secured?

The school regularly reviews the equipment and facilities needed to ensure students are able to access all aspects of the curriculum.

The school use a variety of funding streams to purchase where applicable equipment.

Staff training is reviewed and staff take part in a number of professional development opportunities both in house and externally to develop expertise.

We also work with a number of agencies who provide specialist advice e.g. physio, SALT.

How are students with SEND included in activities outside of the classroom and on trips?

The Academy is committed to inclusion for all students and this extends to curriculum trips, extracurricular activities and residential experiences.

We run an extensive extracurricular programme that all students are encouraged to attend.

A risk assessment is carried out for all off site activities that take place and the additional needs of students with SEND is considered at this point. LPA's will accompany students if necessary.

Exam Access arrangements

It is important that students with special needs receive the additional support they require to achieve their full potential in public exams.

SEND students may be eligible for additional support in exams such as extra time, the use of a reader pen or word processor.

We aim to embed these additional requirements as the student's normal way of working from year 7 so that by the time formal exam access testing is required in year 10 there is the evidence available to support the relevant application.

How does the school support a child's overall wellbeing?

Students with SEND are assigned a key worker who works with them regularly to ensure academic progress but also considers emotional wellbeing.

The school's Pastoral and well-being team also provides support for students in school and liaises closely with the Inclusion team.

The Inclusion Team run a number of small groups for individuals including TOAST (breakfast club). Provision for students with Medical or Physical needs includes a dedicated team of LSAs who are responsible for organising and implementing provision and liaising with Health agencies.

We have an accessible toilet/changing room and LPAs who provide support with basic care needs and physiotherapy. Students can be offered alternative changing areas with support if necessary. Student opinion is very important and is heard through a variety of forms including the student leadership team.

What specialist services and expertise does the school access?

These include:

Name	Role	Contact
Zena Argent	Family SENCo	zmayer@george-spencer.notts.sch.uk
Joanna Tilly	Educational Psychologist	Joanna.tilly@nottsc.gov.uk
Wendy Kozakis	Schools and Family Specialist Services	Wendy.kozakis@nottsc.gov.uk
Ruth Hickling	Physiotherapist	Nottinghamshire Healthcare
Bernadette Miller	Educational Audiologist (SFSS)	Bernadette.miller@notts.gov.uk
Amanda Collinge	Fountaindale Physical Disability specialist	acollinge@fountaindale.notts.gov.uk
Sue Denholm	Virtual school for Looked After Children	Sue.denholm@notts.sch.uk
Janet Rigby	Exam Access Assessor	Via aelliot@georgespenner.notts.sch.uk

N.B these do change due to organisational restructuring and funding, this is by no means an exhaustive list and we liaise with a number of professionals from healthcare, police and social care depending on an individual's needs.

The Academy works with the organisations in meeting the needs of students, this could be through a multi-agency approach or individual meetings/consultations.

How are parents/carers involved in the Academy?

Students with SEND have a Key Worker and Learning Manager who make regular contact with parents regarding their child's life in school.

Parents can phone or email the Inclusion and Pastoral teams directly with any concerns.

The Inclusion team are available to meet with parents at key events throughout the year as well as a dedicated meet the Inclusion team evening.

A member of the Inclusion Team is available at all progress evenings and the Assistant SENCo/SENCo runs termly drop in for parents.

Annual reviews are put in place for students with an EHCP and those who receive LA funding.

How are students with SEND involved in planning for their education?

Students with SEND are involved in the planning around their education and welfare through meetings with their key worker. Their opinions are also considered through their responses to the annual student questionnaire.

How are students supported in preparing for transitions between phases of education and adulthood?

The Inclusion team supports students at transition, before transition from KS2 to KS3 the assistant SENCo gathers information on individual students and attends review meetings as appropriate.

Identified students are invited to additional sessions at the Academy which cover a range of key themes which students have identified as concerns.

The inclusion team liaises with Futures and attends student's futures meeting where appropriate.

The inclusion team supports students on transition to Post 16 and can accompany them on initial visits and liaise with their new keyworkers (as appropriate).

The inclusion team also provides support on a range of topics to support with adulthood including road safety, healthy eating, and personal care and developing appropriate relationships.

What are the school's arrangements for supporting students who are looked after by the Local Authority and have special needs?

The Designated Safeguarding Lead/SENCo will develop a student's profile outlining the student's areas of needs and strategies to support their learning.

The safeguarding lead or a keyworker will monitor their progress and attend all review meetings and will liaise regularly about the needs of these students.

Allocated funding will be used to put in place interventions (where appropriate).

How accessible is the school both indoors and outdoors?

A programme of new building and adaptations over recent years means that all subjects have areas/classrooms which are accessible for all students who use wheelchairs or have physical disabilities. Those with physical disabilities are taught in ground floor rooms (where appropriate). A risk assessment is carried out for all students with physical disabilities and adaptations are made according to need. Where appropriate students have personal emergency evacuation plans (PEEP).

In addition, the specialist equipment and provision the school provides is as follows:

- Personal care suite with shower and physiotherapy bed.
- Inclusive sports including teams that compete with other schools in the local area (boccia).
- Rise and fall tables in curriculum areas.
- Adapted equipment in Science and Design and Technology.
- All Curriculum areas have classrooms/spaces which are accessible for students using wheelchairs.
- Learning and Inclusion centre incorporating SPACE, AIM room, quiet cabin and garden area.
- Accessible toilets across the school.

What are the school's arrangements for the admission of students with SEND?

Please read the Academy's Admission policy for further information on the arrangements we have for admission to the Academy.

CONTACTS

THE INCLUSION TEAM

Name	Role
Sarah Clark	SENCO
Lindsay Wiseman	Assistant SENCO
Amanda Elliott	Inclusion and Safeguarding Administrator
Karen McCready	Specialist Intervention Caseworker – Sensory, Medical and Physical
Karen Dale	Specialist Intervention Caseworker - Cognition and Learning
Lorraine Scattergood	Specialist Intervention Caseworker – Communication and Interaction
Jaya Mayer	Lead Learning and Progress Assistant
Rachel Rowe	Learning and Progress Assistant
Lorraine Hackett	Learning and Progress Assistant
Rebecca Hibbert	Learning and Progress Assistant
Aidan Kirk	Learning and Progress Assistant
Chloe Blake	Learning and Progress Assistant
Niall O'Connor	Learning and Progress Assistant
Myles Smith	Learning and Progress Assistant
Debbie Farmer	Learning and Progress Assistant
Francesca Kozlowski	Learning and Progress Assistant

Who should parents contact if they are not satisfied with their child's SEND provision?

In the first instance, parents should contact their child's key worker or the Assistant SENCO/SENCO who will endeavour to address any concerns parents may have. If they would like to discuss the issue further, parents are advised to contact the Jonathan Dakers Assistant Principal – Pupil development and well being. Further to this, the Principal and Governing Body are happy to discuss issues with parents and can be contacted using the details below.

Helen Corbett – Principal Designate – hoptroff@george-spencer.notts.sch.uk

Chair of governors – govchair@george-spencer.notts.sch.uk

George Spencer Academy, Arthur Mee Road, Stapleford, Nottingham

Nottinghamshire Support services – Nottinghamshire Schools and Families Specialist Services (SFSS)

Can be contacted on 0115 8546464

Local Offer Nottinghamshire

You can also find details of the Nottinghamshire County Council Local offer here:

<http://nottinghamshire.family servicedirectory.org.uk/kb5/nottinghamshire/directory/localoffer.page?localofferchannel=0>