

Introduction

Welcome to our SEND information overview which is part of the Redcar and Cleveland Local Offer for learners with Special Educational Needs (SEND). This offer can be found at <http://www.peoplesinfonet.org.uk/kb5/redcar/directory/localoffer.page>

All governing bodies of Academies have a legal duty to publish information on their website about the implementation of the governing body's policy for students with SEND. The information published must be updated annually.

Nunthorpe Academy is a mainstream Academy setting. We are fully committed to the provision of equal opportunity for all students, regardless of their ability or individual needs to enable them to achieve their full potential. At Nunthorpe Academy we believe in inclusion and positive intervention, removing barriers to learning, raising expectations and levels of achievement and progress and we work closely in partnership with other agencies to provide a positive educational experience for all our students including those with a special educational need or disability. The ethos of Inclusion is to "level the playing field."

Who is Who in SEND?

Name of SENDCo: Mrs S Brosnan - sbrosnan@nunthorpe.co.uk

Name of SEND Administrator: Mrs L Anderson - landerson@nunthorpe.co.uk

Name of Headteacher/Head of School: Mrs K Kell - kkell@nunthorpe.co.uk

We are supported by a specific link governor:

Name of SEND Governor: Jennifer Mrozik

SEND Definitions.

There are four broad areas of SEND, these are:

1. Communication and Interaction

This area of need includes children with Autism Spectrum Condition (across the range of the spectrum) and those with Speech, Language and Communication Needs.

2. Cognition and Learning

This includes children with Specific Learning Difficulties, learning difficulties relating to literacy and numeracy, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

3. Social, Emotional and Mental Health Difficulties

This includes any Students who have an emotional, social or mental health need that is impacting on their ability to learn

4. Sensory and/or Physical Difficulties

This area includes children with specific Occupational Therapy needs, sensory processing needs, hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

At Nunthorpe Academy we support students with a range of the above differences and whom have more difficulty with learning than the majority of children of the same age. For some students, there may be associated behaviours that require reasonable adjustments to be implemented. Where appropriate, we will make reasonable adjustments

for students, whose specific needs mean that they find our high expectations difficult to

meet. A reasonable adjustment never means that we lower our expectations, it means that that some students need additional support to ensure that they meet the high expectations that we have for all of our students. Please speak to the SENDCo to discuss reasonable adjustments that can be put into place for your child.

We believe that all our students should be valued equally, treated with respect and be given equal opportunities in all forms of Academy life.

How does the academy know if students need extra help and what should I do if I think my child may have special educational needs?

We identify the needs of students as early as possible by gathering information from parents/carers, education, health and care services and any previous academies attended prior to the child's entry into Nunthorpe Academy. Nunthorpe Academy fully supports the SEND Code of Practice (2015), The Equality Act 2010 and the definition of special educational needs taken from section 20 of the Children and Families Act (2014).

This report complies with:

- Section 69(2) of the Children and Families Act 2014;
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
- Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years' 2015

parents/carers

If you think your child may have special educational needs, you should contact the Academy in the first instance and speak with the SENDCo or a member of the Inclusion Team by emailing sbrosnan@nunthorpe.co.uk or calling 01642 310561 ext. 1040.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind for lots of reasons: they may have been absent from the Academy, they may have attended lots of different academies and not had a consistent opportunity to learn. They may not speak English very well or at all and/or they may be worried about different things that distract them from learning. At Nunthorpe Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Nunthorpe Academy we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their teacher. The learning

Support Assistants (LSAs), under the guidance of the Academy SENDCo will also support with the identification of barriers to learning.

We have a range of assessment and intervention tools available including: National Reading /spelling/maths tests, Lexia, use of colour overlays and handwriting assessments amongst other specific and bespoke tools.

For some learners we may want to seek advice from specialist teams. Our Academy has access to the Local Authority resource and support panel who act as a single point access and advise on the appropriate support following a referral. Referrals to this service are only made with the consent of parents/carers.

Nunthorpe Academy employs the services of 10 Learning Support Assistants (LSAs) who are allocated to support students in their learning based upon need. The LSA team also provide intervention work and homework support to specific students where this is identified as needing to take place.

Arrangements for consulting young people with SEND and their Parents/carers

Nunthorpe Academy recognises that the knowledge and understanding parents/carers have of their child's needs is essential in supporting the Academy in making the best provision for them. The Academy values and takes account of the views of parents/carers and the child's hopes, personal goals and interests. We value the support and advice from all parents/carers and aim to work in partnership to ensure the best outcomes for their child. Parents/carers of students on the SEND register are invited to reviews to discuss their child's progress and impact of interventions. This may take place during Parent review evenings and additional SEND reviews. These reviews are scheduled by our SENDCO and offered by the SEND administrator in the form of bookable "drop in slots."

In addition to scheduled Parents/carers' parent review evenings parents/carers will have the opportunity to meet with teachers and staff from SEND upon request. These requests should be made directly to the SENDCo and SEND administrator. Parents/carers also invited to contribute their views in questionnaire form as 'SEND ParentView' throughout the year.

Regular student voice interviews conducted with SEND students provide a valuable indication of what is working well / less well in the Academy. Your child will be asked to contribute to the cycle of 'assess, plan, do, review' at all stages. Their views will be taken into account at all review meetings. This will be completed through a variety of ways, depending on the age, abilities and needs of your child. These could include discussion with a teacher or the SENDCo, completing student views questionnaires as well as feeding back directly in the Review meetings.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents/carers and young people as part of this assessment and review

We track all students' progress closely over the year. We measure the amount of progress made in every subject as part of the data capture points (also known as progress reports). We use our Academy information management system to record each student's current working level or grade and an attitude to learning grade. The progress report also shows your child's minimum expected level / grade and their aspirational target grade.

Teachers use periodic assessments to measure your child's current working level / grade. As an Academy, we try to ensure that students entitled to exam arrangements in their external exams, receive the same entitlement in these internal assessments too. Students who are having particular difficulties that have been noticed within the Academy or highlighted to us are put forward for additional levels of assessment and testing to ensure that specialist exam arrangements are in place where needed. This is usually as part of an external assessment using a partner service such as Sarah Jane Monseratt.

Parents/carers are welcome to contact the relevant Pastoral Managers at any time to discuss any concerns you may have.

Students are admitted to the Academy in line with our Admissions Policy which can be downloaded from the Policies section on the Academy website.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Transition is a part of life for all students. This can be transition to a new class within Nunthorpe Academy, having a new teacher, or moving on to another key stage or Academy, training provider or moving into employment.

Nunthorpe Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. Moving to and from our setting will be discussed with you and your child at their SEND review meeting.

The SENDCo will attend the annual reviews of children in Year 6 feeder schools who have an EHCP (where primary feeders offer an invite.) The SENDCo and/or Transition lead will also visit the feeder primary schools during transition where it has been indicated that a child may benefit from an enhanced transition due to SEND needs (non- EHCP)

Mid-term admission students:

Every student joining Nunthorpe Academy mid-term has an individual meeting between the student, parents/carers/carers and the Head of School who has responsibility for all student admissions. If there are additional learning needs or disabilities, the SENCO will also be invited to be part of this meeting. Parents/carers/carers and students will have an opportunity to view the academy in advance of the student being brought on roll to view accessibility.

Information and data is requested from all previous schools. This may include contacting the SENDCO from the previous school.

Students with an EHCP will receive specific support from the Local Authority from Year 9 onwards to ensure they are fully prepared for the 'next step.' Parents/carers and a member of the SEND team will be invited to any additional meetings scheduled.

The approach to teaching children and young people with SEND at Nunthorpe Academy

We believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our Academy and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the Academy.

Our Academy Development Plan is about developing learning for all and includes the SEND priorities as well as planned continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our Academy community. We monitor progress of all learners and staff continually assess ensuring that learning is taking place. Our whole Academy system for monitoring progress includes specific student mentoring and regular conversations between tutors and their tutees which are supported by the Pastoral Managers.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

Every teacher is required to adapt the curriculum to ensure access to learning for all students in their class. The Teacher Standards 2012 detail the expectations of all teachers, and we, at Nunthorpe Academy are proud of our teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- visual timetables
- writing frames
- laptops or other alternative recording devices
- differentiated tasks
- alternative methods of recording and presenting information
- Dragon Application
- Exam Reader Pens

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 identified barrier to learning. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Nunthorpe Academy to support learners with SEND across the year groups.

Our SEND Link Governor role, they will meet with the SENDCo, the SEND team to observe interventions and view impact data.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Nunthorpe Academy uses a range of evidence-based interventions to support students with SEND to make better progress. The aim is always for the progress made in intervention to transfer into mainstream lessons:

- All interventions are structured; they demonstrate progression and are time limited, usually equivalent to 6-10 weeks.
- Parents/carers are informed in writing if their child is to be placed on one of our SEND interventions.
- Parents/carers are invited to discuss the particular intervention with a member of the SEND team.
- Students are regularly assessed to ensure above expected progress is made and that the intervention meets the individual needs of the child.
- SEND interventions are timetabled for the student; times are given out as a physical form timetable and reminders are given to students via tutor time shared notes.
- All interventions are delivered by experienced staff, specifically trained to deliver the programme.
- Where progress is insufficient the student is transferred to another intervention.

Students with Social and Emotional and Mental Health needs often have enhanced pastoral support from Pastoral Managers and Inclusion. Some interventions may be delivered by external agencies such as autism support or the sensory support service. Where this is the case Parents/carers will be included in the planning of the intervention.

Some students with SEND require special exam arrangements for internal and external examinations. In KS4 requests for access arrangements are submitted to the relevant examination board. We also try to ensure that exam arrangements are available for internal exams as well. At times, students with SEND may require additional adult support to make better progress and develop independence. Where LSAs work in class they will target specific groups who have been identified by the SENDCo and class teacher as needing additional support to make progress. The class teacher will share learning objectives and their lesson plan with the LSAs and direct them to work in a way which ensures all students become independent learners.

The Inclusion area within the Academy, provides a safe haven for students. It is a place where students can access help and support suited to their needs when appropriate. Students with SEND are fully integrated into all areas of the curriculum, and the high quality teaching at Nunthorpe Academy ensures that the majority of students, including those with Special Educational Needs, make good progress.

In class support is provided where and when appropriate. 1-to-1 sessions are delivered by skilled learning support assistants, offering a wide range of individualised programmes to meet the needs of students. SEND students are encouraged to participate in all appropriate Academy activities and have equal access.

Nunthorpe Academy have partnered with A Time 4 U psychological services to offer referrals to a specific service for individual students in crisis focusing on wellbeing and mental health support and advice on topics such as personal safety and developing happy relationships.

How are decisions made about the type and amount of support my child will receive?

There are many forums where decisions are made about the type and amount of support a student will receive; during transition, parental input at EHCP Review Meetings, Learning Passport process, historical information, through regular monitoring of student's progress every half-term and any identification of emerging needs, Inclusion meetings, external professionals input, and with local authority agreement of support.

Nunthorpe Academy has a notional SEN budget as part of the overall funding it receives. This is called notional because it is not a ring-fenced budget and the DfE gives Academies the freedom to make their own decisions about how much to spend on SEND support given the needs of their students. When planning the SEND budget, Nunthorpe Academy takes into account the additional support required for students with SEND.

To support student progress and meet individual needs academies aim to use SEND funding as part of its resource allocation, which may include other sources of funding where appropriate e.g. Pupil Premium or Catch-Up Premium. Where individual students require additional support that cannot be met by this notional budget the excess should be met by top-up funding associated with the individual student from the Local Authority. In partnership with other members of the Inclusion Team, the SENDCo will advise where this is appropriate and initiate processes with students, parents/carers and the Local Authority to access the funding and support required.

How does the Academy evaluate the effectiveness of its provision for students with special educational needs?

In order to make consistent continuous progress in relation to SEND provision the Academy encourages feedback from staff, parents/carers and students throughout the year. This is a continuous process including student reviews, parent review evenings, provision mapping and the analysis of data.

Student progress will be monitored on a termly basis through our data capture points and system, and through discussion at parent review evenings, as published on the Academy's calendar and review days held termly, in line with the SEND Code of Practice for students on the SEN register. Progress of students undertaking interventions will be reviewed and evaluated at the end of each block of intervention.

There is an annual evaluation of the effectiveness of the Academy's SEND provision and SEND policy. The evaluation of SEND provision is carried out by the Academy. Information is gathered from different sources such as child and parent surveys / teacher and staff surveys / parent evenings / feedback forms. Evidence collated helps inform development and improve future planning.

How children and young people with SEND are enabled to engage in activities available with children and young people in the Academy who do not have SEND

All learners should have the same opportunity to access extra-curricular activities. At Nunthorpe Academy we offer a range of additional clubs and activities as enrichment opportunities after the official academy day ends.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENDCo, Mrs S Brosnan to discuss specific requirements.

All staff at Nunthorpe Academy receive training and regular updates on the Equality Act 2010. This legislation places specific duties on Academies, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities." Section 1(1) Disability Discrimination Act 1995.

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Support for improving emotional and social development.

Nunthorpe Academy operates a tutor system in which students are organised by year group and split between tutors specifically allocated. The form tutors are specialists in their year group and have relevant training to support the needs of the age range allocated. All tutors are fully aware of the special educational needs of all students who have SEND support, through the Academy's management information system. Each student has regular daily access to their tutor to discuss academic and pastoral progress, some students also have a mentor allocated who can discuss these areas in more detail. All students also have access to a Senior Pastoral Manager and Assistant Pastoral Manager within their year group who works closely with the SENDCo with any specific student needs.

How the Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

Nunthorpe Academy works in partnership with a number of specialist support and outreach services to support students with SEND. These are via the local authority offer and privately sourced. Parents/carers are informed and asked to sign a consent form before specialist agencies become involved with the student.

Specialist services may include: Specific Learning Difficulties Support, Behaviour Support, Autism Support, Speech and Language Therapy, English as a Foreign Language services, Specialist Literacy Assessments. Educational Psychology is another service area used and is accessed by specific Local Authority referral.

Other services such as Occupational Therapy and CAMHS will usually be arranged by the student's GP, again the Academy's SENDCo is happy to discuss and advise specific routes.

If you wish to make a complaint concerning the provision at Nunthorpe Academy
If you are not happy with the arrangements about the provision we would ask that in the first instance you contact the SENDCo. If this avenue does not resolve your complaint, then we would ask that you contact complaints@nmat.co.uk.

You can also contact the SEND Information, Advice and Support Service (SENDIASS) which provides independent support to parents, carers and young people around special education needs and disabilities (SEND). They can be contacted at:

- Phone: 07923 241142
- Email: southteessendiass@barnardos.org.uk