

# Special Educational Needs (SEN) Information Report



**Approved by:**  
Governors

**Date:** 23.04.2024

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23.04.2024

**Next review due by:** June 2025

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## Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.northgateacademy.co.uk/>

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

### Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

This policy and information report is based on the statutory [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#) and the following legislation:

- [Children and Families Act 2014 \(legislation.gov.uk\)](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

The special educational needs co-ordinator (SENCO) is available to offer support and guidance and make sure outside agencies work well with you to provide a full service to meet your child's needs.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

<b>AREA OF NEED</b>	<b>CONDITION</b>
<b>Communication and interaction</b>	Autism spectrum disorder Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD) Anxiety and mental health needs
<b>Sensory and/or physical</b>	Hearing impairments Visual impairment Multi-sensory impairment Medical conditions

## 2. Which staff will support my child, and what training have they had?

**All teachers are teachers of SEND and all leaders are leaders of SEND**

**Our special educational needs co-ordinator, or SENCO**

Our SENCO is Miss N Nasir.

Miss Nasir was appointed as SENCO at Djanogly Northgate Academy in July 2023. Before this, she worked as a qualified teacher at the school, working across Key Stage 1 and Key Stage 2. Miss Nasir has experience of teaching pupils with a wide range of SEN and has led Art. Prior to teaching, she worked as a 1.1 Teaching Assistant supporting children with Autism and gaining knowledge of many different interventions. Miss Nasir will soon be working towards achieving the National Award in Special Educational Needs Co-ordination.

**Inclusion Mentor**

Our Inclusion Mentor is Mrs C Orellana.

Mrs Orellana was appointed as Inclusion Mentor at Djanogly Northgate Academy in October 2022. Prior to this appointment, she worked as a Teaching Assistant for 15 years across all Primary phases including in the EYFS. Mrs Orellana has vast experience in working with children with special educational needs and is currently aspiring to begin the training required to become a SENCO in the near future.

## Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Additional specialist training is sought and provided when request and or/ needs are identified. All staff are members of Whole School Send. Recent training has included; Attachment Theory, Understanding behaviour and Boxhall profiles, High Quality Teaching and Accommodations for SEND

## Teaching assistants (TAs)

We have a team of 9 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have a number of teaching assistants who are trained to deliver interventions such as Precision Teaching, Intensive Interaction, NELI, Little Wandle Phonics Programmes and many more.

In the last academic year, TAs have been trained in Attachment Theory, Theraplay, Little Wandle Phonics, NELI, EEF's effective use of Teaching Assistants and many more.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services

## **3. What should I do if I think my child has SEN?**

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can contact your child's class teacher on drop off or collection, Class Dojo and/ or via the school office.

They will then put things in place to support your child and may pass the message on to our SENCO.

You can also contact the SENCO directly via the schools' main admin email [admin@northgate.djanogly.org](mailto:admin@northgate.djanogly.org) and/or number **0115 9156896**

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. We will then start to look closely at your child's needs and how these can be supported.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

#### **4. How will the school know if my child needs SEN support?**

All our class teachers are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning and will then try to support these.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

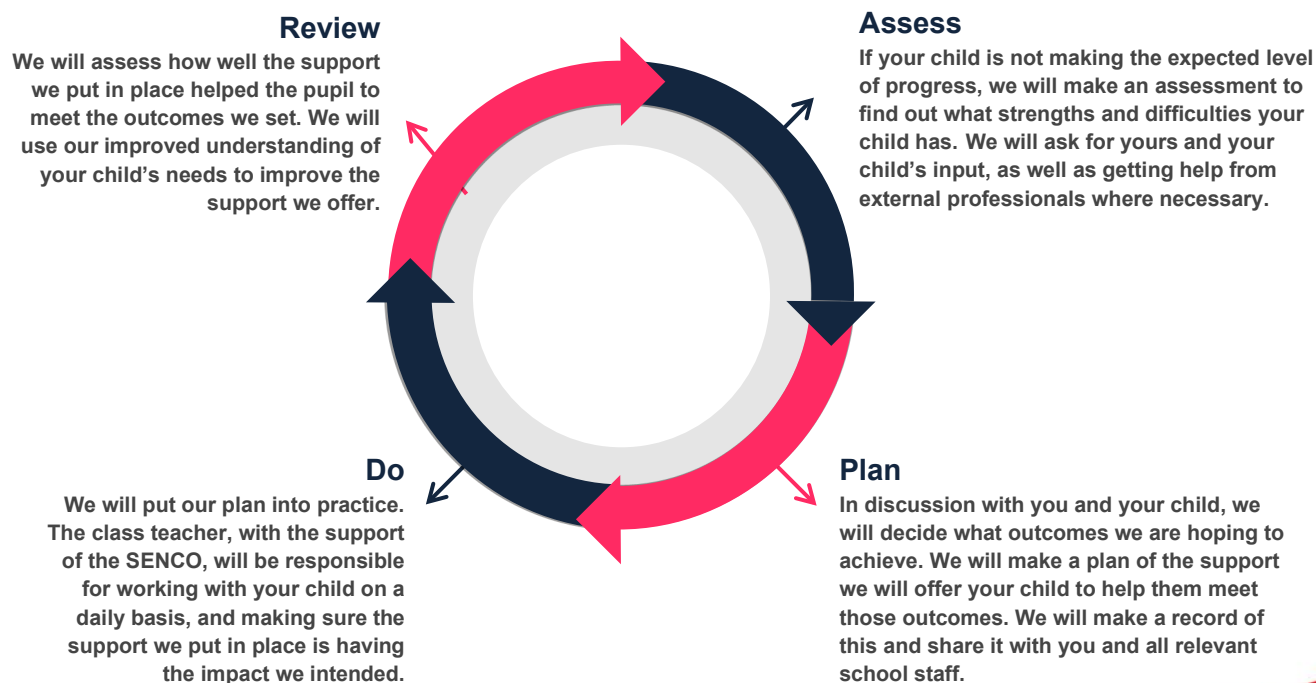
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

#### **5. How will the school measure my child's progress?**

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide annual reports on your child's progress.

Your child's class teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we are trying to meet your child's needs. We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey.

## **8. How will the school adapt its teaching for my child?**

Please find our schools' accessibility plan [here](#). Our accessibility plan further outlines how at Djanogly Northgate Academy, we increase the extent to which disabled pupils participate in the curriculum. We have a strong culture around equity and we continue on our journey for true justice through the removal of barriers to ensure all have an equitable educational offer.

Your child's teacher/s is/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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured paper, visual timetables, larger font, etc.
- Teaching assistants may support some pupils on a 1-to-1 basis
- Teaching assistants may support pupils in small groups
- We may also provide the following interventions:

<b>AREA OF NEED</b>	<b>CONDITION</b>	<b>HOW WE MAY SUPPORT THESE PUPILS</b>
<b>Communication and interaction</b>	Autism spectrum disorder Speech and language difficulties	Visual timetables Social stories Speech and Language therapy Intensive interaction
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties Severe learning difficulties	Chunking Pre and post teach Tutoring Writing slopes GL ready assessments and toolkits
<b>Social, emotional and mental health</b>	ADHD, ADD Adverse childhood experiences and/or mental health issues	Quiet workstation Nurture groups Visual timetables

<b>Sensory and/or physical</b>	Hearing impairment Visual impairment Multi-sensory impairment Physical impairment	Limiting classroom displays Enlarged text Adaptations to the environment
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These interventions are part of our contribution to Nottingham City's local offer.

### **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

### **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we will apply for additional funding. This may be needed for:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

### **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

We make sure that there are no barriers to our pupils with SEND enjoying the same activities as other pupils in our school, including physical activities.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.



## **12. How does the school support pupils with disabilities?**

- Our schools' accessibility plan can be found on our schools' website [here](#)
- It is used to look at how we:
  - Increase the extent to which disabled pupils can participate in the curriculum
  - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
  - Improve the availability of accessible information to disabled pupils

## **13. How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- We believe that if a child is not happy at school then they will not be able to learn effectively. Therefore, emotional wellbeing is of paramount importance.
- The Thrive Programme is used to teach children how to have agency over their own thoughts and beliefs whilst building self-esteem so that they can Thrive in all that they do. Children set Thrive intentions weekly and use SPECS to reframe thoughts and beliefs.
- Learning powers (Social and Emotional aspects of Learning) days are held at the beginning and end of each term as well as regular circle times to promote emotional wellbeing.
- Emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions.
- Social groups are held weekly in each class to support children who sometimes find social situations challenging when needed.
- To promote positive friendships we may use a 'circle of friends'.
- We run a nurture group (Hideout) which supports identified children who have a range of different social and emotional difficulties. The children may attend for breakfast and then some afternoons during the week to promote skills such as communication, sharing, dealing with emotions and being safe.
- If a child's emotional needs are not able to be met in school, we would refer with parental consent to appropriate external agencies.

## **14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

How we support a child moving classes;

- Information is passed on to the child's new Class Teacher in advance of any moves and a planning meeting takes place. All individualised planning/provision is shared with the new teacher so they know what has been tried, what is working and what the next steps are for that child
- The child has opportunities to visit and meet their new teacher/teachers before the end of the school year to begin to build a relationship with them
- School seek advice from any external professionals with regards to any additional help individuals may need to ensure they make progress

#### How we support a child moving to another school:

- The new school's SENDCo will be contacted to ensure all information surrounding provision requirements is passed on
- All records for the child are securely transferred so the new school has all the information they need to ensure they can arrange appropriate provision and support

#### How we support a child moving to secondary school:

- School staff work alongside parents, children and external agencies to identify the choices for secondary school
- Where appropriate, school staff may accompany parents and/or children to visit a school
- Parents are offered support and advice on the processes, deadlines and paperwork that need completing in advance
- The teams working around individuals needing additional transition support will meet to discuss plans in advance
- Staff members from the childrens' new school are contacted and invited to attend meetings to ensure all information surrounding provision requirements is passed on. Parents and children will be included in these meetings where possible
- All records are securely transferred so the new school has all the information they need to ensure that appropriate provision and support can be arranged
- All children will have opportunities of focused learning about aspects of transition to support their understanding of the changes ahead. These opportunities may be tailored to an individual's specific needs or concerns
- Where possible, children may visit their new school on a number of occasions and in some cases staff from the new school may visit the child at Djanogly Northgate Academy

### **15. What support is in place for looked-after and previously looked-after children with SEN?**

Mrs L Dyer is designated teacher for looked-after and previously looked after children at Djanogly Northgate Academy.

Mrs L Dyer will work with Miss N Nasir our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

### **16. What should I do if I have a complaint about my child's SEN support?**

Complaints about SEN provision in our school should be made to the class teacher and/or SENCO in the first instance. They will then be referred to the [school's complaints policy](#).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

## **17. What support is available for me and my family?**

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Nottingham City's or Nottinghamshire's local offer depending on where you live. Nottingham City and Nottinghamshire County Councils publish information about the local offer on their websites:

Nottingham City Council:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

Nottinghamshire County Council:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Follow this link to our local [SENDIASS](#) organisation.

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 18. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage