

Notts County Council Web Site Local Offer

What kinds of special educational needs does the school/setting make provision for?

The Academy Climate for Learning structure ensures that any student who requires additional support receives this through a broad and balanced curriculum. In addition, the Academy's objectives are:

- To provide a differentiated curriculum appropriate to the child's needs and ability
- To ensure the identification of all students requiring SEND provision as soon as possible
- To ensure SEND students take as full a part in the life of the academy as possible
- To ensure the parents are kept fully informed of their child's progress and attainment
- To ensure that SEND students are involved in making decisions affecting their future SEND provision
- To ensure that there is a team of experienced TA's who provide individual and small group support to students, within faculties
- To liaise with specialists and other agencies to access specialist support for students and parents. Teaching staff all practice quality teaching first and differentiation to ensure that individual student's needs are met and that all students achieve their academic potential. SEND is reported to the Academy's governors and is a standing item on the agenda. There is a governor with specific responsibility with SEND who meets with the SENDCO on a regular basis

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?

All students within the academy are placed into appropriate classes to their profile on entry. All teachers differentiate their teaching to match individual needs and where possible, with a faculty based team of Teaching Assistants. Support across the year groups ensures that all students progress well. An ongoing flexible approach continues in order to monitor progress and evaluate the impact of intervention which in turn informs the next steps. Parental communication will also be used via meetings and phone calls throughout the year.

How does the school / setting evaluate the effectiveness of its provision for students with special educational needs?

Tuxford Academy staff make ongoing assessments throughout the year, with achievement coordinators and SENDCO regularly tracking student progress. Feedback on student progress is via termly reports, parents' evenings and student review days. Parents can track behaviour, homework and attendance via our online system called SIMs. Parents can contact either the tutor or the SENDCO at any time to discuss their child's progress

What is the schools approach to teaching students with special educational needs?

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Smaller class sizes are used for the most vulnerable learners. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made. Within class, the child's subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression. Well established intervention programmes are used to improve literacy and numeracy skills The SENDCO will be consulted as needed for support and advice and may wish to observe the

student in class. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school

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

All students in the academy are placed into appropriate classes according to their profile on entry. All teachers are expected to differentiate their teaching to match individual needs. A large team of faculty based Teaching Assistants provide additional support across all years to ensure students progress well.

Further strategies to ensure children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular CPD opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND
- Using in-class provisions and TA support effectively to ensure that the curriculum is differentiated where necessary.
- Implementing Individual access arrangements for informal and external examination

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

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the student's records. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process: Assess Plan Do Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

- Assess- This involves clearly analysing the student's needs using the class teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

- Plan- Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.
- Do- The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.
- Review- Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps. If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for a Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: www.nottinghamshire.SENDlocaloffer.org.uk

The Academy also supports students with EHC Plans from the Lincolnshire area, details of the Lincoln Local Offer are available from the County Website <https://www.lincolnshire.gov.uk/send-local-offer>

Students with Derbyshire EHC Plans, the Derbyshire Local Offer can be found on <https://www.localoffer.derbyshire.gov.uk/home.aspx>

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

All students with SEND are able to access school activities and trips. If necessary additional TA support can be allocated to ensure SEND students are able to take part fully

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

The academy's pastoral system is in year groups with to four Colleges. Each year group has a Head of Year and also college has a College leader and a team of tutors. The pastoral team holds regular meetings when individual students and pastoral issues are discussed, appropriate strategies implemented and outcomes are accessed regularly.

Who is the schools special educational needs co-ordinator (SENDCO) and what their details are?

The SENDCO for Tuxford Academy is Scott Thompson

The Deputy SENDCO at Tuxford Academy in Jordan Whittingham

What training have staff supporting special educational needs had and what is planned?

The SENDCO attends all relevant, up to date training on a regular basis. All Teaching Assistants also attend training and individual CPD is encouraged and assisted

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

The SENDCO at the academy is fully qualified and extensive experience in the role. The academy works in partnership with the Educational Psychology service and the Support for Families and Schools Service. The Academy has a good professional working relationship with many outside agencies including Family Services, Health and Child and Adolescent Mental Health Service.

How will equipment and facilities to support students with special educational needs secured?

All students with SEND will have access to Element 1 and 2 of a school's budget (up to £6,000 per year). Some students with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. In order to access this funding the SENDCO will write a bid in conjunction with the class teacher and the support staff. Every effort will be made to secure additional funding from the Family bidding process and other agencies should this be considered necessary. We work together in a 'contracted delegation' system which means we meet as a family of schools to moderate our additional funding bids and then review the family allocations. We also meet to support training needs. The family of schools also support each other with specialist knowledge and

joint training. The SENDCO and the Principal will allocate the funding in the best way they believe necessary to support individual children's needs

What are the arrangements for consulting parents of students with special educational needs?

Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Profile. Information on support agencies, including the Parent Partnership Project, is available from the SENDCO. Parents can contact their tutor via email or by phoning or emailing the school office. Parents are kept up to date with their child's progress through parents' evenings, reviews meetings, student review days and reports three times a year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENDCO may also signpost parents of students with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor can also be contacted in relation to SEND matters.

What are the arrangements for consulting young people with special educational needs and involving them in education?

Children's views are taken into account through:

- Student voice
- Child Centred meetings
- Meetings with the children and parents
- **What do I do if I have a concern or complaint about the SEND provision made by the school/setting?**
- The first point of contact for a parent to discuss general concerns would be the Head of College. If a parent still has concerns then the SENDCO would be the next point of contact or any other member of the Leadership Team. Parents who are dissatisfied with any provision should put their concerns in writing as per the policy (see school web site).
- **How does the governing body involve other organisations and services?**
- Tuxford Academy meet and report back to the governing body on a regular basis. This will include a report on partnership working with all outside agencies and the Termly Springboard Meeting with the Educational Psychologist.
- **How does the school / setting seek to signpost organisations, services etc?** The Academy has a Support and Welfare Team who have extended experience in signposting parents and students to all relevant outside agencies who may be able to support individuals and families.
- **How will the school / setting prepare my child / young person to join the school setting?**
- The SENDCO or nominated person attends the Annual review of any student with an Education Health Care Plan in Y6.

- **Transfer between the phases of education**
- All students on transition in year 6 take part in a week long programme towards the end of the Summer Term. Throughout the term the SENDCO will meet with identified parents/carers to discuss their child's needs.
- In year 9 meetings will take place in school with progress leaders, parents/carers and students to discuss their individual pathway forward.
- For Post 16 meetings are held to ensure that all students are on the appropriate pathway forward to meet their aspirations
- **Prepare for adulthood and independent living?**
- Progression routes are tracked throughout changes in Key Stages to ensure appropriate options are taken and for transition from KS4 to KS5
- **Where can I access further information?**
- **SEND Information Last Updated On: 03.09.2022**