

SEND School Information Report – 2023/24



NEWARK
ACADEMY

Welcome to Newark Academy's SEND Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

At Newark Academy, we celebrate the fact that all children are different and have diverse learning needs and we make sure we tailor learning opportunities to meet the needs of all children. Within this report, you will find information about the provision that we are proud to offer at Newark Academy to support children with Special Educational Needs or Disabilities.

1) What kinds of Special Educational Needs does Newark Academy make provision for?

Newark Academy is a mainstream secondary school with 1149 students. The proportion of pupils and those with Education Health Care Plans is 2.3% which is below the national average (4.3%). The proportion of students with DFE SEND is 9.7% which is below the national average (13%). The proportion of students with SEN (including vulnerable students) is 28.7% which is above national average (17.3%) ***National Data taken from NASEN.***

At Newark Academy, we make provision for children with SEND within each of the four categories identified in the 2014 SEN Code of Practice:

- **Communication and Interaction – 34% of students on SEND register at Newark Academy**

Within Newark Academy's Nurture Provision there is provision and specialist support for students with additional needs. We have qualified subject specialist teachers who support these students through smaller group teaching across English, mathematics, science and humanities. These smaller group settings are a perfect environment for our students to develop and make progress.

Pupil profiles are created with students and shared with all teachers to ensure effective strategies are used to support individual students.

<p>2) How will Newark Academy identify and assess my child's Special Educational Needs?</p>	<ul style="list-style-type: none"> • Cognition and Learning – 11% of students on SEND register at Newark Academy <p>At Newark Academy, we are experienced in supporting children with cognition and learning difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with Maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children with profound and multiple learning difficulties, for example we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology.</p> <ul style="list-style-type: none"> • Social, Mental and Emotional Health – 29% of students on SEND register at Newark Academy <p>For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through student mentoring and social skills groups. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) and CBT - Cognitive Behaviour Therapy if necessary. There are Heads of Crew who will work with the Associate Heads of Crew across the school to ensure that timely interventions such as Let's Talk, Peer Mentoring and Well-being support are offered.</p> <ul style="list-style-type: none"> • Sensory and/or physical – 28% of students on SEND register at Newark Academy <p>We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Collaboratively, we provide and implement necessary resources such as RadioAids for children with hearing impairments or standing frames for children with physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with these agencies and the parents to review the equipment and approaches that are in place.</p>
	<p>At Newark Academy, the attainment and progress of all students is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual students are making the expected progress within the classroom. If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents/carers and also with the SENCO. The targets of students who have Education Health Care Plans are reviewed annually by the SENCO and teachers are asked at key points of the year to reflect upon your child's progress on the SEND Register and to identify any other children of concern.</p>

In addition, Senior Leaders, middle leaders and the SENCO meet to discuss provision and progress for children and any additional support/interventions that might be required.

Where concerns have been raised about the progress being made in school, parents would initially meet with the Head of Crew or Head of Department for a subject specific concern. For more general concerns about progress, parents would contact the Head of Crew, Associate Heads of Crew or SENCO. The staff will be able to explain what support is in place within the classroom to ensure your child is making progress against their objectives, using Quality First Teaching strategies. This means support for your child in the classroom with their teacher.

Subject teachers will use quality first teaching strategies within the classroom with work being scaffolded carefully to best meet students' needs.

If you or your child's teacher continues to be concerned that progress is not being made, some specific interventions may be undertaken, either individually or in a group. At this point, the staff will begin a graduated approach which means creating a plan on how to achieve the outcomes, identifying support and reviewing progress against outcomes. The school's SENCO will become involved at this stage.

Should the teacher or SENCO have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs. Such agencies could include Speech and Language Therapists, Educational Psychologists, Occupational Therapists, the School Nurse, or Specialist schools and family support services. This will help to inform our decisions as to whether the young person should be placed on the SEND register at SEN Support level so that progress can be closely monitored and additional support can be put in place as necessary. Parents are always informed at every stage of this process.

Whilst most children with SEND will have their needs met at the 'SEN Support' level, a small number may require an Education, Health and Care (EHCP) assessment to determine whether the Local Authority needs to provide a higher level of support and in order to meet the identified learning outcomes.

Children who have Education, Health and Care Plans (EHCPs) will also have a formal Annual Review meeting to review their progress and current needs. For children with more complex SEND needs, progress is measured against their own individual starting points and targets on their individual EHCPs.

3) What is Newark Academy's approach to teaching children with SEND? How will Newark Academy enable my child to be included in activities with other children including those without SEND?

Newark Academy prides itself on being a 'GREAT' local comprehensive school who provides an inclusive learning environment where all children, including children with SEND, are treated equally and have access to the full range of opportunities.

Children are grouped according to ability but have opportunities to work with children of all abilities through the varied and inclusive curriculum that we offer. All students access a knowledge rich curriculum and teachers scaffold learning to meet a variety of different needs within the class. Students are encouraged to reflect upon their own progress.

Our approach is to tailor learning opportunities so that they are accessible to all the children through effective planning and differentiation of lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels. We maintain high expectations and aspirations for all children at Newark Academy.

Children with SEND are fully included in activities throughout the school day. If necessary, we provide additional support to enable this to happen, for example 'meet and greets' in the morning, additional support at break time and/or lunchtime and during extracurricular activities.

4) How will the curriculum and learning environment be matched to my child's needs?

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (p14). At Newark Academy our priority is to ensure that all children, including children with SEND have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children.

We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

- **Assess**: The class teachers and if necessary the SENDco or professionals from external agencies, assess the needs of the individuals.
- **Plan**: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do**: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review**: We evaluate the impact of the support provided and consider whether changes to the support need to be made.

This support is recorded and evaluated alongside Newark Academy's 'SEND Policy' and the 'Supporting Children with Medical Conditions Policy'.

A small number of children may require specific adaptations to the learning environment. Examples include the provision of modified equipment, access to Radio Aids to support hearing, the use of sloping boards, the use of various technical devices and bespoke classroom equipment such as seating to ensure correct posture for those with specific physical disabilities.

Through consultations with teachers, Heads of Crew, Associate Heads of Crew, High Level Teaching Assistants, parents, students and the Senior Leadership Team, the SENCO makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEND within the school. This includes physical and human resources. TA's are allocated carefully according to their skills and experience, with many TA's becoming specialised in certain subjects as well as, Communication and Interaction, Cognition and Learning, Social emotional and Mental Health Sensory and Physical, Independent Travel and as a result implementing interventions which offer individualised learning packages for children in SEND support.

5) How will Newark Academy support my child's emotional and social development and wellbeing?

At Newark Academy we believe that students achieve best when they are happy. We celebrate the student's successes and provide them with positive learning experiences. Sometimes students also experience setbacks or challenges along the way and we are committed to supporting them through these.

Supporting social development

We have many strategies embedded within our everyday practices to help students to become aware of how they are feeling and how their choices impact on the emotional wellbeing of others. For example, all children take part in personal social and emotional sessions within their curriculum. There are also opportunities provided for external speakers to work with students on some sensitive issue. Our reward systems, which we use consistently across the school, promote and celebrate social development as well as other achievements.

Social Communication and Interaction Skills groups

For pupils, who need some extra support, we run social skills groups where we explicitly model and teach social skills such as turn-taking and sharing. We work in conjunction with a speech therapist for guidance to support the social development of children with Autism and social communication difficulties.

Emotional Support

We have weekly counsellors visiting who support individual students with helping them through any personal issues they may have.

We also have student health mentors who have been trained in mental health. This can include supporting young people to recognise and manage their emotions, to talk about how they are feeling, or to cope with difficult events in their lives. It can also be used to help young people to improve their peer relationships and to learn to resolve conflicts effectively.

Pupil mentoring

Pupil mentoring provides young people with an opportunity to talk openly and confidentially to an experienced adult on a 1:1 basis. The sessions can take many forms including playing games, drawing and simply talking. The focus is on raising young people's self-esteem and belief in themselves as learners to develop an 'I can do it' attitude. The young people will be helped to think about themselves and their learning from new perspectives and to find their own solutions. The aim is to empower pupils to take responsibility for their own learning and to raise their confidence so that they can reach their individual learning potential.

Nurturing opportunities

During social times, young people who need some extra emotional support have opportunities to talk to a learning support assistant, to attend a break time/lunchtime club.

6) How will Newark Academy support me with my child with SEND?

At Newark Academy we recognise the value of working in collaboration with parents and carers of young people with SEND in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parent forums, open evenings, parent information evenings and annual reviews.

We hope to meet with parents of children with SEND as they join our school, in Year 6 and maintain a high level of contact throughout their educational career with us. The SENCO and inclusion key worker staff then regularly meet with many parents of children with SEND to review their progress and to make collaborative decisions about how to meet their needs.

For children with Education, Health and Care Plans, parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed. Parents and young people are invited to contribute to this process. Each year students with SEND will have a pupil profile, developed with each young person, outlining their barriers to learning and solutions to help them which will be shared with all staff and parents.

We have a variety of other methods of communicating with parents according to the needs of the individual child. This can include phone calls or emails/letters home. We hope that you will make contact with the SENDCo, your child's crew leader, Associate Head of Crew and subject teachers, on a regular basis throughout the year in order to discuss the provision for your child.

7) How will Newark Academy involve my child in decision making?

At Newark Academy, we value the views and opinions of the children in our care. When supporting children with SEND, we aim to talk to our students and fully involve them in the process. We discuss their individual outcomes and progress with them and make sure we celebrate their achievements with them, however big or small. For students with EHCPs, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, young people can come into the meetings to share their views. Wherever possible, we ensure we take into account the views, wishes and aspirations of our students when discussing outcomes for them and approaches on how to achieve them.

8) Who could be involved in supporting my child or our family?

Associate Lead for SEND and Inclusion:
Mrs Claire Kent (Bed Hons, MA, NASENCO)

SENCO:
Mrs Glenis Willis - (Bed Hons, NASENCO)

High Level Teaching Assistants:
Mrs Geraldine Ball
Mrs Annette Birmingham
Miss Debbie Williams
Mr Alex Howells

Support workers:
Mrs Megan Alexander
Mrs Alex Asman
Mrs Karen Cottier
Mrs Sharon Preston
Mrs Lorraine Maxwell
Mrs Lorraine Whitehead

Behaviour Lead:
Mrs Sally Goodman

Exams Officer (Responsibility for Exam Access Arrangements)
Mrs Glenis Willis

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies and professionals to ensure that pupils with SEND receive appropriate support and high quality teaching.

The team is overseen by Yvonne Elsey, School Leader Quality of Education and our Governing body. The designated governor for SEND is Mrs Elaine Rossell, our Chair of Governors.

External Agencies:

We have strong links with a range of education, health and social care professionals who can support the process of assessment, target-setting and ensuring that the needs of pupils with SEND are appropriately met, from Nottinghamshire.

This includes working with:

- Family SENCO
- Educational Psychology Service from Nottinghamshire County Council who work with young people who have EHCPs.
- Physiotherapists and Occupational Therapists : Children with physical needs are currently supported by their individual therapist.
- Schools and family support services (SFSS): We work closely with the Advisory Teachers
- Medical practitioners including pediatricians and Child and Adolescent Mental Health Service (CAMHS).
- Social Workers from Nottinghamshire County Council and other local authorities as required.
- Community Police Liaison Officer.
- Physical Disabilities Support Service (PDSS)
- Health Related Education Team (HRET)
- Counselling
- Alternative provisions - Hill Holt Wood, MAPLE, First Class Tutors, North Star

9) How does Newark Academy evaluate the effectiveness of provision for pupils with Special Educational Needs?

- At Newark Academy, we have a robust system of self-evaluation in which we evaluate:
- Pupil Achievement
- Leadership and Management
- Quality of Teaching
- Curriculum
- Behaviour and Safety
- As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. The SENCO and SEND governor meet regularly to discuss the provision for Young People with SEND. The Governors also receive regular reports through the termly Head's Report to Governors.

Each term, the performance data of children with SEND is analysed and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.

<p>10) How does Newark Academy prepare children with SEND for joining the school or transferring to another school? What are the arrangements for supporting children with SEND when they move between classes?</p>	<p>Change can be challenging for all children, particularly for young people with SEND. Therefore, at Newark Academy, we have lots of procedures to support the transition of young people with SEND as they join our school, move to new year groups within the school or transfer to new educational settings.</p> <p><u>Joining our school:</u></p> <p>We work closely with Primary school settings to support the successful transition of all of our young people as they begin their school journey with us in Year 7. Our SENCO and/or Associate Head of Crew with responsibility for Year 6 Transition, visits the young people in their primary school setting and the young people come into school for ‘acclimatisation’ visits, where they tour the school in order to become familiar with our school. These transition packages are tailored to meet students individual needs and can vary greatly. In order to support young people and families of children with SEND, we also hold ‘Transition’ meetings in the term before the young people start school with the SENCO parents, representatives from the primary school setting and any other professionals that are supporting the young person or family. This ensures that we are well informed about the young person’s additional needs and can plan appropriate provision for when the young person starts at school. At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits. There is also an opportunity for students with more complex needs to be discussed at the Summer Spring board meeting. A peer mentor programme is also available to support students with the transition to secondary school. This is a student leadership role where students are trained to work on transition, including visits to primary schools in the Summer term.</p> <p>If your child with SEND is joining Newark Academy part-way through their school career, we will arrange for you to meet with the SENCO and pastoral lead to discuss your child’s needs. We also liaise with your child’s previous school to discuss strategies and support that have been effective in the past. In some cases, we can arrange extra visits to support your child’s transition to us.</p> <p><u>Moving classes:</u></p> <p>Where necessary, young people with SEND who experience high levels of anxiety at times of change, will be prepared for the change ahead through for example, social stories and equipped with strategies to help them cope with change. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with all the pupil’s new teachers, the SENCO and if necessary parents and careers.</p> <p><u>Transferring to the next phase:</u></p> <p>Moving on to college/6th form can be an exciting but daunting time for all young people so at Newark Academy, we ensure that the students are well-prepared for the transition. We have good links with the local Schools and colleges including special schools within the area. For children with Education, Health and Care Plans (EHCPs), the SENCO from the 6th form/college will attend the Year 11 Annual Review. This gives you the opportunity to find out how they will be able to support your child through the transition and beyond. If your child is on ‘SEN Support’ but does not have an EHCP they will still have the opportunity where necessary for additional support arrangements such as extra visits.</p>
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11) What do I do if I have a concern about the provision for my child with SEND?	At Newark Academy, we are committed to working in partnership with parents and careers to meet the needs of the children in our school. If you were to have a question or concern about the provision for your child with SEND, in the first instance, we would encourage you to contact your child's Head of Crew or Associate Head of Crew. Should you wish to discuss your concerns further, you could contact the SENCO or School Leader Quality of Education. If you still have concerns regarding the provision for your child, then please contact our Head of School who will investigate your concern.
12)Where can I get further information about SEND support	The information in this report feeds into Nottinghamshire County Council's local offer which details support, opportunities and services available to children and young people in their area who have SEND. This can be accessed at: http://www.nottinghamshire.sendlocaloffer.org.uk https://www.newarkacademy.co.uk/ under the Learning Support Tab.

