



**George Spencer  
Academy**

**Local Offer and  
Information on Special  
Educational Needs**

**Review date: September 2015**

## **George Spencer Academy Local Offer and information on Special Educational Needs**

What are Special Educational Needs?

Special Educational Needs (SEN) means that a child is facing specific challenges with some area of school life at the moment.

It may be that the child is finding learning difficult and needs to work at a different pace. It may be that the child has an emotional or social issue, a behavioural issue or a physical disability. Sometimes these difficulties last for only a short time and some continue through a child's school life.

### **What can we do to help?**

Helping your child to make progress is a partnership between home and school. The government has given schools clear guidelines on how this help is given – the document is called the SEN Code of Practice.

Parents should always inform school of any known physical, emotional or behavioural difficulties before the child enters school, so the appropriate support can be agreed and arranged.

At George Spencer there are two main stages to the SEN Code of Practice:

#### **Stage 1**

##### **SEN support**

It will be decided how the child can best be helped in school. Generally at this time, the child will be registered as receiving support of some kind. The child's needs may be met by providing extra support in class, through differentiated work, or working with specialist Learning Support Assistants within the Inclusion Team. Teaching staff are informed of learning and cognition difficulties through an Individual Educational Plan (IEP) or a Pupil Profile.

In some cases support from outside the school will be sought to identify needs and support in more detail. In these cases review meetings, involving Parents, Class Teacher, Learning Support Assistants and Outside Agencies as appropriate (e.g. Speech and Language Therapist, Educational Psychologist) will be held to give an overall view of the child's progress and difficulties.

Most children will remain at this stage, or no longer require additional support once they have successfully met any individual targets that have been set.

## **Stage 2**

### **Education Health Care Plan (EHC Plan)**

This stage replaces what used to be known as statement. Not many children are at this stage as only few children need to receive this level of support. At this stage Nottinghamshire Local Educational Authority issues the child with an “EHC Plan.”

If a child has a lifelong disability 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 application for an Education, Health Care Plan will combine information from a variety of sources including parents/carers, teachers, SENCO, Social Care and 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 or not 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.

Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child’s needs are not being met by the support that is ordinarily available. The school and the child’s parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed it will be kept as part of the pupil’s formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## What will it be like for my child at George Spencer?

### 1. Who could be working with my child?

Name of Person	How they help?
SENCO - Special Educational Needs Co-ordinator	First point of contact for parents/carers of students with individual needs.
Social Inclusion Co-ordinator	Coordinates the team of Social Inclusion Case Workers and liaises with outside agencies.
Social Inclusion Case Workers	Provide support for students experiencing emotional, social or behavioural difficulties.
Inclusion Team Co-ordinator	Coordinates the team of Learning Support Assistants.
Learning Support Assistants (LSA)	Provide additional support to targeted students, either in the classroom, or through specific interventions.
Lead LSA – ASD (autistic spectrum disorder) specialist	Provides help & support to students on the autistic spectrum and advice to parents/carers of these students.
Literacy / Dyslexia teacher	Plans and delivers literacy lessons to targeted Key Stage 3 students and offers support & advice to students with dyslexia.
Nurture Teacher	Year 7 Learning Manager responsible for a group of identified students who we feel would benefit from increased support during the transition from primary to secondary school.

## 2. What additional needs do we help with at George Spencer?

Type of need	What this stands for?	Examples
C and I	Communication and Interaction	Students with communication and interaction difficulties such as those on the autistic spectrum.
S and P	Sensory and Physical	Students with physical disabilities or sensory needs such as cerebral palsy or a hearing impairment.
SEMH	Social, Emotional and Mental Health	Students experiencing emotional, social or behavioural difficulties.
C and L	Cognition and Learning	Students with specific learning difficulties such as dyslexia.

## 3. There are 3 waves of help that we offer at George Spencer

Wave 1 – Quality First Teaching (QTF)

Wave 2 - Additional interventions to enable children to work at age related expectations or above

Wave 3 - Additional highly personalised interventions

## Wave 1 – Quality First Teaching (QTF)

*The key to success with all learners is Quality First Teaching*

### High quality education for pupils of all abilities

Expertise from being the Lead School and Education Sponsor of The Spencer Academies Trust  
Exceptional Teachers with excellent subject knowledge

- All lessons planned to the Accelerated Learning Cycle o Clear objectives to lessons
- A whole school marking policy
- Focused marking and continual feedback with DIRT (dedicated improvement and reflection time) o Appropriate use of teacher questioning, modelling and explaining
- Opportunities for group work and working individually Traditional values of respect, courtesy and discipline
- Through all member of staff (teaching and non teaching) o Clear sanctions and rewards systems
- High expectations

An innovative and distinctive curriculum

A variety of subjects available to pupils, including -  
vocational courses Excellent pastoral care

- Learning Managers
- Directors of Learning and Achievement
- Pastoral Support Assistants
- Learning to Learn lessons, Active Citizenship lessons, biannual learning reviews, and a variety of specific registration activities
- Access to the School Nurse

Strong relationships with parents, carers and the wider community

- Regular progress review evening, newsletters, opening evenings An extensive range of extra curricula activities, trips and clubs
- Challenge days throughout the year
- Before school, dinner time and after school clubs o Summer schools
- Numerous sporting teams
- A commitment to preparing our students to be global citizens of the future Methodical preparation for future careers and higher education
- Careers interviews

Information evenings for pathway support Regular opportunities for student leadership

- Student council, prefects, STEM (science, technology, engineering and maths) leaders, ambassadors to the school

Wide ranging access to ICT and high quality facilities

- Access to specialist classrooms and facilities across the school, including science laboratories, sports hall, ICT suits, drama studios, keyboard rooms, music technology suites, food rooms, textiles rooms, graphics rooms,

- resistant materials workshops, electronics rooms, art studios, 2 resource centres and many more.
- New maths block

#### Achievement for all

- Assessment and monitoring throughout the year
- Spelling support during registration
- Disabled friendly environment - wheelchair access, lift, disabled toilets, disabled parking facilities, handrails on stairs, radio aids
- Transition programs
- Spelling and reading comprehension assessments of all pupils
- CATS (cognitive ability testing) testing at the start of each Key Stage o Dyslexia screening available

## **Wave 2 - Additional interventions to enable children to work at age related expectations or above**

- Group Provision Mapping to monitor progression
- In class support & small group targeted intervention with a Learning Support Assistant
- Access to 3 specialist Social Inclusion staff members supporting specific BESD issues
- Centre of excellence for Young Carers
- Invitation to TOAST (time out and some toast) BESD support (behavioural, emotional, social difficulties)
- AIM – Action to Include Me – located in a safe, secure location in the Inclusion Centre
- Numeracy Support
- Handwriting Club
- Physiotherapy / exercise program
- The Listening Program
- Inclusive Sports
- Homework Club
- Hobby Club
- Dyslexia Club
- Targeted spelling intervention
- ASD (autistic spectrum disorder) group
- Targeted differentiation.
- Referral to wider health professional support

## **Wave 3 - Additional highly personalised interventions**

- Individual Provision Mapping
- 1:1 focused support
- ASD (autistic spectrum disorder) tutorials
- Literacy Booster Sessions
- Key Skills Lessons
- Extra transition visits before starting George Spencer Academy
- Literacy interventions and numeracy interventions
- Individual access arrangements for exams, where appropriate and applicable
- Year 7 Nurture Group
- Pastoral support to monitor & focus emotional need to increase resilience & positive behaviour involving child, parents/ carers and school
- Attendance Officer who offers support around punctuality and good attendance
- EHAF: Early Help Assessment Form. This provides parents and school a pathway of provision to access outside agency support

<http://www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/early-help-assessment/>

- EHCP Education and Healthcare plans reviewed and monitored yearly
- Referral for EHCP in conjunction with parents/carers
- Zena Mayes Family SENCO. Support and advice to school and parents upon school request

## Getting in touch

What are the contact details of the school?

School Name	George Spencer Academy
Address	Arthur Mee Road Stapleford Nottingham NG9 7EW
Telephone	0115 9170100
Email	info@george-spencer.notts.sch.uk
Age Range	11-19
Number on Roll	1350

## Contact details of key staff at George Spencer?

Name	What do they do?	Contact e-mail?
Mrs Susan Jowett	Executive Principal	sjowett@george-spencer.notts.sch.uk
Mr Fraser Mitchell	Principal	fmitchell@george-spencer.notts.sch.uk
Mrs Victoria Jones	SENCO	vjones@george-spencer.notts.sch.uk
Mrs Sarah Torrance	Inclusion Leader	storrance@george-spencer.notts.sch.uk

## Who else could be working with my child?

The following people also work with children at George Spencer

Name	What they do?	Contact
Zena Mayes	Specialist teacher for Primary Social and Emotional Development (PSED) Team. Working in conjunction with South Broxtowe Partnership in the prevention of exclusions. Family SENCo for the George Spencer family of schools.	<a href="mailto:zmayas@george-spencer.notts.sch.uk">zmayas@george-spencer.notts.sch.uk</a>
Joanna Tilly	Educational Psychologist - Offers a range of interventions, such as learning programmes and work with teachers or parents/carers for students who are experiencing difficulties in school.	<a href="mailto:joanna.tilly@nottsc.gov.uk">joanna.tilly@nottsc.gov.uk</a>
Annette Halsall	SFSS Schools & Family Specialist Services - A group of specialist teachers and learning support staff employed by the local Education Authority.	<a href="mailto:annette.halsall@nottsc.gov.uk">annette.halsall@nottsc.gov.uk</a>
Sue Hague	Communication and Interaction Team - Focus on providing support for students on the autistic spectrum, or those who have other communication & interaction difficulties.	<a href="mailto:sue.hague@nottsc.gov.uk">sue.hague@nottsc.gov.uk</a>
Ruth Hickling	Physiotherapist - Offers advice & support to parents/carers and school staff for students needing physiotherapy support.	Physical Disabilities Children's Nottinghamshire Healthcare, City Hospital Campus, Hucknall Road, NG5 1PB
	Speech and Language advice	Stapleford Care Centre, Church Street, Stapleford, Notts NG9 8DB.
Bernadette Miller	SFSS Educational Audiologist -A qualified teacher of the deaf employed by education support services. Provides guidance to schools, particularly in area of acoustics and maximising listening conditions for hearing impaired pupils.	<a href="mailto:bernadette.miller@notts.gov.uk">bernadette.miller@notts.gov.uk</a>
Amanda Collinge	FPDSS (Fountaindale Physical Disability Specialist Service) – Help and advice to school staff for students with physical difficulties.	<a href="mailto:acollinge@fountaindale.notts.sch.uk">acollinge@fountaindale.notts.sch.uk</a>
Sue Denholm	Virtual School for Looked After Children - Education staff liaise with schools to meet the specific needs of looked after children. This service extends to adopted children with the permission of their parents.	<a href="mailto:sue.denholm@nottsc.gov.uk">sue.denholm@nottsc.gov.uk</a>
Linsey Atkins	NORSACA (Nottingham regional society for adults and children with Autism) – Advice & support for parents/carers of students on the autistic spectrum.	<a href="mailto:linsey.atkins@norsaca.org.uk">linsey.atkins@norsaca.org.uk</a>
Gillian Newcombe	CAMHS - Broxtowe Emotional Health & Well Being Team form part of Child and Adolescent Mental Health Services (CAMHS).	Gillian Newcombe, Broxtowe Emotional Health and Well Being Team, Stapleford Care Centre, Church Street Stapleford, Nottingham, NG9 8DB

	<p>They offer a range of interventions aimed at supporting children's emotional health, up to 18 years of age, on a range of emotional health issues.</p> <p>The service covers children who are patients registered with a General Practitioner located in the Borough of Broxtowe.</p> <p>Referrals must be made in writing by professionals only &amp; must have consent from the child, young person and or family.</p>	0115 8835157
Simon Ray	SEN Officer - Advice to schools & parents/carers regarding the Education Health and Care Plan (EHCP).	County Hall, West Bridgford, Nottingham. NG2 7QP.

You can also find details of Nottinghamshire County Council local offer here-

[http://nottinghamshire.sendlocaloffer.org.uk/kb5/nottinghamshire/fsd/local\\_offer.page](http://nottinghamshire.sendlocaloffer.org.uk/kb5/nottinghamshire/fsd/local_offer.page)