



George Spencer Academy SEN Information report

(Updated September 2017 (in accordance with Section 65(3) of the Children and Families Act 2014) – Victoria Jones)

George Spencer Academy is a mainstream 11-18 school. Our aim is for all students to achieve their full academic and social potential. Through the school’s SEND Policy, we actively seek to identify and remove barriers to learning and achieve inclusion within the school community.

THE INCLUSION TEAM

Name	Role	Experience/Qualifications/Expertise
Sarah Torrance	Inclusion Leader	BSc, QTS, OTAP facilitator, NPQML
Victoria Jones	Assistant Principal – Inclusion (SENCo)	National SENCo Award, BA (hons) PGCE, QTS
Caroline Holland	Social Inclusion Team Leader/Designated Safeguarding Lead	DSL, NVQ Level 3 Teaching Assistant,LAC, Behaviour, emotional and social issues
Amanda Bostock	Social Inclusion caseworker/Safeguarding	NVQ Level 3 Teaching Assitant,Young Carers, Bereavement, MAPA trained
Birgit Cresswell	Social Inclusion caseworker	NVQ Level 3 Teaching Assistant, Self-harm, Eating Disorders, MAPA trained
Caroline Notley	Social Inclusion Caseworker	BA (Hons)Ex-Youth Justice Service; behaviour and social issues, healthy relationships, MAPA trained
Joanne Young	LSA lead	Autism Level 1,2,3. NVQ3 children and young people. OTAP/facilitator
Nadine French	Inclusion Administrator	BA(Hons),Exam Access Arrangements,Transition, MAPA trained
Alice Ryrie	Nurture Teacher	BEd PGCE, QTS
Debbie Snow	COPE and Literacy Teacher	Anxious learners, school refusers
Karen McCready	LSA	NVQ 2/3 Teaching and Learning, OTAP

Rachel Rowe	LSA and Literacy Teacher	BEd OCR Level 5 Teaching with SPLD
Liz Millinship	LSA	MAPA trained, Autism
Jaya Mayer	LSA	Level 1 Autism, MA
Michaela Clow	LSA	Level 1 Autism
Lorraine Scattergood	LSA	Level 3 Teaching and Learning, OTAP
Abby Hart	LSA	BA (Hons), OTAP
Caroline Williams	LSA	Level 3 supporting teaching and Learning
Karen Dale	LSA	Level 3 Teaching Assitant, HLTA secondary Mathematics, NOCN Understanding ASD Level 2, Level 3 C+G certificate in delivering learning, OTAP
Chloe Hurst	Apprentice LSA	Apprentice

Parents are encouraged to contact Sarah Torrance (Inclusion Leader) if they are concerned that their child may have special educational needs. Contact details - Tel: 0115 9170100 Email: storrance@george-spencer.notts.sch.uk

What types of Special Education Needs does the Academy cater for?

The Academy uses the definitions of SEND as outlined in the Code of Practice 2014. These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health difficulties
4. Sensory and Physical needs.

At George Spencer we work to support students whose special educational needs fall into any of these categories. We have specialist teachers, LSA's and equipment to support these needs.

What is the schools policy for identification and assessment of students with special educational needs?

To identify and assess the needs of students with SEN, the school uses the following information.

- Liaison with primary schools/previous school.
- Whole school tracking and assessment by classroom teachers.
- Literacy (spelling and reading) testing for all upon transition to Year 7.
- Use of CAT data.
- Assessment during interventions including Boxall profiling.
- Reports from professionals.

The school responds to requests from parents, students and teachers to assess the needs of a child (where appropriate). Testing is available using:

- NGRT (reading), Vernon (Spelling) Tests, done on entry.
- SWRT (reading) for identified students.
- GL Cognitive Ability Tests (CAT) of Verbal, Quantitative, Non-verbal and Spatial reasoning.
- Dyslexia screening.
- Boxall Profile.
- Further diagnostic tests are used in Years 9-13 to determine if a student requires access arrangements for examinations.

What provision is available?

The Inclusion team run a variety of interventions which are either run individually or in small groups. This includes physiotherapy, dyslexia tutorials, Homework club, Inclusive sports and ASD groups. The interventions change depending on need and where possible these run outside of curriculum time. A small number of students are extracted from Language lessons to receive extensive Literacy support. Where appropriate external professionals may provide targeted support to individuals.

How does the school evaluate the effectiveness of its provision?

The student's performance during interventions is monitored and evaluated regularly. The Inclusion Team led by the Lead LSA and Social Inclusion Team leader regularly review individual interventions including the use of student voice and parental feedback. The progress of students in Literacy Booster groups is regularly reviewed by the class teacher and further testing is undertaken termly to determine progress in reading and spelling ages. The Inclusion Leader/SENCo and Assistant Principal-Inclusion monitor and track the progress of all SEN students and take part in regular review meetings with the Middle and Senior Leadership teams.

What are the schools arrangements for assessing and reviewing the progress of students with SEND?

We follow the access, plan, do, review cycle. Student progress across the school is formatively assessed 3 times per year and is communicated to parents. Curriculum Leaders present information on the progress of SEND students within their faculties at termly Progress Meetings with the leadership team. Students with SEND discuss their progress regularly with their key worker during review meetings. The key worker will meet with parents each year to review progress and to discuss any issues around learning and well-being. The school regularly assesses, plans, implements and reviews all SEND provision. Student's progress during interventions is regularly assessed and recorded. Where appropriate progress is assessed and reviewed with external agencies.

What is the schools approach to teaching students with SEND?

The staff at George Spencer Academy believe that "all teachers are teachers of SEND" and recognise the importance of high quality first teaching. Teachers work to remove barriers to learning through a range of differentiation and interventions. Teachers and TA's have opportunities to plan and work towards effective Wave 1 support. Clear and detailed guidance is given to staff through pupil profiles which give a comprehensive overview of individual students needs and strategies to support students. A wide ranging and comprehensive CPD programme provides teaching staff with the most up to date information for teaching students with SEND.

How has the school adapted the curriculum and learning environment to support students with additional needs?

All students have access to a broad and balanced curriculum (National Curriculum). Students with SEND are included in lessons and the wider aspects of school life. For a small number of students they may be withdrawn from lessons for interventions. These interventions are focused on specific skills and are time limited.

In Year 7 a nurture group is in place for a small number of students who need additional support with the transition from KS2 to KS3. The curriculum in nurture aims to develop both students' academic progress with a specific focus on Literacy skills and emotional wellbeing in order for them to achieve their potential.

In addition a small number of SEND students may have modified timetables in KS3 and 4 which could include alternative provision.

Access to the curriculum is achieved through differentiation, extra resources or in class support.

In addition, the specialist equipment and provision the school provides is as follows:

- Personal care suite with shower and physiotherapy bed.
- Inclusive sports including teams that compete with other schools in the local area (boccia).
- Rise and fall tables in curriculum areas.
- Adapted equipment in Science and Design and Technology.
- All Curriculum areas have classrooms/spaces which are accessible for students using wheelchairs.
- Learning and Inclusion centre incorporating SPACE, AIM room, quiet cabin and garden area.
- Accessible toilets across the school.

How are decisions made about the type and amount of support a student gets?

The Academy responds to the needs of the student, whether this is described in an EHC plan or as a result of diagnostic testing carried out by the school. Information is gathered from Primary schools, teachers and parents. This is then discussed at weekly Inclusion team meetings and provision is adjusted accordingly.

How is equipment and specialist facilities and expertise secured?

The school regularly reviews the equipment and facilities needed to ensure students are able to access all aspects of the curriculum. The school use a variety of funding streams to purchase where applicable equipment. Staff training is reviewed and staff take part in a number of professional development opportunities both in house and externally to develop expertise. We also work with a number of agencies who provide specialist advice e.g physio, SALT.

How are students with SEND included in activities outside of the classroom and on trips?

The Academy is committed to inclusion for all students and this extends to curriculum trips, extra-curricular activities and residential experiences. We run an Inclusive sports club which competes at events. A risk assessment is carried out for all off site activities that take place and the additional needs of students with SEND is considered at this point. TA's will accompany students if necessary.

How does the school support a child's overall wellbeing?

Students with SEND are assigned a Key worker who works with them regularly to ensure academic progress but also consider emotional wellbeing. The school's Pastoral team also provides support for students in school and liaises closely with the Inclusion team. The Social inclusion Team run a number of small groups for individuals including TOAST (breakfast club) and support for Young Carers and students who have been bereaved. The provision for students with Medical or Physical needs includes a dedicated team of LSAs who are responsible for organising and implementing provision and liaising with Health agencies. We have an accessible toilet/changing room and LSAs who provide support with basic care needs and physiotherapy. Students can be offered alternative changing areas with support if necessary. Student opinion is very important and is heard through a variety of forms including the student leadership team.

What specialist services and expertise does the school access?

These include:

Name	role	contact
Zena Mayes	Family SENCo	zmayer@george-spencer.notts.sch.uk
Joanna Tilly	Educational Psychologist	Joanna.tilly@nottsc.gov.uk
Wendy Kosakis	Schools and Family specialist services	Wendy.kosakis@nottsc.gov.uk
Ruth Hickling	Physiotherapist	Nottinghamshire Healthcare
Bernadette Miller	Educational Audiologist (SFSS)	Bernadette.miller@notts.gov.uk
Amanda Collinge	Fountaindale Physical Disability specialist	acollinge@fountaindale.notts.gov.uk
Sue Denholm	Virtual school for Looked After Children	Sue.denholm@notts.sch.uk
Janet Rigby	Exam Access Assessor	Via nfrench@george-spencer.notts.sch.uk

N.B these do change due to organisational restructuring and funding, this is by no means an exhaustive list and we liaise with a number of professionals from healthcare, police and social care depending on an individual's needs.

The Academy works with the organisations in meeting the needs of students, this could be through a multi-agency approach or individual meetings/consultations.

How accessible is the school both indoors and outdoors?

A programme of new building and adaptations over recent years means that all subjects have areas/classrooms which are accessible for all students who use wheelchairs or have physical disabilities. Those with physical disabilities are taught in ground floor rooms (where appropriate). A risk assessment is carried out for all students with physical disabilities and adaptations are made according to need. Where appropriate students have personal emergency evacuation plans (PEEP).

How are parents/carers involved in the Academy?

Students with SEND have a Key Worker and Learning Manager who make regular contact with parents regarding their child's life in school. Parents can phone or email the Inclusion and Pastoral

teams directly with any concerns. The Inclusion team are available to meet with parents at key events throughout the year as well as a dedicated meet the Inclusion team evening. A member of the Inclusion Team is available at all progress evenings and the Inclusion Leader/SENCo runs termly drop in for parents. Annual reviews are put in place for students with an EHCP and those who receive LEA funding.

How are students with SEND involved in planning for their education?

Students with SEND are involved in the planning around their education and welfare through meetings with their key worker. Their opinions are also considered through their responses to the annual student questionnaire.

How are students supported in preparing for transitions between phases of education and adulthood?

The Inclusion team supports students at transition, before transition from KS2 to KS3 a member of gathers information on individual students and attends review meetings as appropriate. Identified students are invited to additional sessions at the Academy which cover a range of key themes which students have identified as concerns. The inclusion team liaises with Futures and attends student's futures meeting where appropriate. The inclusion team supports students on transition to Post 16 and can accompany them on initial visits and liaise with their new keyworkers (as appropriate). The Team also provides support on a range of topics to support with adulthood including road safety, healthy eating, and personal care and developing appropriate relationships.

What are the schools arrangements for supporting students who are looked after by the Local Authority and have special needs?

The Designated Safeguarding Lead/Social Inclusion Team leader will act as the child's keyworker and will develop a student's profile outlining the student's areas of needs and strategies to support their learning. The keyworker will monitor their progress and attend all review meetings. Allocated funding will be used to put in place interventions (where appropriate). The Social Inclusion Leader and Leadership member with responsibility for LAC students will liaise regularly about the needs of these students.

What is the schools approach to fostering good relationships and reducing bullying?

Please read the Academy's Anti-Bullying Policy for further information on how we approach fostering good relationships and reducing bullying.

What are the schools arrangements for the admission of students with SEND?

Please read the Academy's Admission policy for further information on the arrangements we have for admission to the Academy.

Who should parents contact if they are not satisfied with their child's SEND provision?

In the first instance, parents should contact their child's key worker or the Inclusion Leader/SENCO who will endeavour to address any concerns parents may have. If they would like to discuss the issue further, parents are advised to contact the Assistant Principal –Inclusion. Further to this, the Principal and Governing Body are happy to discuss issues with parents and can be contacted using the details below.

Fraser Mitchell, Principal – fmitchell@george-spencer.notts.sch.uk

Chair of governors – govchair@george-spencer.notts.sch.uk

George Spencer Academy,

Arthur Mee Road

Stapleford

Nottingham

Nottinghamshire Support services – Nottinghamshire Schools and Families Specialist Services (SFSS)

Can be contacted on 0115 8546464

Local Offer Nottinghamshire

You can also find details of the Nottinghamshire County Council Local offer here:

<http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/directory/localoffer.page?localofferchannel=0>