

# **Notton House Academy SEND Procedures**

**SENDCO - Linda Hawkey**

## **Local Offer Reports;**

- Wiltshire - <https://localoffer.wiltshire.gov.uk/>
- Bristol - <https://www.bristol.gov.uk/bristol-local-offer>
- BANES - <https://beta.bathnes.gov.uk/get-help-children-or-young-people-additional-needs-send>
- Somerset - <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>
- North Somerset - <https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>
- South Gloucestershire - <https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>

## **What Types of SEN do we provide for?**

All pupils at Notton House have an Education health Care Plan (EHCP) with a primary or secondary need of Social Emotional and Mental Health Needs. This often coincides with a diagnosis of Autism Spectrum Condition, Attention Deficit Disorder, Speech, Language, and Communication Needs or Specific Learning Difficulties. Our admissions procedures are outlined in the Trust Admissions Policy.

## **What is our approach to teaching pupils with SEN?**

Our pupils are placed in a tutor group of 5 pupils with at least 2 adults to support learning in each lesson. The day starts with the tutor group and has a daily focus on SMSC, drop everything and read, weekly PSHE theme and wellbeing and setting ready for the day. Lessons are 40 minutes long. Lower and middle school classes are primary model to ensure consistency of approach and to aid pupils feeling safe to learn. The last lesson of each day is again based in tutor groups and is a wellbeing focus, round up to the day and for residential pupil, handover to the care team. Upper school are secondary model classes for upper key Stage 3 and Key Stage 4 pupils. As pupils enter Key Stage 4, their timetables become more bespoke with their options being personalised to interests, strengths, and future aspirations.

With each lesson, activities are differentiated to the needs of each learner. Visual aids such as personal timetables, schedules, task boards etc are used as per learners' preferences. All pupils are taught specialist subjects such as PE by a qualified PE teacher. As children get older, more lessons are taught by staff other than the tutor teacher for those within the primary model. We follow the national curriculum and offer a broad and balanced a curriculum as possible that meets individual needs.

Each pupil has an Individual Education and Care Plan which details key information from the EHCP, from meetings with parents, information shared from previous schools and information shared by other key professionals. This also breaks down outcomes from the EHCP into smaller targets for each term. These targets are reviewed termly and shared with pupils and families on each term's pupil review day.

## **Social and Emotional Learning and Interventions**

At Notton we have a qualified and experienced Thrive practitioner who assesses the Thrive well-being and emotional development level for all pupils. All children are offered emotional learning and support through either Thrive sessions, Emotional Literacy Support Assistants (ELSA), Key working during care time, or support from outside providers such as Sand Tray and Music therapy, Care Farm therapy or our cultural mentor. Thrive assessments are updated termly and inform all aspects of each child's timetable.

## **How do we consult parents of pupils with SEN and involve them in their child's education?**

All staff are happy to discuss how well each child is doing with their parents and carers. Tutors and care keyworkers will contact parents/ carers on a weekly basis either by telephone or email to update them on their child's academic, and social and emotional well-being progress. Three times a year we send a written report to parents and carers that details progress in both academic and social and emotional learning (December, March, and July). There is then a follow up Pupil Review day at the start of the next term to discuss reports with families.

A termly newsletter is sent home, which will have information about upcoming events as well as the achievements of pupils. A celebration day is held at Christmas, Easter, and the end of Summer term, where parents and carers are invited to celebrate the successes of their child.

Regular coffee mornings are organised by our Thrive and Family Support Worker and these provide opportunities for parents and carers to drop in to see how well their child is doing and to offer support to others and keep close contact with school. We welcome feedback from parents and carers and they are always welcome to visit us at Notton House.

## **How do we assess and review pupils' progress towards their outcomes?**

Each teacher carries out assessment of each pupils' learning using day to day achievements as well as some specific assessment tasks. We use the Prism progress system to consider the small steps of learning a child has made over each term. This is reported 3 times a year in a formal written report. We also include data on Thrive assessments, preparation for adulthood curriculum, and information on any other interventions each child has participated in.

## **Staff Knowledge and Training**

Internally, staff are trained and advised by the Senior and Middle Leadership Team and external providers on issues relating to SEND. More specific SEN related training is matched to the needs of pupils in different departments, such as SLCN training for staff. Individual teachers, LFs, Mentors and Pastoral Support attend training that is specific to their area and also as a whole school.