



NHA SEND

Information Report

Academy Offer

September 2024

Notton House Academy: Values and Ethos

At Notton House, we aim to create an ethos relevant to the needs of the young people and society, which reflects the following values: ***Safety, Kindness, Respect.***

As an Academy we:

- Ensure that all young people have access to good or outstanding teaching
- Provide a differentiated and personalized curriculum in order to meet the needs of the learners at Notton House
- Check on the progress of the young people and identify, plan for and deliver any additional support the young people may need
- Provide personalised learning, which may include using additional providers, personalised timetables and use of specialist advice
- Work closely with multi-agencies in order to be able to support the young people

Information and Guidance/Points of Contact

• Who can I speak to about my child's special educational needs?

All teaching staff, care staff, and education and care support staff, are trained in meeting the needs of pupils with SEN.

• Learning Facilitators (LF) and Residential Key Workers

Learning Facilitators work within the classrooms on a full-time basis. LFs support the pupils in their learning and support the teacher in delivering the lessons. LFs also run some intervention groups such as ELSA (Emotional Literacy), and Thrive (Well-Being). Key Workers are part of our care team, and they are available for additional pastoral support during the day, if in, and manage the students in care time during the evenings.

• Tutors, LFs, and Pastoral Support Team

Each pupil belongs to a tutor group and a care area. The tutor, Learning Facilitator or key worker, will be the first point of contact to discuss any issues surrounding the SEND of those pupils. Should you wish to speak to a tutor or key worker, you can telephone or email in the first instance, or make an appointment if you would prefer to arrange a meeting. Deputy Heads of Care and Key Stage Leads are also a point of contact if tutors and key workers are not available.

• Senior and Middle Leadership Team

The Headteacher is responsible for safeguarding, HR, policies, concerns and complaints, recruitment, and the website. The Deputy Headteacher is responsible for curriculum, teaching standards, post 16, and academic progress. Behaviour and welfare, including pupil attendance, is led by The Head of Welfare, who also oversees the residential care and pastoral teams. These are members of the senior leadership team who will be available to discuss any issues that require specialist support. The middle leadership team combines both education, SEND, and residential care. During the day these are: The Head of Well-Being Curriculum, Head of Primary Model, Joint Heads of Secondary Model, and our SENDCo/ Deputy Designated Safeguarding Lead (DDSL). Our three deputy heads of care, as well as their team leaders, work closely with the Head of Welfare during the day and oversee the residential provision during the evening. All of the middle leadership team have completed online DSL training. All staff and young people are advised on SEND matters by the academy SENDCo.

• SEND Governor

The SEND Governor is responsible for:

- Making sure that the Academy has an up to date SEND procedure in line with Trust policy.
- Making sure that the Academy has appropriate provision and has made necessary adaptations to meet the needs of all pupils at the school.
- Understanding and monitoring the support given to pupils with SEND at the school.
- Reporting to the local governing body.

The Headteacher, along with the DHT, and education middle leadership team, are responsible for:

- Managing the support for the pupils with SEND and/or disabilities at Notton House to ensure that pupils' needs with SEND are met.
- Coordinating all the support for pupils with special educational needs (SEN) and or disabilities, and developing the school's SEND procedures, to make sure all pupils get a consistent, high quality response to meeting their needs at the academy.

- Making sure that the local governing body is kept up to date about issues at the school relating to SEND.
- Following a graduated response appropriate to the needs of the individual.
- Overseeing the annual review and EHCP processes.

Assessment, Planning and Review/Partnerships for Progress

- How will I know how well my child is doing at Notton House?
- How regularly will I be updated on my child's progress?
- Will I know if my child is not making progress?
- How can I be involved in discussions about and planning for my child?

At the beginning;

Once students have a confirmed place at Notton House Academy, they are invited into school before their start date to complete a range of assessments including a Speech and Language progression tool, and literacy assessments. This allows us to know where students are at academically and will also identify other areas of need. This acts as a baseline in which we can measure progress from. This information is shared with parents and carers and further progress is reported at the end of each term.

- **Curriculum Assessment**

At Notton House, our assessment system for KS2, 3 and 4 is based on **steps of progress** that are equivalent to Entry Level and GCSE grades. We use steps as these are quite small and therefore, pupils progress can be measured even when the rate of progress is quite small. Depending on the steps achieved through KS3, this will help us identify whether the pupils is likely to be able to access an academic curriculum at KS4 resulting in GCSEs or something more functional, in order to continue to develop essential literacy and numeracy skills. KS2 and 3 students are also assessed using the national curriculum programmes of study and some students will complete SATS assessments in Year 6.

- **Progress Concerns**

If students are not making progress, the teacher will be aware and will develop strategies to help them improve. If these do not have the desired impact, meetings will be held with the student and their tutor or subject teacher to discuss any barriers to learning and interventions that may take place. Additionally, at the beginning of each full term, parents and carers are invited in for a curriculum progress meeting to discuss the termly report and ongoing support and interventions that are in place.

- **EHCPs**

All students at Notton House have an Education, Health and Care plan. The targets from these plans are reviewed every term alongside students' academic progress. The Education Health and Care plan is reviewed annually and is attended by students, parents / carers and any agencies currently working with a child.

- **Student Well-Being**

All students have a Thrive assessment to ensure their emotional well-being is a top priority. A high percentage of students will have a weekly Thrive session, and are then reassessed to gain further insight into the students' well-being. Their progress through the Thrive programme is monitored and shared in reporting three times per year.

- **Communication with Staff**

All staff are happy to discuss how well your child is doing. Tutors and care key workers will contact parents/ carers on a weekly basis either by telephone or email to update you on your child's academic, and social and emotional well-being progress.

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.

- **Parent/ Carer Networking**

Regular coffee mornings are organised by our Thrive and Family Liaison staff, 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.

- **Curriculum and Teaching Methods, including groupings and interventions**

How will the curriculum be matched to my child's needs? How flexible can teachers be in meeting the needs of my child? Is there any additional support available to help my child reach their expected outcomes? What training opportunities are there for staff supporting children with SEND? Differentiating the Curriculum

Each student has an individual timetable matched to their special education need and/or disability. There are a wide range of courses on offer varying from entry level to GCSEs. At Notton House the curriculum is differentiated where appropriate to meet the needs of our pupils. This starts at the planning stage where prior data is used to carefully plan a curriculum matched to the needs of the pupil. Within classes, teachers differentiate by the work given (this could be the level of the work and / or selecting topics that spark an interest with the pupil), deploying support staff, and through a variety of teaching strategies in order to best meet the needs of the pupils at Notton House. Classrooms are set up to best support pupils with SEND through the use of individual workspaces, physical resources, use of learning aids such as whiteboards, visuals and the use of ICT. We would also track and monitor and put in additional support and 1:1 intervention when required.

- **Staff Expertise**

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.

- **Access to Learning and the Curriculum**

Are there any special features or strategies to help children learn? How do I know my child's particular need will be met? How will my child be included in activities outside the classroom including school trips?

When students start at Notton House, an Individual Education and Care Plan (IECP) is developed which incorporates the strategies required for teaching and developing areas of social and emotional support that meets each individual's specific needs.

This is matched to the EHCP, from information gathered at admission and ongoing throughout the young person's time at Notton House. This will be through regular review and support in education time and residential care time.

- **Tests and Examinations: Access Arrangements**

What arrangements are available for pupils to access tests and examinations? How will I know if my child qualifies for Access Arrangements?

Access arrangements are concessions given to allow fair access to tests, exams and assessments. In order to be eligible for access arrangements, there needs to be a clear history of need, which can be evidenced by an EHCP, specialist testing and a pupil's usual way of working in the classroom. Access arrangements can be a reader, a scribe, use of a computer, extra time, rest breaks, a prompter or a modified exam paper. Access arrangements are put in place in KS4 based on the pupil's normal way of working and baseline assessments. All pupils at Notton qualify for extra time as they all have an EHCP. A full assessment can provide a reader and a scribe, or a laptop to access the exam.

- **Social and Emotional Support**

How does the academy help my child to feel comfortable and safe and manage social situations? How does the academy help develop my child's social and emotional skills? What is the school's policy on bullying? What support will there be for my child's wellbeing?

All students are allocated a tutor, and a residential keyworker. We have a pastoral support team that work with students throughout the school day and into care time. The academy guiding principles/ core values were chosen by the students. Safety, Kindness, and Respect are at the heart of all that we do. There is also an SMSC and PSHE program that educates and supports students to manage their emotions and understand how to make better choices. This includes assemblies, tutor group lessons, and workshop days. Bullying is addressed across the staff team as a whole school approach to tackle any incidents if and when they arise.

- **Anti-Bullying Programme**

The PSHE curriculum will also support the students' understanding of bullying. The student council updates the anti-bullying pledge annually. All pupils are expected to read, sign, and adhere to this. Targeted support and intervention are provided for students where there is a cause for concern.

- **Role of the Tutor**

Tutors provide pastoral care during morning and afternoon registration every day and work closely with the residential care team to follow this support into the evenings. When a student is finding a social situation difficult, we will work with them to put in place a plan to manage this. Students are also encouraged to resolve and talk through issues at the end of each day and through the student council and student drop ins.

- **Thrive/ Pupil Well-Being**

At Notton House we have a Thrive practitioner, an on-site and outreach engagement worker, and a family intervention worker, who provide social and emotional support and work on specific areas with parents/carers and young people.

- **Emotional Literacy**

Our ELSAs (emotional literacy support assistant) can deliver 1:1 support for students. We currently have 3 staff trained in ELSA and others undergoing training this year. We also have a Mediating Learning Support Assistant, MELSA, who is available to assist pupils.

- **Additional Interventions**

We have additional external interventions such as farm therapy and music/ sand tray therapy. We are also a member of the attachment research community to raise awareness and develop our understanding of our young people's attachments. Emotion coaching is an important part of what we do here at Notton House in order for students to understand and develop the right responses to their emotions.

- **Mental Health**

We have a Mental Health Awareness lead that supports students, parents/carers and staff and provides guidance and training in this area. The lead also consults with our primary mental health specialist for additional support. Our well-being curriculum starts every day to ensure students are feeling safe, supported, and emotionally well to begin the school day.

- **Accessibility to premises and facilities**

What facilities are in the school to assist children with disabilities to move around the building and take part in lessons? How do I know my child will be able to access all lessons?

Notton House has an accessibility plan which considers our duties under the Equality Act 2010. Notton House has some assistive technology, which allows us to make reasonable adjustments to enable pupils to access the curriculum.

- **External Professionals**

The school has access to a range of professionals and can make referrals to other agencies, including Early Help, Educational Psychology and SLCN. This is all in liaison with home. A transition plan is developed for each new pupil in conjunction with their previous setting in order to promote a successful start at Notton.

- **Pupil Independence**

All students are provided with an independence skills program, which is led by the residential care team. This is age and level appropriate and develops the skills required in preparing students for each phase of education and beyond. Students receive regular careers advice in order to make the best post 16 choices. Taster sessions at colleges are offered and support at interviews for college or apprenticeships is provided. Staff liaise with new providers and support them in their college placements if required.

- **Reintegration**

If a student is able to reintegrate into a mainstream provision or a change of placement is required at any point, we will involve the relevant SEN team and formulate a clear transition plan with the new placement.

- **Who can I contact for further information?**

If you wish to discuss any aspect of your child's education, please contact:

- Your young person's tutor or keyworker
- SEND/ Data Administrator – Nikki Muller
- Headteacher - Michelle Reysenn
- Deputy Headteacher – Paul Kearley
- Head of Welfare and Residential Care – Louise Gardiner
- SENDCo – Linda Hawkey
- SEND/ Chair of LGB – Trystan Williams
- Your local authority SEN case worker

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