NHA SEND Information Report

The aim of this report is to give detailed information to families, professionals, and local authorities, to learn about what Notton House Academy can offer to children and young people with special educational needs. Within each section, there is a hyperlink to our school website, or associated website, so further information and guidance can be sought if needed.

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.

The kinds of SEN (Special Educational Needs) that Notton House provides for;

Notton House Academy caters for pupils with Social, Emotional and Mental health difficulties (SEMH). This may be part of a diagnosis of ADHD, (Attention, Deficit, Hyperactivity Disorder), ASC (Autism Spectrum Condition), or low level speech, language and communication needs (SLCN). All pupils at Notton House have an Education Health Care Plan (EHCP) with SEMH as primary or secondary need.

THe EHCP (Education and Health Care Plan) document should identify the main SEND needs of pupils joining our school. We have professionals working with us who can assess pupils to further identify needs that might not already have been identified such as our speech therapist working to identify speech, language and communication needs and our occupational therapist working to identify sensory needs. Within the Midsomer Norton Schools Partnership, we have access to other professionals to support further identifications of SEND needs if required.

Arrangements for admissions to our school;

https://www.nottonhouseacademy.org.uk/page/?title=Admissions+Information&pid=26

For pupils to attend Notton House Academy our central team at MNSP (Midsomer Norton Schools Partnership) must receive a consultation from the child's Local Authority detailing the SEN needs of the pupil and sharing the most recent EHCP and any other relevant documentation such as Annual reviews, professionals reports etc.

This is then shared with us and we go through the consultation to determine if we can meet the pupils needs as outlined, and whether or not we have a space available for that pupil to take up. The consultation is returned to the LA (Local Authority), and usually goes to a SEN Panel. If the LA decides that the place offered is the best fit to the pupil, they will inform Notton House and parents of this decision.
The admissions team at Notton will then contact parents and arrange for visits to the school (if these have not already been undertaken), a home visit to meet the pupil and parent, and begin to collect contact information and essential data such as health information. The pupil and parent are then invited into school for an admissions meeting and any further transition meetings are arranged as required before the start date.
For pupils joining us residentially, start dates are on Wednesday evenings with parents settling pupils into bedrooms and then the pupil being able to begin to get to know other pupils whilst doing some leisure activities.
They then remain in school for the rest of the week and return home on Friday afternoon. The following week they will attend full time. When required, we can arrange a staggered transition to build up days in school and then start adding in staying residentially one night per week until full time. Children attending as day pupils will usually start on a Monday or Tuesday, again with staggered starts arranged or full time attendance according to individual needs.

Arrangements for consulting parents/ carers and involving them in their child's education;
Parents and carers are communicated with each week about their child's week in school: progress, engagement etc. Parents are invited to meet with staff once each long term for a pupil review meeting where progress reports can be discussed and targets set for the term ahead. Parents are also invited to attend their child's Annual Review of their EHCP. We regularly seek the views from parents and carers, via surveys and in meetings.
https://www.nottonhouseacademy.org.uk/page/?title=Information+for+Families&pid=11

Arrangements for consulting young people and involving them in their education;
Pupil voice is gathered through regular questionnaires/ surveys on various aspects of school life. We have a school council and a representative from each class is chosen to attend and share the views of their class. Pupils have regular opportunities to speak to key staff around their learning, timetable, activities and interests to ensure they are fully involved in their education.
https://www.nottonhouseacademy.org.uk/page/?title=Pupil+Well%2DBeing&pid=8

Arrangements for assessing and reviewing progress towards outcomes;
In 2026-27, we will continue using Personalised Learning Intentions Maps (PLIMs) to assess pupils' progress towards their EHCP outcomes and other aspects of their SEMH profiles as identified through other professional reports and staff observations. These will be used to inform the annual review of EHCP processes as well as a way to inform parents and pupils of ongoing progress.
PLIMs involves identifying the key elements of the current outcomes and recording evidence for when pupils demonstrate they have achieved progress towards these. This can be through annotated photographs, anecdotes, pieces of work, observations of discussions with pupils. We have iPads and a software program which is used to record this evidence.
All pupil EHCP are reviewed through an annual review meeting each academic year. Parents/carers are invited to join this meeting in person or online, and pupils are also encouraged to attend and share their views.

Pupil and parent contribution forms are shared prior to the meeting so that these can be completed beforehand and then shared at the meeting. Parent and pupil views are recorded and shared with the relevant local authority following the review meeting.

Arrangements for supporting children in moving between phases of education and in preparation for adulthood;

Notton House has the benefit of being a small school and staff and pupils are able to know each other by sight and name regardless of whether they work closely together. Pupils are placed into tutor groups of 5 or 6 pupils. Most pupils from KS2 and 3 are placed in primary model classes where they are taught most lessons by their class tutor, with some specialist teaching in subjects such as PE and the Arts.

Learning facilitators (LFs) work in each class grouping and remain with pupils to be consistent adults so that pupils are supported to transition effectively to different rooms or learning spaces when this is needed.

As children progress into KS3, more specialist teachers will work with the class to aid with transition to the secondary model from upper KS3 and KS4. Due to the small size of the school, tutor teachers will also be a specialist subject teacher, so if a child has the English teacher as tutor, they will have the same person as the English teacher.

When children are in KS4, early college courses or other vocational courses are offered for 1 day per week to aid with transition to college for Post 16. Staff support pupils by accompanying them for as long as they require this.

https://www.nottonhouseacademy.org.uk/page/?title=Pupil+Well%2DBeing&pid=8

Pupils who are residential, follow a preparation for adulthood curriculum. This includes progression to being able to live in our independent living houses in upper KS4, where pupils have a budget to plan, shop, and cook their own evening meal, are taught how to clean and look after the home, and carry out skills such as doing their own laundry.

https://www.nottonhouseacademy.org.uk/page/?title=Residential+Care&pid=9

The approach to teaching children; How adaptations are made to the curriculum and the learning environment; How children and young people are enabled to engage in activities available with children and young people in the school who do not have SEN

Each student has an individual timetable matched to their special education needs 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 (Information and Communication Technology). We would also track and monitor and put in additional support and 1:1 intervention when required.

The school day at Notton House is broken into 40 minute sessions. The school days starts and ends with 40 minutes in tutor groups to carry out our social skills activities, well being activities and follow our wellbeing curriculum which includes DEAR (Drop Everything and Read), SMSC (Social, Moral, Spiritual, Cultural) and a weekly themed PSHE (Personal, Social, Health Education).

All pupils at Notton House have SEN, but diagnosis differs between pupils and some pupils may have more ability to engage in some activities than others.

We endeavor to be as inclusive as possible through adapting activities and offering a curriculum that allows for these different needs. An example of this would be emotional literacy support- some pupils need a quiet calm space to engage whilst another prefers to be actively involved in gardening whilst discussing their emotions.

Every year, we review our grounds, and our facilities, to ensure that our pupils with a range of SEND, have the spaces and equipment needed to help them learn, feel safe, and develop their social skills, as well as, spaces to help with regulation, whether that is a quiet area, or doing a physical activity. On site, we currently have the following facilities, in addition to classrooms, bedrooms, and outdoor areas: music room, library, fitness suite, outdoor gym, low level traversing wall, two sensory rooms, two gaming suites, an American diner, gardening area including raised beds and a poly tunnel, forest school's area, and more. Pupil voice has enabled all of these additions to bespoke provision over the past 5-6 years.

https://www.nottonhouseacademy.org.uk/page/?title=Our+Curriculum&pid=7

The expertise and training of staff;

The Headteacher is responsible for safeguarding, HR (Human Resources), 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.

https://www.nottonhouseacademy.org.uk/page/?title=Senior+Leadership+Team&pid=39

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.

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.

At Notton House we ensure all staff have annual training in safeguarding including knowledge of Keeping Children Safe in Education legislation and the Prevent Duty. Regular training is completed on specific safeguarding topics across each year. Subject specialist staff are qualified teachers. INSET and other training meetings focus on relevant aspects of SEN throughout the year as identified in our School Improvement Plan.

A high number of staff have undertaken both face to face and online training in PDA, autism, sensory awareness, social skills, SLCN, phonics, adhd, trauma informed practice, and literacy.

Evaluating the effectiveness of the provision made for children and young people;

Notton House engages in a cycle of self evaluation each year by using the Ofsted framework and RAG (red, amber, green) rating against this. The areas of strengths, green, can be evidenced through either quantitative or qualitative data/ evidence. The amber and red areas for developments are added to the SIP, School Improvement Plan, and broken down into smart targets, and short term actions. This is reviewed termly to evidence progress made.

In addition, the local governing body (LGB) meet termly, and the headteacher presents a detailed report giving updates on progress towards the annual targets, as well as identifying current achievements, and identifying next steps.

We also have an IV (Independent Visitor) in school termly, to monitor the effectiveness of residential care, ensuring that the NMS (National Minimum Standards) are consistently met. The leadership team receives a report every term to help inform practice.
As a residential special school, Notton has a yearly Ofsted inspection lasting 3 days. These inspections are 'no notice' inspections, and two inspectors spend the time reviewing current practice, meeting pupils, families, and staff, as well as visiting all care areas, and reviewing progress made since the previous inspection. The link below will take you to the previous reports for both education and care inspections. Our last education inspection was in April 2026, and our most recent care inspection was January 2026.

https://reports.ofsted.gov.uk/provider/10/SC039112 Residential Care Ofsted, Jan 2026.
https://reports.ofsted.gov.uk/provider/25/144286 Education Ofsted, April 2026.

Finally, as part of trust wide school improvement, we have termly subject visits, in which specialist staff from MNSP visit Notton to conduct subject reviews to help inform the quality of education. This also includes visits from other headteachers.

Support for improving emotional and social development;
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.
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, or weekly Emotional Literacy (ELSA) 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.
All students are allocated a tutor, and a residential key worker. We have a pastoral support team that works 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 (Social, Moral, Spiritual, Cultural) and PSHE (Personal, Social, Health Education) 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. We have a zero tolerance approach to bullying.
https://www.nottonhouseacademy.org.uk/page/?title=Bullying+Concerns&pid=169

Notton House Academy is continually moving towards being a Trauma Informed School. Three members of staff have the Trauma Informed Practitioner certificate following completion of the 10 day course**.** Two senior leaders have completed the Trauma Informed leaders training, and most staff have completed some INSET training around Trauma Informed Practice. For our pupils a relational approach is key and we aim for all pupils to be able to name at least one member of staff that they feel comfortable talking to.
We have additional external interventions such as farm therapy, cultural mentor and music/ sand tray therapy. These work in school for a day a week and sessions are allocated on a rota and needs basis.
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.
https://www.nottonhouseacademy.org.uk/page/?title=Thrive+and+Pupil+Well%2DBeing&pid=25

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.

How the school involves other bodies, including health and social care, local authority services and other professionals in meeting children and young people's SEN and supporting their families;

Notton House works alongside the SEN inclusion officers from the various local authorities that pupils are from. SEN officers are invited to attend annual review meetings and are kept informed of significant developments for pupils, such as significant changes to home circumstances, suspensions etc. We work with professionals such as Primary Mental Health specialists for our Bristol and South Glos pupils. We have a community paediatrician linked to Notton House for Bristol and South Glos pupils who holds medication reviews each long term and is able to offer advice for pupils from other local authorities. We have built up professional links with safeguarding teams in Wiltshire and Bristol and attend briefings to gain local information and can go to these professionals for advice and support as required, including help and support to families and pupils through social care, and substance misuse support and guidance.

https://www.nottonhouseacademy.org.uk/page/?title=External+Support+Services&pid=48

Arrangements for handling complaints from parents of children with SEN about the provision made at the school;

Initially, if a parent has a concern or complaint, they would speak with the child's tutor or residential key worker. Sometimes a conversation to gain more information is all that is required and the matter can be resolved quickly. If the concern or complaint is about this member of staff, then middle leaders can be contacted. All formal complaints are sent directly to, or forwarded to the headteacher. Complaints about the headteacher need to be made to the executive head for SEN, Sophie Addison, or the Chair of the LGB, Trystan Williams.

If you require more information, please refer to the MNSP website and select policies: https://www.midsomernortonschoolspartnership.com/trust-policies.htm

Arrangements for supporting children who are looked after by the local authority;

The school SENDCo (Special Educational Needs Co-ordinator) is the dedicated teacher for children in care and has attended training courses for both CLA (Children Looked After) and PLAC (Previously Looked After Children) pupils. Pupils who are CLA have a termly Personal Education Plan (PEP) meeting either held onsite at Notton House Academy or as a virtual meeting. This involves setting targets for each pupil and making applications for the PPG+ (Pupil Premium Grant) funding to provide additional support where required. All CLA pupils who are the designated teacher for them are offered the opportunity to share their views prior to a PEP meeting, and to attend the meeting/ chair the meeting. For more information, click on the link below.

https://www.gov.uk/government/publications/pupil-premium/pupil-premium

Accessibility plan;

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school, within a given timeframe. The Accessibility Plan will be structured to complement and support the MNSP Equality Information and Objectives Policy, as well as the MNSP Special Educational Needs and Disabilities (SEND) Policy. The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum,

- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer,
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

Equal opportunities: The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions: The school will act in accordance with its Admissions Procedures. The same entry criteria will be applied to all pupils and potential pupils. The school will support pupils with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.
https://www.nottonhouseacademy.org.uk/page/?title=Admissions+Information&pid=26

Curriculum: The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress. The lead teacher for each subject and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary. Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability. Curricular activities involving physical activity or exercise, e.g. PE lessons will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons. There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEN are given to relevant staff in order to aid teaching, e.g. 'Individual Education and Care Plans'. The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

Physical environment: The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to, apart from residential areas, which can only be accessed via stairs, and therefore, children and young people in wheelchairs would not be able to access this provision during the evenings. The school will, however, ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are considered; in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils. The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

We thank you for taking the time to read this information report, and we hope that it has been helpful. If you have any feedback, or further questions, please do contact the school.

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Written on: September 2026; To be reviewed: September 2027

Glossary of Terms

ADHD	Attention, Deficit, Hyperactivity Disorder
ASC	Autism Spectrum Condition
CLA	Children Looked After
DDSL	Deputy Designated Safeguarding Lead
DEAR	Drop Everything and Read
DSL	Designated Safeguarding Lead
EHCP	Education Health Care Plan
ELSA	Emotional Literacy
HR	Human Resources
ICT	Information and Communication Technology
IV	Independent Visitor
LFs	Learning Facilitators
LGB	Local Governing Body
MNSP	Midsomer Norton schools Partnership
NMS	National Minimum Standards
PDA	Pathological Demand Avoidance
PLAC	Previously Looked After Children
PLIMs	Personalised Learning Intentions Maps
PPG+	Pupil Premium Grant
PSHE	Personal, Social, Health Education
RAG	Red, Amber, Green
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs Co-ordinator
SIP	School Improvement Plan
SLCN	Speech, Language and Communication Needs
SMSC	Social, Moral, Spiritual, Cultural