



## Arnold Hill Academy SEN Information Report September 2020

### 1. What kinds of special educational needs does the school make provision for?

Arnold Hill Academy offers support and guidance for pupils with a wide range of needs including:

- Autistic Spectrum Condition (ASC)
- Physical and Sensory needs, including visual and hearing impairments, mobility issues
- Specific Learning Difficulties including dyslexia and Developmental coordination disorder (DCD),
- Attention Deficit Hyperactivity Disorder (ADHD)
- Social, emotional and mental health needs, including anxiety.

### 2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

- Pupils who may need extra help are identified by gathering information from parents and the pupils, education, health and care services and working closely with our feeder primary schools to build a full picture of the pupil's needs prior to their entry into the academy.
- During the course of their time in Arnold Hill we continue to monitor the progress of all pupils in order to aid the identification of pupils with SEND as they may arise through the school year. Continuous monitoring of those pupils with SEND by their teachers, Head of Year and the Inclusion Faculty will help to ensure that they are able to reach their full potential, and enable the academy to put in appropriate support and review its effectiveness. This is done at regular intervals, through assessment points and by teachers liaising with the SENCO and Inclusion Faculty through the school year to raise concerns.
- SENCO and/or Deputy SENCO are available to answer any queries related to SEND at parents' evenings and parent forums. This includes Year 5 and 6 parents' evenings for prospective pupils and parents. There are additional SEN appointment evenings at regular intervals during the year – details on school website. Parents are advised to make appointments to speak to the SENCO and/or Deputy SENCO so that information on their child can be sought prior to the meeting.
- Please contact the SEN admin on 0115 9554804 to make an appointment.

### 3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

- The provision for pupils with SEND is evaluated through tracking progress. Progress is monitored through assessment reports and this helps us evaluate the effectiveness of the provision. The academy also takes feedback from staff, parents and pupils throughout the year for their views on how effective the provision is.
- SENCO meets regularly with Heads of Year, safeguarding team and attendance officer, in order to ensure a coordinated approach to support and identify any additional needs, which may require additional interventions.

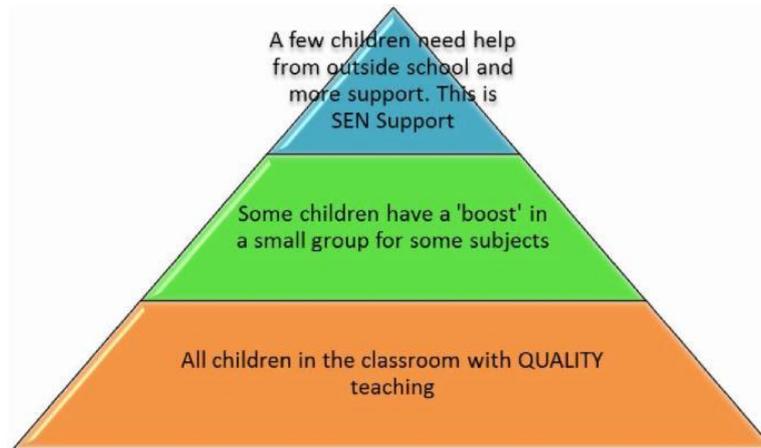
### 4. b) How will both the school and I know how my child/young person is doing and how will the school help me to support their learning?

- Teaching staff report to parents at assessment points during the year about the progress their child is making and, each child receives an annual written report. If a pupil is receiving SEN support then they will also have three reviews a year with a member of the Inclusion Faculty, to discuss how the needs of the pupil are being met within school. Inclusion Faculty staff are also present at every parents' evening for consultations.

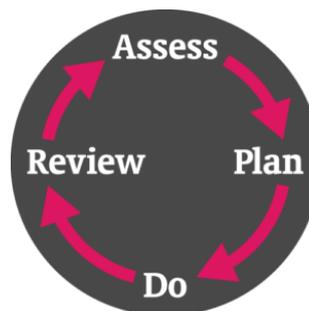


### c) What is the school's approach to teaching pupils with special educational needs?

- Arnold Hill Academy's approach to teaching pupils with SEND is to follow the graduated response outlined in the Code of Practice. Details can be found in the academy SEND policy and here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



- Wherever possible the child's needs are met within the classroom with differentiation and high quality teaching. The child's subject teachers take steps to provide differentiated learning opportunities that aid the pupil's academic progression, and enable the teacher to better understand the provision and teaching style that needs to be applied.
- Where necessary, additional interventions to support your child either academically or pastorally are put in place by teachers and pastoral staff. This may include booster/revision sessions, literacy and reading interventions, mentoring.
- Inclusion faculty puts in additional interventions where a child with SEND is still not making progress, despite additional interventions. When deciding what action/interventions to put in place we follow the Assess, Plan, Do, Review model, as outlined in the SEN Code of Practice:



### d) How will the curriculum and learning be matched to my child/young person's needs?

- The academy ensures that all children have access to a balanced and broadly based curriculum, and that the programmes of study are flexible enough to meet every child's needs. No child is excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion. The curriculum is regularly reviewed by Curriculum Leaders and the Senior Leadership Team, and the SENCO is consulted to ensure there are opportunities for all pupils with SEND.



**e) How are decisions made about the type and amount of support my child/young person will receive?**

- If it is decided that a pupil is not making progress through classroom differentiation and adaptation of teaching style then, in discussion with the parent, we look at how the pupil can best be supported within the academy. There is a discussion around support with the parent, the pupil and a member of the Inclusion Faculty. Any outside agencies involved with the child are consulted where necessary. The pupil's Head of Year and other relevant staff in school are also included in any discussions regarding additional interventions to support progress.

**f) How will my child/young person be included in activities outside the classroom, including school trips?**

- Staff at Arnold Hill Academy value pupils of different abilities and support inclusion. Within the academy, staff and pupils are constantly involved in the best ways to support all pupils' needs. The school curriculum is regularly reviewed by the Curriculum Leaders together with the Senior Leadership team, to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Inclusion staff promote extra-curricular visits and activities in reviews and discussions with pupils with SEND and their parents/carers. Inclusion staff may arrange some additional visits and activities specifically for pupils with SEND, as well as accompanying pupils on some trips and advising trip leaders on any necessary reasonable adjustments for mainstream visits and activities.

**g) What support will there be for my child/young person's overall well-being?**

- At Arnold Hill Academy there is a strong pastoral structure and each year group has a Head of Year and Assistant Head of Year who are responsible for monitoring the progress of individual pupils. The Inclusion Faculty works closely with the pastoral team to ensure there is support for the pupils' well-being. A pupil with SEN support will additionally know the key staff within the Inclusion Faculty who are the main contacts. The importance of wellbeing and positive mental health is a key focus in the school curriculum within faculty teaching, as well as guidance, Bright Days and assemblies.

**5. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details.**

- The SENCO, Mel Loyeau, is the person responsible for overseeing the provision for children with SEN. There is also a Deputy SENCO. All pupils with an EHC plan and some pupils with SEN support will have a keyworker/linked person who will be an additional support for pupils and source of advice for parents.
- For any queries the SEN admin can be contacted on the school number 0115 9554804.

**6. a) What training have staff supporting special educational needs had and what is planned?**

- We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. This is done through a programme of staff development sessions throughout the school year. Members of the Inclusion Faculty meet regularly for staff training and weekly with the pastoral team.
- The SENCO and Deputy SENCO attend regular Family of Schools meetings to update and revise developments in SEND and Inclusion. The SENCO and Deputy SENCO and other staff in school also attend training events organised by the Local Authority and relevant SEN support agencies. Learning support assistants can access LA training put in place to develop their training needs and that of the school which is disseminated through the Springboard meeting.
- In 2019/20 staff in the Inclusion faculty attended additional external training courses in the following: Autism, Emotional Literacy Support Assistants (ELSA), Cystic Fibrosis, Cognitive load, Anxiety and support for Anxiety-related non-attenders (ARNA) pupils, Switch On Reading, Dyslexia, Young Carers, Trauma, Challenging behaviour and relationships, diabetes, exam access



arrangements, spelling, oral language modifications, numicon and Spencer Trust SENCO network meetings.

**b) What specialist services and expertise are available or accessed by the school?**

- Termly Springboard meetings are held at which requests for involvement with pupils from the Educational Psychologist Service (EPS) and Schools and Family Specialist Services (SFSS) including the Communication and Interaction Team, the Cognition and Learning Team and the Sensory Impairment team are made. These requests for referrals are taken back to the teams and decisions are made by the services as to how best to support the school / pupil. Referrals for pupils are prioritised based on needs, as direct input from specialist support services is limited. Where possible, they do staff training to share strategies and good practice that can be used to benefit a wider group of pupils.
- The following services are involved as and when is necessary:
  - Social Care
  - Healthy Families Team
  - Family Action (Small Steps)
  - Community Paediatrician
  - Physiotherapy
  - Occupational Therapy
  - Family Service
  - Physical Disability Support Service – Fountainsdale
  - Health Related Education Team
  - Supporting Families Team
  - Child and Adolescent Mental Health Team (CAMHS)
  - Casy counselling
  - Diabetes team
  - Integrated Children’s Disability Team (ICDS)
- Parents/carers are part of the discussion around referring for additional support from other agencies and are kept informed about the outcomes of that involvement.

**7. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?**

- Arnold Hill Academy is a large school and pupils are required to move between buildings throughout the school day. This can involve significant movement and navigation of stairs and steps. A new school building (A Block) opened in September 2016 and is fully accessible. There is a lift for wheelchair users and pupils, staff and visitors with mobility issues. The sixth form centre (Block C) has a lift.
- There are still some minor adaptations being made to the other areas of school to make them fully accessible.
- There are 13 disabled toilets at Arnold Hill Academy, 7 in A Block, 4 in B Block, one in C Block (sixth form centre) and one in Ramsey House.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils, and handrails on steps.
- There is a Sensory Room and a Learning Support Area (Base.) There is a hygiene room in A Block with a disabled shower. An additional hygiene room is being put in B block next to the new SEN area.
- The academy has several designated disabled parking areas close to A Block. This allows safe access to the school to taxis and parents/carers bringing pupils to school. Where necessary, parents can drop off children in wheelchairs directly outside the main reception at A Block.



- We work closely with health professionals, including occupational therapists, physiotherapists and the Physical Disability Support Team.
- Children requiring specialist equipment due to an impairment are assessed in order to gain the support and equipment that they require by the appropriate agency.

**8. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?**

- Arnold Hill Academy believes that a close working relationship with parents is vital to enable early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Parents are kept up to date with their child's progress through SEN reviews, annual EHC reviews, parents' evenings, assessment point reports and an annual full school report.
- In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.
- Parents' views are collected at individual reviews and at parents' evenings and these inform decisions about the support for their child and for whole school practices.
- A questionnaire to parents of pupils with SEN is sent out by the SENCO to gather views and inform practice.

**9. What are the arrangements for consulting children and young people with SEN and involving them in their education?**

- At Arnold Hill Academy we believe it is important to involve pupils themselves in planning and in any decision making that affects them. This is part of the review process, giving the pupils the time to share their views about their progress and the provision in place to meet their needs. We encourage the inclusion of all children in the School Council and other consultation groups.
- Tutors review progress with all pupils after each assessment point or full report.
- The views of pupils with SEN are gathered at regular intervals throughout the year and these are taken into account to review and modify support offered.
- The inclusion Faculty sends out 'pupil voice' questionnaires/postcards to pupils 2-3 times/year. Any comments are followed up and inform practice for individuals and across the school.
- Members of the Senior Leadership Team meet with groups of children to gather their views. Pupils with SEND are included in these meetings.

**10. What do I do if I have a concern or complaint about the SEN provision made by the school?**

- If a parent or carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head Teacher through the Complaints Policy.

**11. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

- There is a link governor for SEN. The governor meets regularly with the SENCO to ensure that relevant staff in the academy consult appropriate professionals from health, social care and other agencies.
- Concerns are initially brought to the attention of the Healthy Families Team (school nurse) by the SENCO, Designated Safeguarding Officer, Head of Year or tutor and referrals are made as appropriate, in consultation with parents/carers.
- Support from Family Service and Social Care is accessed by the Inclusion Team or Designated Safeguarding Officer.



## 12. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

- The SENCO and Inclusion Team give advice to parents/carers and signpost to Nottinghamshire's SEND Local Offer. The Local Offer (part of Notts Help Yourself) provides comprehensive information on support and activities available in the local area for children/young people with SEND and their parents:

The screenshot shows the homepage of nottshelpyourself.org.uk. The main navigation bar includes links for Home, Search, What's On, A to Z List, About Us, Contact Us, Feedback, Help, and Sign In / Register. Below the navigation bar is a search bar with a dropdown menu for 'Special Educational Needs' and a 'Search' button. The main content area features a 'Local Offer' section with the text 'For supporting children and young people with Special Educational Needs and Disabilities (SEND) aged 0 - 25'. This section includes three icons: an information icon for 'What is the SEND Local Offer', a survey icon for 'Take the Survey', and a link icon. Below this are six colored boxes representing different support areas: Developing independence (red), Education (pink), Employment and training (blue), Getting around (orange), Health and social care (purple), and Things to do (green).

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

- Where additional help from professionals is advisable, parents/carers are encouraged to access support from relevant agencies, including Healthy Families Team, Family Service and Family Action (Small Steps.) This is through the Early Help assessment process:  
<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=c8jgJR4VJ14>  
and  
<https://www.family-action.org.uk/>  
or concerning behaviours pathway:  
<https://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-children-and-families-alliance/concerning-behaviours-multi-agency-pathway>
- There are many voluntary organisations supporting SEND. The SENCO and staff in the Inclusion Faculty pass on details of these groups to parents/carers on request or as appropriate. The 'Learning Support' section of the academy website provides up to date information about the different support services on offer:
- <http://www.arnoldhillacademy.co.uk/index.php/curriculum-info/learning-support>



### 13. How will the school prepare my child/young person to:

#### Join the academy:

- KS2 – KS3

The Deputy SENCO with responsibility for SEN transition and part of the academy transition team, will meet with the SENCOs and/or year 6 teachers from the family primary schools, and other schools whose pupils have secured a place, prior to pupils starting school. Information about particular needs will be brought to our attention at these meetings. Where necessary, for pupils with significant SEN needs, we will arrange a further meeting and a transition programme will be put in place, where appropriate, to ensure a smooth transition from KS2 to KS3.

Information from primary schools is shared with all teaching and support staff prior to pupils starting in Year 7 and before the Year 6 transition days in the summer term.

SENCO and/or Deputy SENCO attend the year 6 parents' evening in the Summer term of Year 6, which provides an opportunity for parents and carers to meet and discuss any concerns related to SEND.

The academy offers tours to prospective parents and pupils when they are in Year 5, prior to applications being made. There is also a Year 6 open evening in Autumn term of Year 6.

#### Transfer between phases of education

- KS3 – KS4

A member of the Inclusion Faculty will work with parents and pupils on the transition from KS3 to KS4, supporting pupils to understand the guided pathways process. Some Year 8/9 pupils will require a formal transition review and plan to be put in place.

#### Prepare for adulthood and independent living?

- KS4 – Post 16

During Year 10 we will begin the process of discussing with parents and pupils the transition to Post 16. This will involve any agencies that may be involved for their input. The SENCO or a member of the Inclusion Faculty will liaise with the receiving school, college or provision to share information.

#### In year admissions

Subject teachers of pupils joining from other schools during the year will receive information from the previous school from the Head of Year. If there are SEND needs and the pupil is SEN Support, the SENCO, or a member of the Inclusion Faculty, will contact the parent/carers and the previous school to further discuss the pupil's needs, and to find out about strategies that work with the pupil. Parents have the opportunity to speak to a member of the inclusion team at calendared parents' evenings throughout the year, and reviews are arranged for children at SEN Support.

### 14. Where can I access further information?

Further information can be accessed from the SEN Policy on the academy website.

Date: September 2020

Signed:  Mel Loyeau (SENCO)