



SEND Information Report September 2021

Mission Statement

Notts County Education Department offers a variety of education projects to schools, as well as directly educating young people aged 14-19 on a full-time basis in our alternative provision (Heading for Goal), Traineeship and BTEC programme.

We are committed to providing high quality, accessible and life-changing development opportunities that change people's health, confidence and skills, increase positive behaviours and bring enjoyment to the people we work with. As a charity, we design innovative projects that target specific groups of local people. We work with a wide range of groups across Nottingham and Nottinghamshire on a daily basis covering all ages, abilities and disabilities.

We believe that every student should have the opportunity to succeed by being motivated and inspired. With this as our fundamental belief, we aim to develop young people into unique and responsible members of society who have their own sense of value, and our provision is structured to nurture the social development of all young people we work with.

The foundation recognises that provision for students with special educational needs is the responsibility of all teachers and staff, and therefore quality first teaching is fundamental to meet the needs of our learners. Notts County Foundation follows a SEND policy which has been approved by our training partners and trustees.

What are Special Educational Needs?

Helping your child to make progress is a partnership between home and the Foundation. The Foundation uses the definition of special educational needs which is set out in the government document [needs and disability code of practice: 0-25 years \(DFE -January 2015\)](#), which states

A young person has a learning difficulty or disability if :

- they have significantly greater difficulty in learning than the majority of others of the same age
- a disability prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Parents should always inform the Foundation of any known physical, educational, emotional or behavioural difficulties before the young person enrolls with The Foundation, so the appropriate support can be agreed and arranged.

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What Types of Special Education Needs does Notts County Foundation cater for?

Notts County Foundation supports students who fall into the categories of SEND outlined in the Code of Practice 2014, these are:

- Cognition and Learning, e.g. learners with specific learning difficulties such as Dyslexia
- Communication and Interaction e.g. learners on the Autism Spectrum
- Social, Emotional and Mental Health e.g learners with anxiety
- Sensory and/or physical needs e.g. learners with visual/ hearing impairment and physical disabilities

How do we Identify students with Special Education Needs?

On admission to the Foundation's education programmes, all students are required to complete an enrolment form. During the admission process, information is gathered from the student, parent, referring schools and outside agencies, where appropriate.

However, some student's additional needs may be identified after admission to us through:

1. Assessing students literacy skills
2. Baseline Assessments for English and Math's: Skills Forward
3. Initial student interviews with subject staff
4. Whole school tracking by classroom teachers
5. Reports from external professionals
6. Acting upon concerns from students, parents and agency staff.

When concerns are raised by students, parents or staff these are discussed at a weekly staff meeting. The SENCO responds to the requests to assess the needs of a student and may assess using the following available standardised tests:

- Wide Range Achievement Test 4
- DASH Handwriting assessment
- Hodder Reading Tests
- The Comprehensive **Test** of Phonological Processing, Second Edition (CTOPP-2)
- GL Dyslexia Screener
- Visual Stress Assessment Pack
- Further tests may be used to determine whether a student requires assess for access arrangements for exams

In the absence of a formal diagnosis, the Academy will not assume a disability or medical condition but will aim to support the individual needs of the student.

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How can I contact the Education department if I am concerned about my child's educational needs?

Notts County Foundation's SENCO and Education team are regularly available to discuss any concerns, worries or complaints through. Our contact details are as follows:

Mark Smith – SENCO and Deputy Education Manager

07827 078278, mark.smith@nottscountyfoundation.org.uk

Martin Carruthers – Education Manager

07496 993201, martin.carruthers@nottscountyfoundation.org.uk

How does Notts County Foundation support students with special educational needs?

All students at Notts County Foundation have access to a highly differentiated curriculum offer, which is discussed at admission. The academy offers a broad range of accredited Functional Skills, Sports, Physical, Social Development and Employability courses on site.

Most students have their needs met through quality first teaching (QFT) in small teaching groups, and through a highly differentiated curriculum. However, for some students further interventions are offered and personalised according to the needs of the student:

- GCSE/ Functional skill booster sessions for English and maths
- Literacy intervention 1-1
- Numeracy intervention
- Specialist equipment, eg coloured overlays, coloured text books, reading pens, screen reader, QR readers
- Audio marking and feedback using Kaizena
- Reasonable adjustments to practices and procedures, equipment and access to building
- Informal drop in sessions with subject staff

To support students with attendance and engagement, students have access to:

- A Personal behaviour mentor who provides individual targets and weekly catch ups.
- Class dojo: staff award points throughout the day. The points are converted into prizes weekly when children achieve. Students can earn money in the form of vouchers and awarded at the end of term if they have achieved over 90% for the term. Parents are linked to Dojo live and can see how their child is progressing throughout the day.
- Off site engagement and enrichment activities on a regular basis: ice skating, football, rounders, bowling, lunch out etc.
- Careers support programme through our strong partnership with FUTURES. Individual career worker to support children on a 1-2-1 basis.
- National projects: eg WEE, Stand up to Knife Crime, Mental Health Awareness Week, Head Up.

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- Celebration event designed by the leavers themselves. for year 11 leavers,
- 1-1 guidance from FUTURES using the Gatsby benchmark 3 to address the SEND students, attending interviews, contact throughout the summer
- Live shared drive for education team to submit live reports to support teaching staff and students in lessons.
- Use of My Concern to support students with safeguarding, accessible to all members of the education delivery team.

How do we know the support for our students is effective?

Progress and achievement is monitored by all members of the education department, and discussed at the staff meeting on a weekly basis.

Student's performance during interventions is monitored and evaluated regularly, following teaching reflection and assessment of achievement.

Student progress is formally assessed 6 times per year following every half term, and reports are sent to our provider and parents. The SENCO and Education management team meet each half term to review provision. An annual evaluation is also conducted, resulting in the completion of a self-evaluation report as part of our Quality Assurance cycle. This report includes data analysis, lesson observations, feedback from young people, parents and staff. This report is shared with county partners, senior leadership team and our board of trustees.

How are Staff trained to support students with Special Educational Needs?

The academy's staff are energetic, forward thinking and solution focused in their work with students, and share teaching ideas and knowledge on a weekly basis.

Staff are encouraged to enhance their knowledge where possible through self-conducted research, along with compulsory training provided by the foundation. This training includes learner orientated techniques to support behaviour management, anxiety, and resolution.

The school improvement plan identifies training needs for all staff to improve the teaching and learning of young people, including those with SEND. The Academy provides regular training on teaching and learning for all teaching staff and has a weekly progress meeting where specific needs of young people and teaching strategies are shared.

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How will my child be included in activities outside the school classroom, including school trips?

Notts County Foundation Education Department organizes a wide range of off-site educational activities throughout the year and participation is open to all students. All visits are risk assessed and provisions are put in place to ensure the safety of all students and staff. All out of class activities, including break-times and lunch-times are supervised by members of staff.

What support will there be for my child's overall well-being?

All students have a behaviour and engagement mentor, who works alongside the education team. Students meet with the behaviour mentor daily to discuss a range of emotional and social issues. The behaviour coach is part of the Education team who monitors behaviour in lessons and at social times through the DOJO system and provides 1-1 intervention to support young learners make positive choices in dealing with issues that arise.

All students have weekly PSHE Life Skills (Pastoral, Social, Health Education) lessons, which is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives.

How does the Foundation cater for young people with disabilities?

Notts County Foundation welcomes people with disabilities and complies with the requirements of the 2010 Equality Act. The school will make all reasonable adjustments to meet the needs of individual students, parents/carers, staff and other people from the wider community.

Portland Leisure Centre has an accessible entrance and route to all areas on site, including lifts, accessible toilets and showering facilities. There are no barriers as a result of inadequate facilities that would negatively impact the learners physical, mental and emotional wellbeing whilst on site, or exclude their participation in activities.

The Foundation recognizes students are entitled to complete confidentiality when they disclose a disability. However, the Foundation would wish for appropriate disclosure in line with our Guidance on Access to Student Records policy so that it can implement any provision for the student to support them and their needs.

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