



# NOTTINGHAM ACADEMY

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## What is a SEND Local Offer?

A SEND Local Offer is information for parents/carers of children who have Special Educational Needs (SEN). The offer outlines the support and provision that they can expect to receive from the Nottingham Academy.

## SEND Offer Statement

At the Nottingham Academy we strive to achieve the highest standards to support pupils with Special Educational Needs and Disabilities (SEND).

We promote an inclusive educational environment in which we support and encourage all pupils to reach their potential.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. In order to do this, steps may be taken to support young people through their learning journey.

The Nottingham Academy works closely with the Local Authority in Nottingham in order to support our learners who are identified to have a need within the four areas of SEND, as identified by the DfE (SEN CoP 2014):

- [Communication and Interaction \(including ASD across the spectrum\)](#)
- [Cognition and Learning \(including dyslexia, dyspraxia and SPLD\)](#)
- [Social, Emotional and Mental Health \(including ADHD\)](#)
- [Sensory and/or Physical](#)



## **How does the Nottingham Academy define Special Educational Needs?**

At the Nottingham Academy we keep a detailed and up to date register of all students who receive additional support in the following three categories:

**School Action** – Your child is receiving additional intervention to support them in making academic progress and meeting their targets e.g. Literacy intervention both in and outside of the classroom.

**School Action Plus** – Your child has an outside agency working with them e.g. Visual Support Team, Educational Psychologist, CAMHs currently or within the last six months.

**Statement of Educational Need (Education Health Care Plan)** – Your child has been identified as having required extra support to access the curriculum. They will be entitled to additional adult support with learning and a high level of differentiation from class teachers.

## **What Can I expect if I send my child to the Nottingham Academy?**

A personalised approach to learning with the relevant support and adjustments that will maximise your child's learning and progress.

## **How does the Nottingham Academy Organise support for pupils with SEND?**

The SENCo coordinates the relevant support for children with SEND. This includes, if required, additional adult support, intervention, tracking and collaboration with outside agencies.



## **What support do we have for you as a parent of a child with SEND?**

The SENCO or the Assistant Principal with responsibility for Inclusion are available to meet with you to discuss your child's progress or any concerns/worries that you may have.

All information from outside agencies and professionals will be shared with you in person or via written reports. The SENCo will share any new assessments and support strategies suggested by outside agencies with you. You will be informed if a new support measure is put into place.

## **How can I let the school know that I am concerned about the progress that my child is making in the Academy?**

If you have concerns about your child's progress, you should speak initially with your child's subject teacher, tutor or Head of Year. They will address your child's needs through the Pastoral System, if your child is still not making progress then they may be referred to the SENCo.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo, the Assistant Principal with site responsibility for Inclusion or the Deputy Principal with Academy responsibility for Inclusion.



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## **SEND Teams:**

[Link to Greenwood/SB](#)

[Link to Ransom Road](#)

[Link to Primary Website](#)



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## Greenwood Road / Sneinton Boulevard Team



Rhys Griffiths  
**SENCO**



Isabelle Coulson  
**SENCO – Primary Phase**

**Information about Roles and Responsibilities of the Team**



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## Ransom Road Team



Nicola Rees  
**SENCO**

**Information about Roles and Responsibilities of the Team**



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## Universal Provision

All pupils will be:

- ◆ Supported by the pastoral system (Head of Year, Deputy Head of Year and Form Tutor).
- ◆ Encouraged and supported to achieve their full potential in all aspects of school life.
- ◆ Supported by a safe, happy and purposeful environment (including a distinct Year 7 base and sixth form campus).
- ◆ Able to access an enriched curriculum that incorporates different learning styles in all subjects areas.
- ◆ Supported through departmental differentiation.
- ◆ Assessed on admission and their progress is then monitored and tracked within departments.
- ◆ Encouraged to be actively engaged in their learning.
- ◆ Provided with extended transition period.
- ◆ Offered a varied range of clubs and extra-curricular activities.
- ◆ Able to access further support should a need be identified.
- ◆ Taught by staff who have information on the nature and degree of pupil's specific needs.
- ◆ Given access to the School Nurse if required and for immunisations.



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## Communication and Interaction

If your child is in need of additional support, please see below for examples of help currently offered in our Academy.

<b>Communication and Interaction</b>	<ul style="list-style-type: none"><li>◆ Mentoring, counselling, peer support, Futures Team (Year 9+).</li><li>◆ Personalised transition package.</li><li>◆ Access to shared in class support.</li><li>◆ One-to-one/small group withdrawal e.g. Social Skills.</li><li>◆ Access to Literacy and numeracy booster programmes.</li><li>◆ Writing aids e.g. pencil grips.</li><li>◆ Use of ICT Software (Laptop).</li><li>◆ Identified Key Worker.</li><li>◆ Identified Safe Area.</li><li>◆ Daily 'Meet and Greet'.</li><li>◆ Daily access to mentors</li><li>◆ Time limited targeted intervention groups according to individual need (language and communication, literacy, numeracy, fine/gross motor skills).</li><li>◆ Use of visual prompts and symbols.</li></ul>
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- ◆ Social stories and self-regulation work.
- ◆ Time-out pass.
- ◆ Visual timetables.
- ◆ Lunchtime clubs with mentors.
- ◆ Provision maps (an outline of support and short term targets).
- ◆ Lesson observations/learning walks.
- ◆ Examination access arrangements.
- ◆ Liaison with Local Authority external agencies e.g: Autism Team / Speech and Language Therapist (SALT) / Educational Psychologist (CEPS) / CAMHS (Child Adolescent Mental Health Service).
- ◆ Multi Agency Meetings/Person Centred Reviews and school based meetings around the child.
- ◆ Extra time for completion of tasks.



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## Cognition and Learning

If your child is in need of additional support, please see below for examples of help currently offered in our Academy.

### Cognition and Learning

- ◆ Coloured overlays
- ◆ Writing aids e.g. pencil grips
- ◆ In class support
- ◆ Daily Meet and Greet
- ◆ Daily access to Mentors
- ◆ Use of visual prompts and symbols
- ◆ Visual Timetables
- ◆ Lunchtime clubs with Mentors
- ◆ Individually differentiated work
- ◆ Differentiated curriculum
- ◆ Access to Literacy and numeracy booster programmes
- ◆ Small group work
- ◆ Virtual Ruler
- ◆ Use of SEND assessment tools to investigate specific learning needs
- ◆ Use of ICT equipment e.g. Laptops
- ◆ Provision Map (an outline of support and short term targets)
- ◆ Examination Access arrangements
- ◆ Futures (Year 9+)
- ◆ Liaison with Local Authority external agencies e.g: Inclusive Education Service (IES) Autism Team / Speech and Language Therapist (SALT) / Educational Psychologist (CEPS) / CAMHS (Child Adolescent Mental Health Service)
- ◆ Multi Agency Meetings/Person Centred Reviews and school based meetings around the child



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## Social, Mental and Emotional Health

If your child is in need of additional support, please see below for examples of help currently offered in our Academy.

Social, Mental and  
Emotional Health

- ◆ In class support.
- ◆ Daily 'meet and greet'.
- ◆ Daily access to mentors.
- ◆ Visual timetables.
- ◆ Lunchtime clubs with mentors.
- ◆ Differentiated curriculum.
- ◆ Positive reports.
- ◆ Strategies to promote problem solving.
- ◆ Time limited targeted intervention groups according to individual need (language and communication, literacy, numeracy, fine/gross motor skills).
- ◆ Small group work e.g social skills/self-esteem.

- ◆ Use of SEND assessment tools to investigate needs.
- ◆ Use of ICT equipment e.g laptops.
- ◆ Pupil Profile e.g. provision map, behaviour plan.
- ◆ Examination access arrangements.
- ◆ Futures (Year 9+).
- ◆ Access to school counselling service.
- ◆ Liaison with Local Authority external agencies e.g: Autism Team / Speech and Language Therapist (SALT) / Educational Psychologist (CEPS) / CAMHS (Child Adolescent Mental Health Service).
- ◆ Multi Agency Meetings/Person Centred Reviews and school based meetings around the child.



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## Sensory and/or Physical Needs

If your child is in need of additional support, please see below for examples of help currently offered in our Academy.

Sensory and/or  
Physical Needs

- ◆ Daily 'meet and greet'.
- ◆ Access to key worker.
- ◆ Use of the lift (if required) and other specialist equipment as advised by external agencies.
- ◆ Identified staff provided with training from specialists e.g physiotherapists / sensory teachers.
- ◆ Catch-up sessions.
- ◆ In-class support.
- ◆ Use of ICT equipment eg laptops.
- ◆ Pupil Profile eg, provision map, behaviour plan.
- ◆ Examination access arrangements
- ◆ Futures (Year 9+).
- ◆ Access to school counselling service.

- ◆ Liaison with Local Authority external agencies eg: Autism Team / Speech and Language Therapist (SALT) / Educational Psychologist (CEPS) / CAMHS (Child Adolescent Mental Health Service).
- ◆ Multi Agency Meetings/Person Centred Reviews and school based meetings around the child.
- ◆ Extra time for completion of tasks.
- ◆ Best seating arrangements to optimise learning.
- ◆ Rest breaks, to take account of fatigue, built into the day.
- ◆ Reasonable adjustments to aid learning e.g. modified language / enlarged resources / specialised seating.
- ◆ Reasonable adjustments made to the school environment e.g. hand rails, door handles, marking steps.
- ◆ Personalised Evacuation Plan and risk assessments.



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**Nottingham City SEN Team**

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## Key Documents:

[SEN Policy](#)

Policy into Practice Document

Blank Provision Map

Educational Health Care Plan information





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**Action for Young Carers**

[www.aycnottingham.co.uk](http://www.aycnottingham.co.uk)  
0115 9629351/2/3

**Association for all Speech impaired Children**

[www.afasic.org.uk](http://www.afasic.org.uk)

**Autism**

[www.autism.org.uk](http://www.autism.org.uk)

**Autistic Nottingham**

0115 9111662

**Base 51**

0115 9525040

**CAMHs**

0300 300022

**Carers Federation**

[www.carersfederation.co.uk](http://www.carersfederation.co.uk)  
01159629310

**Educational Psychologist**

Nottingham City 0115 9158971  
Nottinghamshire 01623433317

**Harmless**

[www.harmless.org.uk](http://www.harmless.org.uk)

**Inclusive Education Team**

0115 9158953

**Nottingham Deaf Society**

0115 9700516

**Nottingham Mencap**

0115 9561130

**Nottingham Royal Society for the Blind**

0115 9706806

**Parentline**

0800 2222

**Children's Centres**      **St. Anns North – 01159153710**  
**St. Anns South – 0115 9150390**  
**Sneinton – 0115 8761700**

**Disabled Living**      0115 9855780  
**Centre Nottingham**

**Dyslexia**      www.dyslexia .uk.net

**Dyslexia Nottingham**      0115 924688

**Parent Partnership**      **0115 9482888**

SEN Teams      Nottingham City 0115 9158953  
Nottinghamshire 0115 9773779

**Tourettes**      www.tourettes-action.org.uk  
**Syndromes**

**Young Minds**      [www.youngminds.org.uk](http://www.youngminds.org.uk)  
080 8025544