



GREENWOOD ACADEMIES TRUST

Umbrella SEND Information

Academy: Nottingham

Last updated: September 2024

Lead: I Coulson (Primary) and B Morrison (Secondary)

Purpose of this report

The purpose of this umbrella report is to explain how Nottingham academy support SEND across their two sites.

This report gives an overview of SEND for stakeholders, including current demographics, which will then provide context for the arrangements for SEND found in each phase.

Sitting underneath this document are two SEND Information Reports, which are phase specific (Primary and Secondary).

Note: If there are any terms that we've used in this information report that you're unsure of please check the glossary at the end of the report, or do not hesitate to ask us directly.

How is the academy structured and who are the key staff?

Nottingham academy is split into two phases- Primary and Secondary.

Both phases are run by their own leadership teams, who work together regularly to ensure SEND provision is embedded throughout both phases well.

Each phase has a SENDCo in place who oversees the SEND provision within that phase.

Primary – I Coulson

Secondary – B Morrison

Greenwood Academies Trust (GAT) have networks of both primary and secondary academies. Due to this, both phases within Nottingham Academy work closely with their respective networks. The Primary SENDCo will join the Primary SENDCo Networks, the Secondary SENDCo will join the Secondary version, this is to ensure their improvement and moderation work in these networks is aligned to the specialisms of their respective phases. In addition to this all GAT SENDCos attend an annual SENDCo conference, inclusive of all primary and secondary representatives.

Each academy has a linked member of the central education directorate to support with appropriate challenge, who meet regularly to ensure all work for SEND is aligned across the wider trust.

Primary – Senior Education Adviser for SEND- Amy Baxter

Secondary Director of SEND- Claire Horn

The SEND Policy

The SEND Policy can be found here [Special Education Needs and Disability Policy \(greenwoodacademies.org\)](https://www.greenwoodacademies.org)

This policy is reviewed and updated annually by the central team.

It reiterates that GAT's vision is to create a strong network of inclusive schools that serve and strengthen their local communities and inspire pupils to love learning and to become active and responsible citizens.

That GAT's mission is to support its schools to provide high quality, engaging education that helps all pupils to make progress in their learning and development.

And that GAT considers SEND provision, and therefore this policy, to be an essential part of this vision and mission.

What are the current demographics in relation to SEND?

National (published July 2024)

	SEN Support %	EHC %
Primary	14.1	3
Secondary	12.9	2.7

	2022/23	2023/24
Total	8,481,287	8,497,935
Autistic Spectrum Disorder	206,763	236,644
Hearing Impairment	23,189	23,476
Missing	7,027,711	6,957,788
Moderate Learning Difficulty	222,273	213,508
Multi-Sensory Impairment	4,437	4,573
Other Difficulty/Disability	52,519	50,887
Physical Disability	36,803	36,440
Profound & Multiple Learning Difficulty	10,944	10,794
SEN support but no specialist assessment of type of need	50,090	53,641
Severe Learning Difficulty	33,599	33,980
Social, Emotional and Mental Health	284,321	316,327
Specific Learning Difficulty	170,062	176,335
Speech, Language and Communications needs	344,883	369,941
Visual Impairment	13,693	13,601

National data shows an increase in both SEN Support and EHC numbers in both primary and secondary.

There are significant increases noted in the number of pupils coded as ASD and with SEMH needs. SLCN (Speech language and communication needs) continues to be the biggest need identified for pupils on SEN Support and ASD for those pupils with an EHC Plan.

Nottingham Academy: Primary Phase

July 2024

SEN Support %	EHC %
12.8	2.4

September 2024

SEN Support %	EHC %
13.8	2.2

The highest area of need within the primary cohort is in line with that of the national picture - Communication and Interaction. With the primary cohort having 6.6% of pupils demonstrating speech, language, and communication needs and 3.3% with an Autism diagnosis.

There is also an increasing need within the academy in relation to social emotional and mental health - with 5.9% of pupils demonstrating need in this area.

Nottingham Academy: Secondary Phase

July 2024	
SEN Support %	EHCP %
8.3%	0.55%
December 2024	
SEN Support %	EHCP %
10.8 %	1%

Secondary Phase Headlines:

63% of the SEN Register are pupils in KS3 42% of which have SEMH as their main area of need.

KS4 pupils account for 32.5% of the SEN Register. C&I pupils make up for 50% of the register at KS4.

Across the secondary phase the biggest area of need is SEMH, followed by C&I and C&L.

The SEND Register

Both phases maintain their SEND register within their MIS systems (currently SIMS). This pulls through to the appropriate SEND platforms utilised in the differing sites – Insight and Edukey- to add detail. Due to these, key analytics can be run quickly to inform provision and training, in line with the needs of the current cohort. As well as SEND information being available to all staff in a timely manner, ensuring all teachers are teachers of SEND, and all leaders are leaders of SEND.

Phase Specific SEND Information Reports

These reports build on the implications of the data reported in the last section. They outline the processes and procedures within each phase to support pupils with SEND, making the system clear to all stakeholders.

The Primary SEND Information Report

The Secondary SEND Information Report:

[Nottingham Greenwood - SEND \(Special Educational Needs and Disabilities\) \(nottinghamacademy.org\)](https://nottinghamacademy.org)

Reports are maintained separately due to the need for each phase to run some of their SEND provision in a differing manner. Where possible, system and provisions are aligned.

For example, due to their access to the wider GAT SEND Networks in their respective phases, both phases have chosen to utilise the SEND Recording and Analytic platforms which are utilised more widely by their networks. This allows each phase to access an external level of moderation with ease and ensure they are maintaining pace of change with their wider networks.

In addition to the information reports above both phases follow an agreed **Transition Protocol** to support all pupils, including those with SEND at transition points- within and between these two larger phases.

Continuous improvement journeys.

Both sites maintain a phases specific academy SEND improvement plan. Where appropriate actions are aligned to support joined up professional development opportunities.

Please speak with each respective SENDCo to access copies of their current improvement priorities.

These will include SEND professional development for all levels of staff, targeted coaching and/or support for key staff of individual pupils, a clear calendar of SEND progress review, feedback to families, consultation with families and quality assurance of SEND provision.

Glossary

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child’s disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages