



# SEND INFORMATION REPORT

Reviewed by: Mrs B Morrison (SENCO)

Review Date: September 2025

Next Review Date: September 2026

What types of special educational needs (SEN) does the school support?	What should I do if I think my child has special educational needs?		
<p>Our academy currently provides for pupils with the following needs:</p> <p><b>Communication and interaction:</b> for example, autistic spectrum disorder, Asperger's Syndrome (ASD), speech and language difficulties (SALT)</p> <p><b>Cognition and learning:</b> for example, dyslexia, dyspraxia</p> <p><b>Social, emotional, and mental health difficulties:</b> for example, attention deficit hyperactivity disorder (ADHD)</p> <p><b>Sensory and/or physical needs:</b> for example, visual impairments, hearing impairments, processing difficulties.</p>	<p><b>Tell us about your concerns</b></p>	<p><b>We will invite you to a meeting to discuss them</b></p>	<p><b>We will decide whether your child needs SEN support</b></p>
	<p>If you think your child might have SEN, the first person you should tell is your child's Head of Year.</p> <p>You can contact the Heads of Year via the email contact given on the school website. Please ensure that email the head of Year for your child.</p> <p>They will pass the message on to the SEN Team who will contact you to talk about your concerns. You can also contact the SEN Team directly <a href="mailto:nac_send@nottinghamacademy.org">nac_send@nottinghamacademy.org</a></p>	<p>We will meet with you to talk about your concerns and learn more about your child's strengths and challenges.</p> <p>Together we will decide what goals we want to achieve for your child and agree on the next steps.</p> <p>We will write down what we talked about and add it to your child's school record. You will also get a copy</p>	<p>If we decide that your child needs SEN support, we will tell you in writing and add your child to the school's SEN register.</p>

## Who will help my child at school, and what training do they have?

### **Our special educational needs co-ordinator, or SENCO:**

- Our SENCO is Mrs Baljinder Morrison
- Mrs Morrison has been a SENCO for 15 years and has also worked as Trust lead SENCO in her previous role before joining the Nottingham Academy. Mrs Morrison has worked in many different Local Authorities in her role as a SENCO and Trust lead SENCO.
- Mrs Morrison is a qualified teacher and has been in education for 24 years (15 years in a leadership capacity).
- Mrs Morrison achieved the National Award in Special Educational Needs Co-ordination in 2012.
- Mrs Morrison is qualified to test pupils for examination support.

### **Subject Teachers:**

- All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.
- We have taken part in the following training:
  - Inset training on meeting the needs of EVERY pupil. SEN training will be ongoing throughout the year.
  - We currently have a Trainee SENCO who is supporting the departments with evidenced based interventions.
  - Staff trained in testing for additional needs.
  - Specialist primary trained teacher to support our pupils who have identified needs.

### **Learning Mentors:**

- We have a team of 10 learning mentors, one R2I staff member who is trained to support pupils' mental health.
- We have 3 subject specialised specific learning mentors who are trained to deliver interventions.
- In the last academic year, some Learning Mentors have been trained in Lexonik, Little Wordle and Phonics training to support our pupils learning.
- The Learning Mentor team have been trained and deliver Precision Teaching to our Year 11 Cohort of SEND pupils to support progress and outcomes.

### **External agencies and experts:**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These may include but are not limited to.

- Autism Team
- Learning Support Team
- Behaviour Support Team
- Sensory Team
- Speech and language therapists
- Educational psychologists
- Occupational therapists

How will the school know if my child needs extra support?	How will we be involved in decisions about their education?
<p>We use different steps and information from previous schools to decide if a pupil should be on the SEND register at Nottingham Academy, in line with the SEND Code of Practice (2015), which states that a child has SEN if they have a learning difficulty or disability that calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (Section 6.15). Decisions should be based on a clear analysis of the pupil's needs, drawing on teacher assessments, previous progress and attainment, and the views of parents and pupils.</p> <p>In Year 7, all pupils take tests to check their learning levels. If pupils in Years 7 or 8 need extra help with reading, they will use programs like Reading, Phonics, SPAG intervention. These interventions are guided by the SEND Code of Practice (2015), which emphasises the importance of early identification and high-quality provision to meet the needs of children and young people with SEN.</p> <p>Teachers will adjust their teaching to help all pupils and check their progress regularly. This helps them find pupils who:</p> <ul style="list-style-type: none"> <li>○ Are making slower progress than others who started at the same level.</li> <li>○ Are not improving as quickly as they did before.</li> <li>○ Are not closing the gap with their peers.</li> </ul> <p>When deciding if a pupil needs additional support, we will consider what we want them to achieve and how they are doing. We will also consider the views and wishes of the pupil and their parents. This will help us decide what support is needed and whether we can provide it by adjusting our regular teaching or if we need to do something extra.</p>	<p>We will talk with the pupils and their parents to decide if they need special help at school. These talks will make sure:</p> <ul style="list-style-type: none"> <li>○ We all understand what the pupil is good at and what they find difficult.</li> <li>○ We hear and think about the parents' concerns.</li> <li>○ We all know the goals we want to reach for the child.</li> <li>○ We are clear about what the next steps will be.</li> </ul> <p>An APDR/pupil passport is developed with parents to ensure staff are aware of pupil needs. In collaboration meetings we will write down what we discuss and add it to the pupil's APDR/Pupil Passport ensuring it is shared with parents.</p> <p>You will be invited to review the goals and support provided at least three times a year.</p> <p>We will let parents/carers know if we decide a pupil will get SEN support or if they no longer need it.</p>

How will the school check my child's progress?

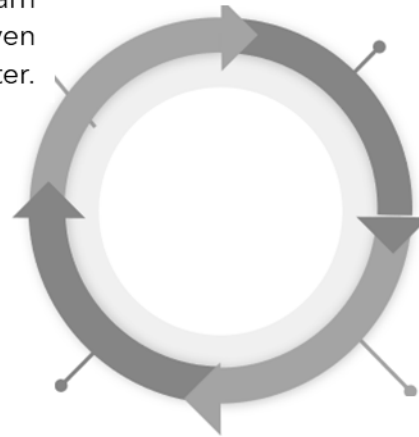
We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a four-part cycle of **Assess, Plan, Do, Review**. This model is outlined in the SEND Code of Practice (2015), Section 6.44, which states that schools should take action to remove barriers to learning and put effective special educational provision in place through this ongoing cycle. It enables a growing understanding of the pupil's needs and ensures that support is refined and adapted over time to secure better outcomes.

### Review:

We will check how well the support helped your child reach their goals. We will use what we learn about your child's needs to make the support even better.

### Assess:

If your child is not making the expected progress, we will check what strengths and difficulties they have. We will ask for your thoughts and your child's views, and we may get help from outside experts if needed.



### Do:

We will start using the plan we made. The class teacher and the SENCO will work with your child every day and make sure the support is helping as we planned.

### Plan:

We will talk with you and your child to decide what goals we want to reach. Then, we will plan for the support your child needs to meet those goals. We will keep a record of this plan and share it with you and the teachers who need to know.

## How will the school adapt their teaching to help my child?

Nottingham Academy uses 7 Guiding Principles of Teaching and Learning to promote quality first teaching to maximise pupil progress, including those with special educational needs. The classroom teacher utilises these principles as the foundation of their practice to ensure they are meeting the needs of all pupils in their care. Some pupils will also get extra help from a learning mentor.



## How will the school check if the support is helping my child?

We will check how well the support for your child is working by:

- Using APDR documents and school data to check progress each term.
- Reviewing how helpful interventions are after each cycle of assess-plan-do-review.
- Asking pupils to fill out questionnaires.
- Getting regular feedback from parents and carers
- SENCO (special needs coordinator) monitoring and analysing progress.
- Having an annual review if your child has an Education, Health, and Care Plan (EHCP).

<p>How will the school include my child in activities with other children?</p>	<p>How does the school make sure children with SEN or disabilities are treated fairly when they apply?</p>
<ol style="list-style-type: none"> <li>1. <i>All our extra activities and school trips are open to all pupils, including before and after-school clubs. We are committed to ensuring equal access for all, in line with the Equality Act 2010, which requires schools to make reasonable adjustments so that disabled pupils are not placed at a disadvantage compared to their peers (Section 20).</i></li> <li>2. <i>All pupils are encouraged to go on trips, including our residential trip(s). We anticipate and plan for the needs of pupils with disabilities to ensure full participation, as required under the Equality Act's anticipatory duty for reasonable adjustments.</i></li> <li>3. <i>All pupils are encouraged to take part in sports day, school plays, and special workshops. Pupils will receive the support they need from the SEND team to participate fully. This reflects our legal duty to provide auxiliary aids and services where necessary to avoid discrimination (Equality Act 2010, Chapter 4 – Disability).</i></li> <li>4. <i>No pupil is ever left out of these activities because of their special educational needs (SEN) or disability. We will make any necessary changes to include them, as required by the Equality Act 2010, which prohibits discrimination arising from disability and mandates reasonable adjustments to ensure inclusion.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Admissions for pupils with EHC plans</b> <i>Our admissions arrangements ensure that we admit all children whose Education, Health and Care (EHC) plan names our academy. This is a legal requirement under Section 43 of the Children and Families Act 2014 and is supported by the SEND Code of Practice (2015), which states that the school named in an EHC plan must admit the child (Section 9.78).</i></li> <li>2. <b>Admissions for pupils with SEND but no EHC plan</b> <i>We also consider applications from parents of children with SEND who do not have an EHC plan. In line with the SEND Code of Practice (2015), Section 1.27, schools must not discriminate against children with SEND and must use their best endeavours to meet their needs. The Equality Act 2010 further reinforces this by requiring schools to make reasonable adjustments to avoid disadvantaging disabled pupils (Section 20). <a href="#">[assets.pub...ice.gov.uk]</a>, <a href="#">[gov.uk]</a></i></li> <li>3. <b>Arrangements to cater for pupils with SEND</b> <i>Our academy has arrangements in place to cater for the needs of pupils with SEND. These include a clear approach to identifying and responding to SEND, as outlined in Chapter 6 of the SEND Code of Practice (2015), which describes the graduated approach of Assess, Plan, Do, Review (Sections 6.44–6.56). The Equality Act 2010 also requires schools to anticipate the needs of disabled pupils and make reasonable adjustments, including the provision of auxiliary aids and services (Chapter 4). <a href="#">[assets.pub...ice.gov.uk]</a>, <a href="#">[assets.pub...ice.gov.uk]</a></i></li> </ol>
<p>How does the school support children with disabilities?</p>	<p>How will the school help my child's mental health and emotional development?</p>

<p>Our school makes sure that all disabled pupils are treated fairly and given the same chances as everyone else.</p> <ul style="list-style-type: none"> <li>• <b>Fair Treatment:</b> We teach our staff about disabilities to ensure everyone is treated equally and to prevent disabled pupils from being treated less favourably than other pupils. If a problem happens, we fix it right away.</li> <li>• <b>Additional support:</b> For pupils with additional needs, we have a team of learning mentors who support the implication of educational plans</li> <li>• <b>Facilities and Support:</b> The school has ramps, lifts, and accessible toilets to help pupils get around easily. We also offer things like hearing aids or extra help for pupils who need it.</li> <li>• <b>Accessibility Plan:</b> This plan shows how we: Make sure disabled pupils can join in all lessons and activities. Improve the school's buildings to make them easier to use. Provide information in formats like large print or audio so it's easier to understand.</li> </ul> <p>You can find the Accessibility Plan on our website or by asking at the school office.</p>	<p>Our academy runs a program called Routes 2 Inclusion (R2i) in. This is a bespoke intervention Pathway run by Nottingham city Council. Routes to Inclusion also draws on the support of other agencies in the Local Authority and voluntary sector, in mapping services and provision, so that schools have a clear understanding of the support available and how this can be assessed in a timely and appropriate way. The graduated response is aligned to other processes in the Local Authority such as High-Level Needs (HLN) requests and Education, Health and Care Plan (EHCP) requests.</p> <p>Our academy has created a holistic framework to provide a systematic, graduated response to meeting the needs of children and young people with special educational needs and disabilities (SEND) for mental health and emotional development. This supports all SEMH pupils in our cohort of pupils. This is actioned with a needs analysis and bespoke tailored time-based interventions, targeted support and continued work within school and collaboration with external agencies.</p>
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What support will my child get when they move to a new year group or school?

What extra help is there for children in care or who were in care and have SEN?

<p><b>Between phases</b></p> <p>The SENCO from the primary school meets with our SENCO regularly. At the end of the summer term the SENCO's will meet to talk about the needs of new pupils. We arrange meetings with parents to discuss how we can help their child settle into our school. Additionally, the SENCO and Transition Lead will visit primary SENCO's and ensure an enhanced transition is in place to support pupils who have been identified as needing additional support to transition into Nottingham Academy.</p> <p>We give new pupils a buddy from the year above to help them feel comfortable and make friends.</p> <p><b>Onto adulthood</b></p> <p>We give all pupils advice about future work or education options. We work with pupils to help them reach their goals, whether they want to go to college, get a job, live independently, or take part in the community.</p> <p><b>Between schools</b></p> <p>When your child is moving to a new school, we will ask you and your child what information you want us to share with the new school.</p>	<p>Nicky Brown (Designated teacher in charge of Looked after children) and Oliver Smith (LAC mentor) will work with Mrs Morrison, our SENCO, to make sure all teachers understand how being a looked-after or previously looked-after child and having SEN might affect learning and teaching.</p> <p>Looked-after and previously looked-after children will get support like any other child with SEND. However, looked-after children will also have a personal education plan (PEP). We will make sure the PEP works well with any SEN support plans or EHC plans.</p> <p>When SEND concerns are raised, the school conducts appropriate screeners to help identify specific areas of need. As part of the Assess, Plan, Do, Review (APDR) process, all staff are required to complete SEND concern forms. These forms provide essential information that supports the decision-making process for SEN support and ensures a consistent approach across the school.</p>
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What should I do if I'm not happy with my child's SEN support?	What support is available for me and my family?
<p>Complaints about SEN provision in our academy should be made to the SENCo.</p> <p>The procedure for raising concerns or complaints is outlines in the SEN policy which is available on the website.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims if they believe that the academy has discriminated against their children. Parents can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> <li>• Suspensions and Exclusions</li> <li>• Provision of education and associated services</li> <li>• Making reasonable adjustments, including the provision of auxiliary aids and services</li> </ul>	<p>The local authority local offer/ Contact details of support services for parents of pupils with SEN (SEND Local offer Website <a href="#">Nottshelpyourself   Nottinghamshire's SEND Local Offer for County</a> and <a href="#">Special Educational Needs Service - Nottingham City Council for city</a>).</p> <p>Nottingham Academy is supported by a wide range of services, including:</p> <ul style="list-style-type: none"> <li>• an educational psychologist.</li> <li>• specialist teams from the Local Authority</li> <li>• CAMHS</li> <li>• Social Emotional Co-ordinator</li> <li>• School Nurse</li> </ul> <p>Any further information regarding the support services we use can be obtained by contacting the academy to discuss the local offer or by visiting Nottingham City's 'Ask Us' website below:</p> <p><a href="https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7">https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7</a></p> <p>The SEN team are available to discuss support available for your child and make the necessary referrals when appropriate to do so.</p>

This policy runs in accordance with the following policies which are accessible on our website via: [Nottingham Secondary Academy - Policies](#)

The GAT SEND policy

The Accessibility plan

The SEND Code of Practice 2014

The Children and Families Act 2014

## The Equality Act 2010

**SENDCO CONTACT DETAILS:**

Mrs B Morrison | Assistant Principal SENCO [bmorrison@nottinghamacademy.org](mailto:bmorrison@nottinghamacademy.org)

