

# Nelson Academy SEN Special Educational Needs Information Report 2023/24

**(Part of the Norfolk Local Offer for learners with SEN)**

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools/ maintained nursery schools, as well as the proprietors of academy schools, have a legal duty to publish information on their website about the implementation of the governing bodies or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the draft SEN regulations which can be found **here:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At Nelson Academy, we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer so please do contact us should you need to.

Please contact the following people if you would like to discuss anything from this report:

Sarah Wilson – Principal – [sarah.wilson@nla.eastern-mat.co.uk](mailto:sarah.wilson@nla.eastern-mat.co.uk)

Lisa Jack – SENDCO – [lisa.jack@nla.eastern-mat.co.uk](mailto:lisa.jack@nla.eastern-mat.co.uk)

Glen Gates – Chair of Governors – [Glen.Gates@eastern-mat.co.uk](mailto:Glen.Gates@eastern-mat.co.uk)

SEND Governor – Jo McAndrews – [Joanne.McAndrews@nla.eastern-mat.co.uk](mailto:Joanne.McAndrews@nla.eastern-mat.co.uk)

If you have specific questions about the Norfolk Local Offer, please look at the Frequently Asked Questions by clicking **here**:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Alternatively, if you think your child may have SEND please speak to their class teacher initially or contact Lisa Jack, our SENDCO, on 01366 383824 or [lisa.jack@nla.eastern-mat.co.uk](mailto:lisa.jack@nla.eastern-mat.co.uk)

### **Aims of our provision in regard to pupils with special educational needs and/or disabilities:**

The aims of our policy and practice in relation to special educational need and disability at Nelson Academy are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all;
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN;
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

<https://www.gov.uk/government/collections/national-curriculum> ;

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership;
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development;

- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils; and
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **What are special educational needs (SEN) or a disability?:**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

#### **Special Educational Needs:**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***

*Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

#### **Disability:**

*Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

### **The kinds of special educational needs (SEN) for which provision is made at Nelson Academy:**

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with our academy admissions policy. If

a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school;

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  1. It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
  2. The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources;
- Before making the decision to name Nelson Academy in a child's EHCP, the local authority look at a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget); and
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

### **Our Approach To Teaching Learners With SEND:**

At Nelson Academy we believe in participation for all. We have classes for children from Nursery age through to Year 6, and also an Autistic Spectrum Disorder Specialist Resource Base. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy which is available on our web site by clicking **here** [www.nelsonacademy.co.uk](http://www.nelsonacademy.co.uk) .

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At Nelson Academy, we value:

## Achieving Through Learning

### **How does our school know if children need extra help?**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion;
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills;
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress; and
- Observation of the pupil indicates that they have additional needs.

Our SEND profile for Autumn 2023 shows that 19% of the children on the school roll are identified as having SEND, this includes 6.4% who have an Education Health and Care Plan. The current national average of children with an EHCP is 4.3% of the children identified as having Special Educational Needs.

### **What should a parent do if it thinks their child may have special educational needs?**

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's class teacher. This then may result in a referral to Nelson Academy's SENDCo whose name is Lisa Jack and whose contact details are:

- Parents may also contact the SENDCo or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to; their views and their aspirations for their child will be central to the assessment and provision that is provided by Nelson Academy.

### **How will the school support a child with SEND?**

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, the SENCo, external verifiers,
2. Ongoing assessment of progress made by pupils with SEND,
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught, bespoke Nelson Academy, curriculum.

All pupils have individual targets set in line with national outcomes to ensure progress in many areas, not just academic. Parents are informed of these via annual targets and also at events such as Parents' Evenings.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at the Nelson Academy are proud of our teachers and their development. The Teacher Standards are available here: <https://www.gov.uk/government/publications/teachers-standards>

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Clicker 7
- Tracking and supporting pupils on Cherry Garden Branch Maps
- Peer buddy systems
- Positive behaviour rewards system.
- Dojo Points.
- Zones of regulation.

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at the Nelson Academy to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. A copy of our provision map is available by request from the SENDCO.

Across the school from Nursery to Year 6 (including the Autistic Spectrum Disorder Specialist Resource Base) we employ both Full Time and Part Time Teaching Assistants who work in a variety of roles to mediate, reinforce and assess learning under the direction of class teachers. They also deliver the interventions in the provision map as co-ordinated by our SENDCO. These intervention programmes include:

- Elklan Speech Therapy

- Elklan ASD Therapy
- ELSA (SRB)
- Feelings Detectives (SRB)
- Early Talk Boost
- Time to Talk
- Sensory Circuits (SRB and ESP)
- Socially Speaking
- 1:1 Speech and Language
- Language for Thinking
- Phonological Awareness
- Talk Boost KS1
- Talk Boost KS2
- Drawing and Talking
- Social Skills Groups
- Precision Teaching
- Word Aware
- Thrive
- Social Skills Lunch Club
- Little Wandle SEND Programme.



At Nelson Academy we share the provision map with our colleagues in the Eastern Multi Academy Trust so we can learn from each other and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

Our provision map is shared with governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher, SENDCo and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to, parents will be informed that the school considers their child may require SEN support and their partnership sought to improve attainment.

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded, and implemented by the class/subject teacher with advice from the SENCo.

3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services;
2. Specialists in other schools e.g., teaching schools, special schools;
3. Childrens Services; and
4. Health partners such as School Nurse, Child & Adolescent Mental Health Service and the Neurodevelopmental Team.

N.B. For a very small percentage of pupils, whose needs are significant and/or complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC)

### **Funding For SEND**

The Nelson Academy receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. The amount of funding we received for 2022/2023 is £354,775 (which includes £106,263 for the

Autistic Spectrum Disorder Specialist Resource Base and £106,288 for High Needs Top-Up Funding). This also includes basic pupil entitlement.

The Nelson Academy works closely with the Eastern Multi Academy Trust schools (EMAT), we are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND. If you would like any further information on SEND across the EMAT, please contact our SENDCO, Lisa Jack [lisa.jack@nla.eastern-mat.co.uk](mailto:lisa.jack@nla.eastern-mat.co.uk)

### **How Do We Find Out If This Support Is Effective?**

Monitoring progress is an integral part of teaching and leadership within Nelson Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. As previously mentioned, we follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has a Statement of Special Educational Needs or an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with our EMAT so all SENCOs in our cluster are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. We are also part of the Downham Market Cluster moderation group so can ensure that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

### **Other Opportunities For Learning**

All learners should have the same opportunity to access extra-curricular activities. At Nelson Academy in 2023/24 we are offering a range of additional clubs and activities. These can be found on our school web site available **here** [www.nelsonacademy.co.uk](http://www.nelsonacademy.co.uk) .

All staff at the Nelson Academy have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 210 definition of disability is:

**“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click **here** [www.gov.uk/equality-act-2010-guidance](http://www.gov.uk/equality-act-2010-guidance) .

### **Preparing For The Next Step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. The Nelson Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

### **Have Your Say**

The Nelson Academy is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

### **Useful Links**

[www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

<https://www.gov.uk/government/organisations/department-for-education>

<https://www.justonenorfolk.nhs.uk/>

**Review date: Ongoing review during 2023/24 academic year**