

Illustrative Regulations for Committee

Special Educational Needs (Information) Regulations

Clause 65

Citation and commencement

1. These Regulations may be cited as the Special Educational Needs (Information) Regulations and come into force on [1st September 2014].

Interpretation

2. In these Regulations—

“The Act” means the Children and Families Act 2014;

“transferring between phases of education” means transferring from—

- (i) Relevant early years education to school;
- (ii) Infant school to junior school;
- (iii) Primary school to middle school;
- (iv) Primary school to secondary school;
- (v) Middle school to secondary school;
- (vi) Secondary school to a post-16 institution; or
- (vii) One post-16 institution to another post-16 institution;

“Preparing for adulthood and independent living” includes—

- (i) Finding employment;
- (ii) Finding accommodation and
- (iii) Participation in society.

Prescribed information that must be included in SEN information report

3. For the purpose of section 65(3)(a) of the Act the SEN information which the governing body or proprietor of every school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in the Schedule.

Manner of publication of report

4. A school must publish its report containing SEN information available on its website.

Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.

At South Nottinghamshire Academy, we make provision for children with difficulties in cognition and learning, communication and interaction, behaviour, anxiety and physical disabilities. We are part of the Redhill Academy Trust and adhere to their Special Educational Needs Policy.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

We identify children with special educational needs through a variety of ways including teacher assessments, observations by teachers, Teaching Assistants, outside agencies and parental knowledge.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

- (a) How the school evaluates the effectiveness of its provision for such pupils;

At the end of each academic year, the effectiveness of each SEN provision is evaluated statistically by looking at the progress made. The classroom teachers monitor termly, how effective the interventions and provision is by continual assessment and adjust accordingly. This process is overseen by the subject leaders and the SENCO.

- (b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Each term, teachers and subject leaders assess and track the progress of pupils with SEN. The outcomes are discussed at Line Manager meetings with their Senior Leadership link.

- (c) The school's approach to teaching pupils with special educational needs;

At South Nottinghamshire Academy, all teachers are teachers of pupils with special educational needs. In order to support our children with SEN, we find patience, encouragement and well trained staff, using a range of teaching strategies is the most effective approach. We also seek and work with multi-agency support where needed to further enhance support.

- (d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

The Academy adapts the learning provision environment depending on the needs of each child. Children with the most complex needs may have an individualised or small group support.

- (e) Additional support for learning that is available to pupils with special educational needs;

We have a range of additional support for learning that is available to pupils with special educational needs: one to one TA support, a range of small group intervention groups, time spent with the class teacher and specialist outside agencies.

- (f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

The Learning Intervention Centre and Teaching Assistants support SEN and vulnerable students during break and lunchtimes as well as providing a weekly homework club. Literacy, numeracy and social skills intervention is also provided alongside the curriculum.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

We have a range of one to one and small group intervention groups to support pupils with emotional and social development including; social skills and mentoring. We also have the Learning Intervention Centre, Curriculum Support Unit and an Inclusion Team to support students with particular needs or those who require additional support.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

The SEN coordinators at South Nottinghamshire Academy are Mrs Claire Lucas and the Lead Teaching Assistant Ms Siobhan Wilson.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The SENCO and HR keeps an up to date list of all SEN training that teachers and teaching assistants have attended. If more specialist support is required, with consent, the SENCO will contact outside agencies such as SFSS and Educational Psychologists.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

SEN equipment and facilities are updated and added to yearly, depending on the specific needs of the children. Recommendations will be sought from organisations with specialist expertise where necessary such as PDSS, physiotherapists and occupational therapists.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Parents of children with special educational needs are consulted and involved in the education of their child in a number of ways including; parents evenings, SEN meetings and Annual Reviews. In addition to this, parents are welcome to contact the SENCO, teachers or Teaching assistants in person, by phone or by e mail if they require any assistance.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Children with special educational needs are consulted with and involved in their education in several ways: during an Annual Review, parent evenings and Parent SEN review meetings. The children and parents are also involved in these reviews.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If parents of pupils with special educational needs have any concerns or complaints regarding the provision made at South Nottinghamshire Academy for their child, please contact either the SENCO Mrs Claire Lucas, Ms Siobhan Wilson or the SEN Governor, Mrs Naomi Smith.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body works alongside the SENCO and the teaching staff at South Nottinghamshire Academy, to work with a range of specialist organisations in meeting the needs of pupils with special educational needs including physiotherapists, occupational therapists, SFSS, educational psychologists, community paediatricians, dyslexia support teachers and CAMHS. This is coordinated by the SEN coordinators. Teaching Assistants and the Inclusion Support Manager are the main contacts for supporting families of pupils with special educational needs.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

The contact details of support services for parents of pupils with special educational needs can be obtained from the SENCO or Ms Wilson, Lead teaching Assistant.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Throughout transition into and out of South Nottinghamshire Academy, the SENCO and class teachers work closely with the child, parents, primary schools and outside agencies.

13. Information on where the local authority's local offer is published:

www.nottinghamshire.sendlocaloffer.org.uk/

South Nottinghamshire Academy

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