



SEND Information Report

Academic Year 2023/24

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1. Responsibilities of staff

1. Introduction

Welcome to our SEND Information Report which forms part of the Peterborough Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79). This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEND.

This document has been designed to advise families with children who present with Special Educational Needs, Disabilities and or are vulnerable on the provision available at NeneGate School. It should guide families when deciding if NeneGate School is the right educational setting for their child.

When we talk about “provision”, we mean what we provide in order to meet the needs of a student and help them make progress at school which is appropriate to their age.

2. What is SEN?

At different times in their school career, a child or young person may have a special educational need. The May 2015 Code of Practice defines Special Educational Need (SEN) as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age;

or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If a learner is identified as having SEN, NeneGate School will make provision which is “additional to” or “different from” that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

It is important to note that not every pupil making slower progress has SEND. Some pupils may make slower progress for a reason unrelated to SEND, such as a gap in their learning. Additionally, children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some pupils for whom English is an additional language may also be identified as SEN if their needs meet the criteria above.

3. What is disability?

The Equality Act, 2010, gives the following definition of disability:

“A person has a disability for the purposes of this ACT if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

This definition of disability includes children and young people 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 disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

Pupils at NeneGate School will all be registered with SEN and hold an EHCP plan.

4. Accessibility

Our school is an accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures are in place and adhered to by staff. We have ensured that our curriculum is accessible to all pupils and we provide differentiated and personalized interventions. Our facilities for helping SEND learners to access the school are described in the school's Accessibility Plan [Accessibility \(nenegateschool.co.uk\)](https://www.nenegateschool.co.uk)

5. What types of SEND are provided for at NeneGate School?

NeneGate is a special school within Peterborough for children and young people aged 8 to 16 who have an Education, Health and Care Plan (EHCP). We provide special education primarily for pupils with Social, Emotional and Mental Health needs, with potentially co-occurring needs in the areas of communication and interaction, cognition and learning and/or physical and sensory difficulties.

There are four broad areas of need, although the Trust and NeneGate School recognizes that a student's needs may fall into one or more categories. NeneGate School provides provision for all areas of need in line with the appropriate provision pupils require as identified on their EHCP. All pupils attending NeneGate have an EHCP.

- 1. Communication and Interaction (C&I):** Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive) or they do not understand what is being said to them (cognition). They may not understand or use social rules of communication. Children with Autistic Spectrum Conditions (ASC) including Autism can have more prevalent difficulties with social interaction due to deficits in their understanding and connections between language, communication and imagination, which then impacts on how they relate to others.
- 2. Cognition and Learning (C&L):** A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific learning Difficulties (SPLD), Moderate learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties (PMLD) where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.
- 3. Social Emotional and mental Health (SEMH):** Children and Young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education.
- 4. Sensory and or Physical Needs (SI/PD):** Children and Young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEN provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

6. What is our approach to teaching students who have SEND?

At NeneGate School, children and young people are placed at the centre of all we do. This will focus around a core offer of a personalised curriculum. The underpinning ethos of our school is to develop and celebrate each individual's qualities, making sure that we plan from where the learner is.

'My Voyage' is a personalised curriculum, which encourages pupils to be engaged, be ambitious and be resilient.

Each individual's curriculum must start from what we know about them, what they want and need, and the knowledge, visions and priorities of parents, careers and other professionals. We think about future outcomes and put targets and strategies in place to begin the voyage of equipping them with skills that will lead to a future where they can be happy, communicate as well as they can and be as independent as possible.

At NeneGate School the 'My Voyage' Curriculum has four distinct curriculum pathways. These pathways consider the needs of pupils and the ways in which they will make best progress. This means that the pathways, whilst they may on occasion teach the same area of study, will have different approaches to learning. All pathways have a planned curriculum approach and, whilst all are taught by skilled staff, not all are taught by subject specialists. All pathways cover eight areas of the 'My Voyage' curriculum and consider the individual and their families hopes for the future. All have high expectations and none of them limit the learning journey of a pupil. Just like roads, pathways can cross, and pupils can have some individual aspects of curriculum which might be delivered in another pathway approach, for example, a pupil who is musically talented will be encouraged to develop their skills from their starting point and not be limited by the pathway they are on. Class groupings are age and stage (pathways) based but also consider the dynamics of the individual and the group. This gives everyone the best opportunity to make progress

We value high-quality teaching (Quality First Teaching) for all pupils and monitor the quality of learning and teaching in the school. We use a range of methods to do this including regular lesson observation, work scrutiny by Curriculum Leaders and Senior Leaders, learning walks (when senior staff and/or SENCo follow a pupil or group of pupils to see at first hand their learning experiences), regular professional development training for all staff.

All teachers and SEND support staff will be informed about your child's individual needs and will differentiate their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities, to enable your child to access the learning.

Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a pupil may be offered additional help and support. There are a range of interventions and additional subject support which are available and, should your child need this, it would be discussed with you.

7. How does NeneGate School identify children and young people with SEN and assess their needs?

Pupils arrive at NeneGate School with an EHCP. This does not mean that there will not be further needs which are identified later. NeneGate School acknowledges that pupils' additional needs should be identified and met as early as possible. The SLT link in conjunction with class teachers and class staff, will closely monitor the progress and attainment of all pupils.

A pupil may have additional needs if:

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate of progress
- Progress fails to close the attainment gap between the child and their peers
- The attainment gap widens
- It can also include progress in other areas than attainment (p84 Code of Practice document)

However, identification may also be as a result of:

- Teacher concern

- Following up parental / carer concerns
- Tracking individual pupil progress over time
- Liaison with partner primary schools on transfer
- Information from previous academies/schools
- Information from other services

If further assessment is required, we use a variety of assessment tools appropriate to the area of need, to support us identify specific areas of difficulty, to explore appropriate intervention and provision to support the child with their additional needs. If it is thought a child or family needs a more in-depth assessment, we have good working relationships with outside agencies and a referral can be made.

The statutory guidance for identification, assessment and provision of SEN is documented within the Code of Practice and is based on a model known as the 'Graduated approach.'

Access to specialist equipment and facilities are linked to each pupil's individual needs, as identified in their EHCP.

Our specialist facilities include:

- A Nurture Hub
- Re set room
- Access to Appropriate Provision
- The Retreat and the Cave where therapeutic interventions and support take place
- A range of sensory resources and equipment
- Access to outdoor learning provision through Forest School area and Horticulture area

8. What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

All pupils are assessed on a regular basis, in accordance with the school's assessment policy. Teachers formally assess and review progress and attainment, which is inputted into a Learning Passport. This is shared at Parent Consultations and a report is sent home annually. Parent Consultations are held three times a year when there is an opportunity to discuss progress, attainment and next steps. Evidence of progress is collated on Evidence for Learning (EFL) and this will be shared with families through the EFL platform in the near future.

All pupils with an Education, Health & Care Plan have an Annual Review, where a discussion can be held around the progress of meeting the outcomes stated in the plan.

9. How do we know if the support we offer and provide is effective?

Every pupil's EHCP is reviewed annually. Pupils, their families and other professionals use this process to evaluate effectiveness and ensure we access the most appropriate provision meet pupil's special educational needs.

Our Academy Council act as Critical friends and hold the academy to account for the effectiveness of the provision being implemented. In addition, we have a School Improvement Partner (SIP), who supports the school by advising leaders of next steps.

10. Who should I contact if I want to find out more information or think my child may have additional SEND needs?

If you have any concerns about your child's progress your first point of contact should always be the class teacher. Following this communication, the class teacher will contact the SENCO or SLT lead to discuss these concerns, if appropriate. This is the first step in the graduated response of students' needs.

The contact details for members of staff who are able to support students and families with additional needs are;

Catherine Wilson Headteacher cwilson@nenegate.org	Sue Parsons Assistant Headteacher sparsons@nenegate.org	Michael Neesham Assistant Headteacher mneesham@nenegate.org
Emma McMenemy SENCO emcmenemy@nenegate.org	Jane Love Student Welfare/Safeguarding jlove@nenegate.org	Val Martin Family Engagement and Link Officer vmartin@nenegate.org

11. Consulting with pupils, parents and other professionals

What are the arrangements for consulting with young people with SEN and involving them in their education?

Pupils are encouraged to take part in pupil voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to outcome setting and reviewing and reflect on their learning and achievements where appropriate.

All pupils will have a *Being Me!* document. It is important that all our pupils enjoy being themselves and value who they are and all that they can achieve. We identify their strengths and work from these. As outlined in our 'My Voyage' curriculum policy, pupils "like the ships wheel, have control of their voyage. To help them do this we must know our pupils well. We start by being well informed." The *Being Me!* document identifies the interests, needs and aspirations of pupils and allows them to share their views of how they would like to be supported within the classroom where appropriate.

What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

Before a pupil starts NeneGate School, families are invited to a consultation meeting with the Headteacher to ensure that the school is the right setting to meet the child's needs.

We hold an annual EHCP review meeting and parents' evening through the school year. Every pupil will have an EFL account in September 2023 which allows the class teacher to share photos and/or comments of learning, whereby families can comment.

Staff keep in regular contact with families via phone calls and emails. We send out newsletters with regular reminders, events, dates and classroom updates.

Families of pupils with risk reduction and stabilisation plans have additional opportunities to co-produce and review the strategies in collaboration with the school and, if appropriate, with other professionals.

We also actively encourage families to be involved with us. Offering a range of in-house opportunities:

- Parent/Carer Partnership Group
- Parent/Carer coffee mornings
- Training workshops - our most recent one being Emotion Coaching led by Peterborough Educational Psychology Service
- Post 16 opportunities
- Celebration events

We take our responsibility to work with parents and carers very seriously and strive at all times to provide the information needed for parents/ carers to make informed decisions about their child's education.

- We will work to ensure that everyone is clear on what our agreed outcomes are for the child and what the next steps are to achieve these.
- We will work to develop a strong understanding of the pupils' areas of strength and where additional support is needed.
- We will take into account parental concerns and work towards solutions.
- We will draw attention to available support outside school (e.g., Special Educational Needs and Disability Advisory Support Service - S.E.N.D.I.A.S.S. – formerly Parent Partnership Service).

Parents can support the school and your child by encouraging them to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment)
- Full attendance and good punctuality
- Attending parent meetings
- Attending any meetings specifically arranged for your child

How do the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

NeneGate School have developed effective working relationships with a wide range of external partners, professionals and agencies. These include;

- Peterborough Education Psychology Service
- Peterborough SEND Specialist support
- Education Team for Children in Care (Virtual School)
- Children and Adolescents Mental Health Services (CAMHS)
- Children's Social Care
- Targeted Support and Multi Agency Support Group (MASG)
- Speech and Language Therapy Services
- Cambridgeshire and Peterborough Health Services
- Cambridgeshire and Peterborough Mental Health Support Team

These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Peterborough Local Authority.

A variety of support services are available for the parents of pupils with special educational needs, these can be accessed through the following;

Targeted Support (Previously referred to as Early Help)

[Peterborough Information Network | Targeted Support \(Local Offer\)](#)

SENDIASS (Previously referred to as Parent Partnership)

[Peterborough Information Network | SEND Information Advice and Support Service - SENDIASS \(Local Offer\)](#)

Peterborough SEND Information Hub (Previously referred to as the Local Offer)

12. Transitional Arrangements

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

Transitions can be a complex and daunting time for some of our pupils. These transitions can include:

- Moving to NeneGate School from a primary or secondary school
- Moving from NeneGate School to another secondary school or appropriate provision
- Moving classes or groups within school
- Having a new teacher
- Moving from school to work, college or employment

NeneGate School is committed to working with pupils, their parents/carers and families, and other settings/providers to ensure that we use foresight and our collective expertise to ensure that positive transitions occur. Planning and support for transition is a particular and important element of our provision for all SEND students at NeneGate School. If a pupil is identified as someone who may find a transition a daunting or challenging experience, we offer an extended induction programme.

We know the importance in supporting pupils to prepare for adulthood, therefore we have a 'Next Steps' Co-ordinator who oversees Post-16 transition and works closely with providers and settings to ensure a transition which is as smooth and positive as possible for pupil with SEN and/or disability.

For all our pupils, additional information is gathered and shared with further education providers, to ensure the most appropriate provision and support is available.

13. How does NeneGate School use its resources to support students with

SEND? How are resources allocated and matched to children/young people's SEN/D?

Each year the school receives guidance about how to support children with SEND with resources being allocated based on evidence of need and effectiveness. The SLT and SENCO consider the support and resources required for the following year. This includes physical resources for individual children or adult support for groups of children. This helps the school plan and budget how it will support and enable students to achieve their potential.

Day to day intervention and support is implemented by tutor teams based on recommendations and provision advised from each pupil's EHCP.

A child may find that they need more support at certain times of the year and it is imperative we meet the needs of the child when they need it and plan for those occasions in advance to ensure optimum resources are given.

14. What training opportunities are available to staff to meet students SEND needs?

We understand the importance of training and continual professional development for our staff team. All staff in school have qualifications ranging from teaching assistant to Post Graduate qualifications. We invest in a range of courses and qualifications to ensure a range of high quality expertise across the staff body. Examples of training and/or qualifications held by our staff include:

- STEPS (Therapeutic Thinking)
- National award for SEN co-ordination
- Emotional Literacy Support
- First aid

- Mental health first aid
- Education Testing and Assessment
- Mindfulness
- Drawing and Talking
- Higher Level Teaching Assistants

Annual training covering various aspects of SEN will be offered to all staff as part of the school's training programme. Staff have received and continue to receive training across all areas of need identified in the SEND Code of Practice.

Examples of training has included but not limited to;

- Leading effective Annual Reviews
- Interventions
- Emotion Coaching
- Therapeutic Thinking
- Exam access arrangements

15. Other opportunities for learning

All pupil's access enrichment opportunities 4 days a week. All pupils access Outdoor learning which is planned for throughout the curriculum.

Day and residential trips are open to all children and the accessibility of each trip is assessed on an individual basis. All reasonable steps are taken to ensure participation.

What support is available for improving emotional and social development?

At NeneGate School we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance.

There are additional members of staff who are able to provide pastoral support, these include: dedicated Emotional Literacy Support Assistants (ELSAs), a therapeutic HLTA, a therapeutic behaviour support assistant, a student welfare officer, a solution focused therapist and a person centred therapist. These services will be accessed, if appropriate for your child in line with their presenting needs.

16.Complaints procedure for SEND

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

We hope by maintaining regular dialogue between Parents and school that you will not have cause to make a complaint. However, if you do, the process is outlined below:

1. Contact a member of the SLT team at NeneGate School, Park Lane, Peterborough, PE1 5GZ
Tel: 01733 349438
A personal appointment will be made to discuss and work towards a resolution of your complaint.
2. Should the complaint not be resolved satisfactorily at the meeting please refer to NeneGate School complaint policy.

References

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report. This can be found at:

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

Special Educational Needs and Disability Code of Practice: 0 to 25 years (published by the Department for Education, January 2015 and available for download at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Appendix 1

Key responsibilities

Class teachers are responsible for:

- The progress of the child in their lessons/class and for providing an appropriately differentiated curriculum. They can draw on the SENDCo and SLT for advice on assessment and strategies to support inclusion.
- Planning and delivering individualised programmes for all pupils, taking into full account the Pupil Profile to ensure the needs of the child are met.
- Making appropriate use of the Teaching Assistant. The Teaching Assistant is there to assist; responsibility for the class is in the hands of the teacher.
- Being familiar with the needs of pupils in their class, and to be familiar with all information as set out in the Pupil Profile.
- Contributing to the child's Pupil Profile (as required).
- Making themselves aware of policy and procedures for the assess, plan, do, review graduated response
- Giving feedback to parents of students with SEN.

Subject / Curriculum Leaders / Middle Leaders are responsible for:

- Ensuring that the requirements of SEND pupils are met in the Schemes of Work and that any examination course followed takes into account the needs of the pupils.
- Ensuring that progress is made for all SEND pupils in their subject area

Senior Leaders are responsible for:

- Ensuring that subject leaders are meeting the requirements of SEN students in their lessons.

The Special Educational Needs Coordinator:

Ensuring that staff are meeting the requirements of SEND pupils

- Resolving any complaints, where the class teacher has been unable to do so
- Keeping the Senior Leadership Team informed about SEND issues
- Overseeing the day-day operation of SEND policy and procedure.
- Ensuring that an agreed, consistent approach is adopted
- Co-ordinating provision for children with SEN
- Liaising with and advising other staff
- Supporting staff in devising strategies, drawing up Pupil Profiles, setting outcomes appropriate to the student's needs and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel within the classroom
- Maintaining the Academy's SEND register and records together with monitoring and evaluating the School's provision of support and progress of children with SEND in ensuring a graduated approach.
- Liaising with parents of children with SEND needs (in conjunction with tutor teams)
- Contributing to the in-service training of staff
- Key point of contact with external agencies especially the Local Authority
- Liaising with SENDCos in other schools
- Keeping aware of the latest legislation, guidance and best practise regarding SEN

- When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

The Headteacher is responsible for:

- The management of all aspects of the school's work, including provision for all pupils with SEND
- Keeping the Governing Body informed about SEND issues including progress of SEN students
- Working closely with the SENCO within the School
- Ensuring the implementation of policy and procedures to do with SEND

The Academy Council will ensure that:

- SEND provision is an integral part of the school improvement / development plan the necessary provision is made for any students with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students/pupils.
- It reports to parents on the implementation of the school's SEND policy
- It has regard to the requirements of the SEND Code of Practice (2015)
- It is fully informed about SEND issues, so that it can play a major part in school self-review
- It sets up appropriate staffing and funding arrangements, and oversees the school's work for pupils with SEND
- The quality of SEN provision is monitored
- They approve the SEND policy and report on an annual basis