



SEND Information Report

Reviewed November 2024



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Introduction

Welcome to our Special Educational Needs and Disability Information Report as set out in 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.

This report has been co-produced with parents who have children already attending NeneGate School.

This document has been designed to advise families with children who have Special Educational Needs and/or Disabilities 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 pupil and help them make progress which is appropriate to their age and stage.

1. 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 pupil is identified as having SEND, NeneGate School will make provision which is “additional to” or “different from” that provided for non-SEN pupils (the normal adapted 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 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.

2. 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 are all registered as having Special Educational Needs and hold an Education Health and Care Plan.

3. 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 adapted and personalised interventions. Our facilities for helping SEND pupils to access the school are described in the school's Accessibility Plan [Accessibility \(nenegateschool.co.uk\)](https://www.nenegateschool.co.uk)

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

NeneGate is a special school within Peterborough for young people aged 8 to 16 who have an Education, Health and Care Plan (EHCP). We are proud to be part of a wider family of special schools within Meridian Trust.

We provide special education primarily for pupils with **Social, Emotional and Mental Health needs**, with potentially other 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 recognises that a pupil's need 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):** Pupils with speech, language and communication needs (SLCN) have difficulty communicating with others. Pupils with *Autistic Spectrum Conditions (ASC)* including *Autism* can have 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):** This covers learning difficulties including *Dyslexia* and *Dyspraxia* as Specific learning Difficulties (SPLD), Moderate learning Difficulties (MLD) and Severe Learning Difficulties (SLD) where children and young people will need support in accessing the curriculum.
- 3. Social Emotional and mental Health (SEMH):** This covers young people diagnosed with *Attention Deficit Disorder (ADD)*, *Attention Deficit Hyperactivity Disorder (ADHD)* or *Attachment Disorder* and may need additional support in the curriculum. This area also covers those with Mental Health Difficulties such as *anxiety, depression, self-harming, substance abuse, eating disorders*.
- 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.



5. What is our approach to teaching pupils who have SEND?

At NeneGate School, children and young people are placed at the centre of all we do. This will focus on 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 pupil 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 individuals 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 individuals and the group. This gives everyone the best opportunity to make progress. Further information about 'My Voyage' can be found on our school website.



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 support staff will be informed about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies and 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 pupil. 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.

6. 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 Senior Leadership Team 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
- 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 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 to explore appropriate intervention and provision to support with 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.' [SEND code of practice: 0 to 25 years - GOV.UK](#)

Access to specialist equipment and facilities are linked to each pupil's individual needs as identified in their EHCP. Our specialist facilities at NeneGate include:

- Therapeutic Reset room
- The Retreat 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

7. 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.

As all pupils have an Education, Health & Care Plan, they all have an Annual Review where there is a discussion around the progress of meeting the outcomes stated in their plan.

8. 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 to meet pupil's special educational needs.

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

9. 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 tutor team. Following this communication, the tutor team will contact the Special Educational Needs Coordinator or a member of

the Senior Leadership Team to discuss concerns, if appropriate.

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



Catherine Wilson
Head Teacher
cwilson@nenegate.org



Emma McMenemy
SENCO
emcmenemy@nenegate.org



Val Martin
Family Partnership Officer
vmartin@nenegate.org

10. 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 My Voyage document and Personal Learning Goals (PLGs). 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 ship's wheel, have control of their voyage. To help them do this we must know our pupils well. We start by being well informed." The *My Voyage* 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 parent consultations throughout the school year.

Staff keep in regular contact with families via phone calls and emails. We send out newsletters with regular reminders, events, dates and classroom updates. We have a Facebook page which is regularly updated.

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 Understanding Behaviour 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 their 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 pupils 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 Educational Psychology Service
- Peterborough SEND Specialist support
- Education Team for Pupils in Care (Virtual School)
- Pupils 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
- Paediatric Occupational Therapy Service

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)

[SEND Information Hub \(Local Offer\) - Peterborough City Council](#)

11. 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 to NeneGate from an Alternative Provision
- 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 pupils at NeneGate School. If a pupil is identified as someone who may find a transition daunting or challenging, we offer an extended induction programme.

We know the importance in supporting pupils to prepare for adulthood, therefore we have a 'Next Steps' Coordinator 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 pupils 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.

12. How does NeneGate School use its resources to support pupils with SEND?

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

Each year the school receives guidance about how to support pupils 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 pupils or adult support for groups of pupils. This helps the school plan and budget how it will support and enable pupils 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 pupil 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.

13. What training opportunities are available to staff to meet pupils 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:

- Therapeutic Thinking (STEPS)
- National award for SEN co-ordination (NASENCO)
- Emotional Literacy Support Assistant (ELSA)
- First aid
- Mental health first aid
- Post Graduate Certificate in Psychometric Testing and Assessment and Access Arrangements Assessor
- Teacher of Mindfulness
- Drawing and Talking
- Talkboost
- Higher Level Teaching Assistants
- Trauma Informed Schools Practitioner status
- Counselling qualifications from Level 2 – Level 5

Annual training covering various aspects of SEN are 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
- Autism Education Trust
- Trauma Informed Schools UK
-

14. Other opportunities for learning

We place a high value on Extending the Boundaries of Learning. We hold a silver award from the Council for Learning Outside the Classroom and, through our PLEDGES and 99 things are always seeking to develop the whole child and offer a wide range of educational experiences.

All pupils access enrichment opportunities 4 days a week. All pupils access outdoor learning which is planned for throughout the curriculum. There are many day and residential trips are open to all pupils and the accessibility of each trip is assessed on an individual basis. Reasonable steps are taken to ensure participation.



15. 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.

All staff are training in Therapeutic Thinking. There are additional members of staff who are able to provide more targeted pastoral support, these include; Emotional Literacy Support Assistants (ELSAs), a therapeutic Higher Level Teaching Assistant (HLTA), a therapeutic behaviour support assistant, a student welfare officer, a Trauma Informed Practitioner, a solution focused therapist and a person centred therapist. These services will be accessed in line with pupil's 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 communication (phone calls and emails) 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 the situation and work towards a resolution of your complaint.
2. Should the complaint not be resolved satisfactorily at the meeting please refer to the Meridian Trust complaints policy. [Meridian-Trust-Complaints-Policy-January-2025.pdf](#)

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/ukxi/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 pupil in their lessons/class and for providing an appropriately adapted 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 pupil are met.
- Making appropriate use of the Teaching Assistant.
- 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 pupil'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 pupils with SEN.
- Leading Annual Reviews for pupils in their tutor groups

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 pupils 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 pupils with SEN
- Liaising with and advising other staff
- Supporting staff in devising strategies, drawing up Pupil Profiles, setting outcomes appropriate to the pupil'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 SEND register and records together with monitoring and evaluating the School's provision of support and progress of pupils with SEND in ensuring a graduated approach.
- Liaising with parents of pupils 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
- Assessing and applying 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 pupils
- 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 pupils with SEND

- All staff are aware of the need to identify and provide for pupils with SEND
- 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

Glossary

Acronym	Meaning
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
APDR	Assess, Plan, Do, Review
ASC	Autistic Spectrum Condition
ASD	Autism Spectrum Disorder
CiC	Children/ Child in Care
CoP	Code of Practice
C&I	Communication and Interaction
C&L	Cognition and Learning
EAA	Exam Access Arrangements
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
JCQ	Joint Council for Qualifications
MASG	Multi Agency Support Group
MHST	Mental Health Support Team
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
OT	Occupational Therapy
PD	Physical Disability
P&S	Physical and Sensory
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
SENDIASS	Special Educational Needs and Disability Information and Advice Support Service
SLCN	Speech Language and communication
SLT	Senior Leadership Team
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
VI	Visual Impairment
VS	Virtual School