Nightingale
Community Academy

Nightingale Community Academy Special Educational Needs & Disabilities (SEND) Information Report September 2017

1. What kinds of SEND do pupils have in your school?

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014)

Children at Nightingale Community Academy have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

2. How do you know if a pupil needs extra help?

When your child joins Nightingale Community Academy we use information from a range of sources to help confirm/ identify SEND and other needs. These include Education Health Care Plans; information from parents/carers; primary school teacher assessments; end of KS2 outcomes; literacy and numeracy test results; application form information; subject teacher assessments; data from specialist colleagues and/ or external agencies. A comprehensive suite of baseline assessment is used to carefully identify the needs of every child in our care as detailed in the NCA Assessment Matrix.

Please see Appendix A

Specialist staff (including the SENDCo, Education Psychologist, Speech & Language & Occupational Therapists) closely monitor the progress and attainment of all learners during inclusion meetings and agree interventions based on the needs of children at any given time. The continuous monitoring of pupils during their time at Nightingale Community Academy will further identify additional need. This identification may come from tutors, subject teachers, support colleagues, heads of phase, outside agencies, parents/carers or the pupils themselves. If we believe that a family requires support a referral will first be made to our family support team who will intervene, signpost or take advantage of our excellent working relationships with outside agencies.

3. How will the school's staff let me know if they have any concerns about my child's learning, SEN or disability?

One of your child's teachers may initially speak to you at the end of a normal school day and arrange a further time to discuss the concerns. The form tutor may also talk to you about any issues at a parents' evening.
The SENDCo may contact you and arrange a meeting to discuss your child's difficulties with learning and the support strategies the school might be considering. Any concerns that the school has will be communicated in a timely manner.

4. How will I know that my child is making progress?

All pupils are assessed on a regular basis, in accordance with the school's Assessment Procedure. Teachers formally assess and review progress and attainment 3 times a year, which is communicated to parents/ carers by a report that is sent home. Additionally, parents' evenings are held once a year and target setting meetings are held twice. Your child's Education Health & Care plan will also be reviewed and updated annually thus providing a further opportunity to assess progress.

5. How does Nightingale Community Academy ensure the teaching staff are appropriately trained to support my child's SEN and/ or disability?

At Nightingale Community Academy we believe that your child's learning needs will be met primarily through the high quality teaching delivered by her/ his class teachers. All staff members undertake regular Continuing Professional Development (CPD), delivered in-house and by specialist external providers.

6. How will the curriculum and the school environment be matched to my child's needs?

Every child at Nightingale Community Academy receives a personalised curriculum to match their individual needs and abilities. This may include additional literacy groups; intervention groups and a range of targeted 'just-in-time' accreditation opportunities at a range of levels.
Our school building is safe and accessible; we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND pupils throughout our school building including disabled toilets, a wet room and specialist resources (e.g. touch screen technology).

7. What types of support may be suitable and available for my child?

Our teachers have high expectations of all pupils and have access to your child's individual needs through our induction marksheet (containing all of the assessment data from the Assessment Matrix) and your child's Individual Inclusion Plan (IIP). They will adapt their lessons to meet your child's needs. We have a wide range of staff to support pupils and address additional needs. This includes Learner Support Professionals, a School Counsellor, a School Nurse, a Speech & Language Therapist, an Occupational Therapist and an Educational Psychologist. There are a range of interventions and additional subject support which are available and should your child need this, it will be discussed with you.

When your child is in Key Stage 4 we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations in order that they have additional time or support as required. We also prepare children for exams well in advance so the experience is more familiar and less stressful.

8. What specialist services and expertise are available at or accessed by the school?

As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; Educational Psychology Service; Speech and Language Service; the Occupational Therapy Service and the Literacy Service through Wandsworth Borough Council or Orchard Hill College & Academy Trust. We believe that relationships play a pivotal role in when working in a Social Emotional & Mental Health (SEMH) settings so where necessary we also purchase these services directly to guarantee timely access for our children.

9. How will you help me to support my child's learning?

We need you to support us and your child by encouraging them to engage fully with their learning and any interventions offered. You can help by:
- Helping them to be organised for their day (including bringing the right equipment, uniform and books)
- Full attendance and good punctuality
- Attending parent meetings
- Attending any meetings specifically arranged for your child

We will support you by having regular communication and a named key worker for your child who will contact you on a regular basis.

10. What is an EHC Plan and who can request one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person in order to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. Every child at Nightingale Community Academy has an EHC Plan which contains:

• The views and aspirations of you and your child
• A full description of his/ her special educational needs and any health and social care needs
• A route to establish outcomes for your child's progress
• Specifications of the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You, your child (where appropriate and aged 16 years and over) and/or the school, usually the Assistant Principal Access and Inclusion or The Principal, can request that the Local Authority conduct an assessment of your child's needs. This may then lead to an EHC Plan although almost all learners have a plan in place on arrival at Nightingale Community Academy.

11. How is support allocated to children and how do they move between the different levels of support in the school?

Identifying learners for intervention and support is an essential part of our work. We believe, first and foremost, that personal interventions must support day-to-day classroom delivery.

At Nightingale Community Academy a 'Waved Intervention Model' enables us to identify and support children who make poor progress from their starting points. Progress, attendance and behaviour are reviewed every 6 weeks by our inclusion team and children with greater need get higher levels of specialist intervention. Every child receives a high level of support: our maximum class size is eight and there are two members of support staff in every primary class; one in every secondary class. Children in wave 3 (with highest need based on assessment measures) can expect to get additional individual support from the Education Psychologist, SENDCo, Occupational Therapist, Speech Therapist and or Literacy Specialist as required. At wave 2 there is more of a focus on specific learning challenges (e.g. spelling and handwriting) and children can expect to receive support for a fixed period from a specially trained member of the learner support team. At wave 1 the same interventions are available but delivered less frequently.

An Inclusion Panel is led by the SENDCo and meets routinely to discuss the effectiveness of the school's current interventions and provisions. They review live data on progress, attendance and behaviour to generate an action plan, which may include additional or alternative interventions, staff training and/ or investment in specialist equipment. Where suitable progress is made a child may be moved to a lower wave and receive fewer interventions moving forward. Where progress is unsatisfactory the reverse may be the case.

12. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

Your child's progress will be assessed both in terms of his/ her regular learning within the class and with regards to waved intervention programmes. The impact of the support is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child. You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

13. What support will there be for my child's happiness and wellbeing at the Nightingale Community Academy?

At Nightingale Community Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance. One way we support our pupils is by assigning them to a form tutor who will (in some cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and pupils. There are additional members of staff who are able to provide pastoral support, these include: Head of Years; School Counsellor; Learning Support Assistants and the Designated Safeguarding Lead. We also have excellent relationships with a number of external agencies for example, Early Help and CAMHS.

14. How is my child included in all the same activities as his/her peers at school?

Nightingale Community Academy is an inclusive school and committed to providing equal opportunities for all children. School clubs, educational visits and residential trips are available to every child. When necessary, the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities. You can complete our regular parent surveys and should also feel free to contact your child's form tutor if you have any concerns.

15. What social, before and after school, and other activities are available for pupils with SEND?

A range of academic and hobby/ interest clubs are available at Nightingale Community Academy; they are open to all pupils.

16. How will school support my child in transition stages e.g. YR 6 into YR 7; KS3 into KS4; KS4 into KS5 and Reintegration into a mainstream school?

We strongly encourage prospective parents and carers to visit the school during the year for a personal tour. If your child is ready for transition and you are considering Nightingale Community Academy as the next stage of your child's educational pathway this can help to minimize anxiety and provides a safe opportunity for you to ask questions and see the school in action. There is a two-week induction process for new students so that they are familiar with their new surroundings and have had an opportunity to meet with the other children in their class. We aim to make every child's first day at school as comfortable as possible.

Once on roll at Nightingale Community Academy, if it becomes clear that your child would benefit from placement at a different provision, including a supported reintegration into mainstream school, the SENDCo will work alongside you and the local authority SEN case managers to investigate the available options.

17. Who can I contact for further information?

The school's SENDCo: Paula Thomas – pthomas@nightingaleca.org or 020 8874 9096
The school's behaviour intervention specialist: Jimmy Brownell – jbrownell@nightingaleca.org or 020 8874 9096

18. Who can I contact if I have a complaint?

In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. Alternatively, please contact our Principal – Andre Bailey abailey@nightingaleca.org The schools complaints procedure is available on our website: here

19. Who should I contact to find about support for parents and families of children with SEND?

In the first instance you should check your borough's 'Local Offer' as this will often have links to various forms of support and advice. Details of each borough's offer are below:

Wandsworth Local Offer: http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page

Lambeth Local Offer: https://www.lambeth.gov.uk/send-local-offer

RBKC Local Offer: https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0

Westminster Local Offer: https://www.westminster.gov.uk/local-offer

Hounslow Local Offer: http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0
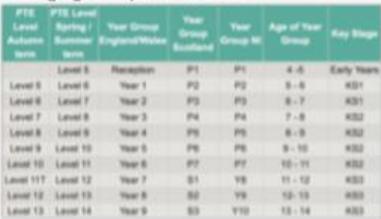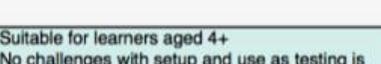
Ealing Local Offer: https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/site.page?id=ZtsangpJqvQ

Richmond Local Offer: https://www.afclocaloffer.org.uk/

Sutton Local Offer: https://www.sutton.gov.uk/info/200611/suttons_local_offer

Appendix A

Assessment	Purpose	Data Captured	Primary/ Secondary/ Sixth Form Setup	SIMS Format
Progress in English http://www.gl-assessment.co.uk/products/progress-test-series £12 per child: £900 for 75	Provides a benchmark for pupil performance on entry, Evidence against which national test data can be compared; and a new baseline for assessment in September, which takes account of the 'Summer Dip' effect Yields useful diagnostic information upon which intervention and support can be based.	Stanine score 1 – 9 where 1 is very low & 9 is very high Standard age score between 70 & 130 where 100 is average National percentile rank	Testing ages as per table below 	ST 1-9 SAS 70-130 NPR 1-100
Progress in Maths http://www.gl-assessment.co.uk/products/progress-test-series £12 per child: £900 for 75	Provides a benchmark for pupil performance on entry, Evidence against which national test data can be compared; and a new baseline for assessment in September, which takes account of the 'Summer Dip' effect Yields useful diagnostic information upon which intervention and support can be based.	Stanine score 1 – 9 where 1 is very low & 9 is very high Standard age score between 70 & 130 where 100 is average National percentile rank		ST 1-9 SAS 70-130 NPR 1-100
Progress in Science http://www.gl-assessment.co.uk/products/progress-test-series £12 per child: £900 for 75	Provides a benchmark for pupil performance on entry, Evidence against which national test data can be compared; and a new baseline for assessment in September, which takes account of the 'Summer Dip' effect Yields useful diagnostic information upon which intervention and support can be based.	Stanine score 1 – 9 where 1 is very low & 9 is very high Standard age score between 70 & 130 where 100 is average National percentile rank		ST 1-9 SAS 70-130 NPR 1-100
PASS http://www.gl-assessment.co.uk/products/pass-pupil-attitudes-self-and-school £250.00 plus £1.00 per child	*Pupil Attitudes to Self and School (PASS)* is an all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school	Standardized data relating to the 9 attitudinal measures National percentile rank	Suitable for learners aged 4+ No challenges with setup and use as testing is completed online. There is an annual survey for the school included in the license as well as individual baseline testing	Scores 1 to 100 denote position in a percentile rank
CAT 4 http://www.gl-assessment.co.uk/products/cat4-cognitive-abilities-test-fourth-edition/cat4-buying-guide#digital: £8.99 per child £674.25 for 75	Helps pinpoint gifted and talented pupils and underachievers Supports schools in monitoring progress and setting targets for future attainment Provides indicators of outcomes at KS2, KS3 and KS4, with GCSE, AS and A Level indicators available for a range of subjects Identifies spatial thinkers who are likely to excel in STEM subjects	Stanine score 1 – 9 where 1 is very low & 9 is very high Standard age score between 70 & 130 where 100 is average National percentile rank Predicted Grades (1-9) for GCSE At present the CAT4 tests still give KS indicators using defunct NC levels although this is due to change shortly	Digital test is suitable for learners aged 7.06+ CAT4 Young Learners for 6+ is a paper only test and is broken down into two 35-minute sessions with centralized marking by GL- Assessments 	ST 1-9 SAS 70-130 NPR 1-100 GCSE prediction 1-9 NC Level 1-8 Verbal - SAS Quantitative SAS Non-Verbal SAS Spatial SAS Mean score SAS
SNAP Together https://www.hoddereducation.co.uk/Product?Product=9781444176513: £682.50 + VAT for a 2 year license	SNAP Together draws information from home and school. Carefully-targeted questions identify clusters and patterns of difficulties or behaviours, and give a graphic profile which pinpoints core problem areas. For each problem area, SNAP then generates information sheets which are personalized to the individual pupil, giving down-to-earth, practical advice, information and strategies for more focused and effective support, at school and at home.	Outputs in graph form with measures against the individual learner average. There is no quantitative measure just a suggestion about where issues are more significant	From age 5 to 14+	AP - Average Performance or above, SiD - Slight Difficulty, MD - Modest Difficulty, OD - Obvious Difficulty, SeD - Severe Difficulty