



APTCCO Independent School SEN Information Report for 2021 - 2022

Welcome to our SEN information report which is part of the Nottinghamshire Local Offer for Learners with special needs. APTCCO is an independent school that provides an holistic approach to the four areas of special educational need.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At APTCCO we are committed to the academic and personal development of all learners regardless of ability. We recognise the diverse and individual needs of all of our learners and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). APTCCO adopts a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all learners and service users. We are committed to ensuring that learners and service users with SEND achieve their full potential.

If you have any concerns regarding your child's progress or well-being, then please speak to either James Wilson (headteacher) or Michaela Ledsham (SENCO) to discuss your concerns.

1. Does the setting / school / know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."

Where a pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support will be made. This support will be detailed in an individual and bespoke teaching and learning plan.

If you have any concerns regarding your child's progress or well-being, then please speak to either James Wilson (Headteacher) or Michaela Ledsham (SENCO) to discuss your concerns.

2. How will the school / staff support my child/young person?

The class teacher:

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Writing an Individual Action Plan for Inclusion / SEN profiles and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map or as identified within the child's Education Health Care Plan
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO in our school is: Michaela Ledsham

Responsible for...

- Provide professional guidance to colleagues and works closely with staff, parents and other agencies.
- Write SEN Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, Educational Psychologists, health and social care professionals and independent or voluntary bodies
- Manage the transition process between school sites or/and to another provider
- Ensure school keeps the records of pupils with SEN up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements
- Identifying staff training needs

The Headteacher is: James Wilson

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Headteacher will give responsibility to the SENCO and class teachers; however, is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place and;

The SEND Link Governor is: Trish Green

Responsible for...

- Making sure that the necessary support is given for any child with SEND who attends the school.
- To support and challenge the Head teacher and SENCO with regards to SEND within the school.

3. How will the curriculum be matched to my child's/young person's needs?

Where a learner is identified as having additional needs, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barriers to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

APTCOO adheres to the following inclusive principles:

- All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence
- All children with SEND can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated
- All children with SEND will be valued as full members of the school community
- All children with SEND and their parents have the right to be involved in assessing progress and determining goals.

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

4a) How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with the headteacher and SENCO to review the short term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby parents/carers can speak to staff about their child.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher and SENCO every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, Teachers make clear the attainment against age related expectation and the level of progress made.
- Where necessary, children will have an SEN Profile based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head teacher and SENCO will monitor the progress made by SEN children in their class work and any intervention that has been put into place
- Regular lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The school actively encourages parent partnership; questionnaires are used to gather feedback, these are in line with School Improvement Priorities and/or parent voice.

We send regular whole school newsletters with information about things that have happened. Also extra information can be found on the school website and social media platforms also we may use home texts and provide useful links where required. In addition to this, where necessary we also communicate via home/school link books.

4b) What support will there be for my child's/young person's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- Buddy system
- Individualised programmes of work addressing specific needs
- Access external agencies and professionals and follow their advice
- SENCO trained in how to support pupils' mental health.
- SENCO trained in how to support a pupil with anxiety and / or depression.

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at our school. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually. Each classroom also has emergency first aid and staff are trained in the delivery of first aid.

There are various opportunities for pupils to have a voice on decision making in the school. Pupils have input into medium term planning and the SLT carry out pupil voice questionnaires. Prior to SEND review and EHCP meetings, pupils have the opportunity to share their views.

5) What specialism services, experience, training and support are available at or accessed by the setting / school / college

Once the school has identified the needs of SEND pupils, the SENCO and Headteacher decide what resources/training and support is needed.

School Provision:

- Wide range of Literacy and Numeracy small group interventions delivered by TA's and designated teacher.
- ICT support in the form of reading, phonic and maths programmes.
- Teaching assistants offering social skills support including emotional literacy.
- Nurture groups to support children with social development.
- Speech and Language support.
- Makaton used and supported with symbols on visual timetables and personalised key rings.
- Teaching Assistants trained on how to support pupils with autism.
- SENCO trained to support pupils with mental health concerns.
- SENCO trained on how to support those pupils with anxiety and / or depression.
- Parenting support for parents and carers.
- Makaton friendly school.

Local Authority provision available:

- Autism team outreach support
- Educational Psychology Service
- Speech and Language Therapy (SALT)

Health Provision available:

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- School counselling sessions

6) What training are the staff supporting children and young people with SEND had or are having?

All staff take part in mandatory training modules:

- Safeguarding
- Looked After Children
- Adverse Childhood Experiences
- Health and Safety
- GDPR
- Fire Safety
- Emergency First Aid at Work

Additional training that is undertaken that is role specific:

- ADHD
- Autism
- Mental Health and Well-Being
- PECs
- Makaton
- Sensory Integration

7) How will my child/young person be included in activities outside the classroom including school trips?

At our school, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

8) How accessible is the setting / school / college environment?

APTCCO have four teaching sites available for our learners. Our site at Botany Avenue (Mansfield) is fully accessible, it is all on one level with accessible toileting facilities, car parking and an accessible garden with raised beds. Our sites at North Farm (Budby) and Cameleon Lodge (Thoresby) are subject to individual risk assessment to ensure they are suitable. The risk assessments are required due to the build nature of these estate properties. Our site at the Learn, Work and Earn Centre (Mansfield) is our fully accessible Post-16/Preparing for Adulthood site.

9) How will the setting /school prepare and support my child/ young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?

New pupils to our school

The Teaching and Learning team will meet with parents prior to pupils starting school there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to another APTCCO site or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions will take place prior to any move for pupil and will be planned according to their individual needs.

10) Provide examples of interventions, equipment, resources that settings/ schools may allocate to match children's/young people's special educational needs?

- Small group interventions for academic subjects
- One to One support
- Individualised Communication and Language interventions
- Makaton
- British Sign Language
- The Autism Education Framework
- Sensory rooms and resources
- Mental Health support (Mental Health England First Aider)
- Dyslexia friendly strategies

11. How is the decision made about what type and how much support my child will receive?

The Headteacher and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

12. How are parents involved in the setting / school? How can I be involved?

At APTCOO, we value the importance of building positive relationships with parents and families within our School community. All parents and carers are given the opportunity to be part of the ongoing assessment and review process.

13. Who can I contact for further information?

We hope to resolve any complaints you may have, which in the first instance should be directed to the Headteacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting. Complaints that are still not resolved can be sent to the Education Department at the Local Authority.

Evaluating the effectiveness of SEN provision

- The school is inspected by OFSTED, our last inspection was on 12th March 2019 and we were judged as a 'Good' school.
- The school maintains an ongoing self-evaluation of its progress in line with the OFSTED criteria. Stakeholder's feed into this process through pupil, parent and staff surveys, and it is regularly reviewed by the SLT and Governors.
- Each term the school formally reviews pupils' progress towards their goals, and the impact of interventions; this is also reviewed annually through EHCP reviews.
- We also evaluate the effectiveness of our SEN provision through working with outside agencies who review and inspect the quality of our provision in school including Nottinghamshire County Council and Nottingham City Council (as Commissioners).

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/Carers, Pupils, Governors and Staff. If you have any comments, please contact Michaela Ledsham (SENCO).