



### Introduction:

Welcome to our SEN information report which is part of the Nottinghamshire Local Offer for Learners with special needs. APTCOO is an independent special school that provides a holistic approach to the four areas of special educational need as specified within the SEND Code of Practice 2015.

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 APTCOO we are committed to the academic and personal, social, and emotional development of all learners regardless of their individual ability. We recognise the diverse and unique needs of all our learners and take into account the additional support required by those young people with Special Educational Needs and Disabilities (SEND).

APTCOO 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 our learners and service users with SEND achieve their full potential.

### How does the school/setting know if pupils need extra help and what should I do if I think that my child 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 2015 defines SEN as follows:

“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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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-16 institutions”

Where a learner's progress is significantly below age related expectations, despite high quality teaching targeted at the 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, and in a young person's learner context and risk assessment.



## How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The SENCO in our school is: Michaela Ledsham and is responsible for...

- Providing professional guidance to colleagues and works closely with staff, parents/carers, and other agencies.
- Writing 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-ordinating 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 or carers of pupils with SEN
- Liaising with EYFS providers, other schools, Educational Psychologists, health, and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the LA and LA support services.
- Liaising with potential next providers of education to ensure a young person and their parents/carers are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of pupils with SEN up to date
- Identifying staff training needs

The SEN Link Governor is Karen Kilner who is responsible for making sure that the necessary support is given for any child with SEN who attends the school. They are also there to support and challenge the Head Teacher and SENCO with regards to SEN within the school.

## How will both the school and I know how my child/young person is doing and how will the school help me to support their learning?

At APTCOO we have an 'open door' policy and encourage parents/carers to discuss any concerns they have as and when they occur. Parents/carers are also invited to contact our SENCO and/or head teacher to discuss any concerns, by prior appointment. We closely monitor the progress of all children on a regular basis and each child will have a learner context and risk assessment, reviewed termly.

Parents/carers are invited in to discuss how children are doing each term where new targets are agreed with the child, parents/carers, and other adults working with the child in school. Copies of relevant paperwork will be shared with parents/carers.

Parents/carers will receive a written report twice a year, detailing progress within all areas of learning and their social, emotional, and mental health.



In addition to normal reporting arrangements, there will be the opportunity for parents/carers 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 line with their curriculum targets and their EHCP outcomes where appropriate.
- Through Parent Consultations, reports and half termly progress reviews, teachers make clear the level of progress made from their individual baseline assessments.
- The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults and the young person involved with the child’s education.
- The Headteacher and SENCO will monitor the progress made within their individual curriculum 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.

### 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
- Staff trained in Emotions Coaching

The school benefits from a Behaviour Policy with clear rewards and sanctions. 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/carers and young people. 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 and during SEND review and EHCP meetings, pupils have the opportunity to share their views.



## What specialism services, experience, training, and support are available at or accessed by the school?

Once the school has identified the needs of SEND pupils, the SENCO and Head teacher 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.
- Nurture groups to support children with social and emotional development.
- Staff trained in supporting pupils with Early Life Trauma/Adverse Childhood Experiences
- Staff trained in Emotions Coaching
- Makaton and British Sign Language trained staff
- 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.
- SENCO trained in Dyslexia screening
- Staff trained in personal care
- Parenting and family support for parents, carers and family

### Local Authority provision available:

- Autism team outreach support
- Educational Psychology Service
- Parent Partnership service

### Health Provision available:

- Children's Disability Nurse
- Occupational Therapy
- Speech and Language Therapy (SALT)
- Physiotherapy
- CAMHs



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
- Early Life Trauma
- Health and Relationships
- 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
- Emotions Coaching

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

At APTCOO, 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. Within the curriculum, enrichment days are planned into the young people's individual plans, to ensure they access a fair and broad variety of opportunities.

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.



### How accessible is the school environment?

APTCCO sites at North Farm House (Budby) and Cameleon Lodge (Thoresby) are not accessible for wheelchairs; Sandy Lane (Mansfield) is fully accessible for wheelchairs as is Tall Trees which is APTCCO's our family support and sensory hub at Retford. All sites are subject to individual risk assessments to ensure their suitability and accessibility. The risk assessments are required due to the nature of these environments. Please see our [Accessibility Policy](#) on our website for further information.

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

The Teaching and Learning team will meet with parents/carers 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/carers, 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/carers, 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.

### 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 and resources
- Post 16 support



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

The Head Teacher and 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.

### What do I do if I have a concern or complaint about the SEN provision made by the school?

If parents/carers have any concerns at all regarding the progress of their child, the provision in place or believe their child may have additional needs, they are encouraged to talk to the child's key tutor or the SENCO/Assistant SENCO in the first instance. A meeting can be arranged to fully share and discuss these concerns, resulting in actions being agreed. If parents/carers feel their concern is not resolved through this process, they should refer to our Complaints Procedure.

### Where can I access further information?

This information report /Local offer has been written as required by Section 65(3)(a) of the SEN (info) Regulations (2014) and links to the Local Authority local offer

**Further information can be accessed by:**

Reading the schools full [SEND policy](#) - available on our [website](#).

Nottinghamshire County Council website - SEND Local offer at [Nottshelpyourself](#)

To arrange an appointment - please contact the school office telephone 01623 629 902.

The contacts for SEND at APTCOO are:

Michaela Ledsham – Headteacher and SENCO

Karen Kilner – SEND Link Governor

Abby Armstrong- Assistant SENCO