

SEND Information Report.



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

When your child first joins Nobel, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 assessments; baseline testing; Cognitive Ability Tests (CAT tests); literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies. Both parents and students will have opportunities to meet with a member of the Learning/Student Support Team before and on entry to Nobel School. Parent views are sought regularly and used in planning the necessary support for their child; we know that close liaison between school and home is crucial to effective outcomes for all students.

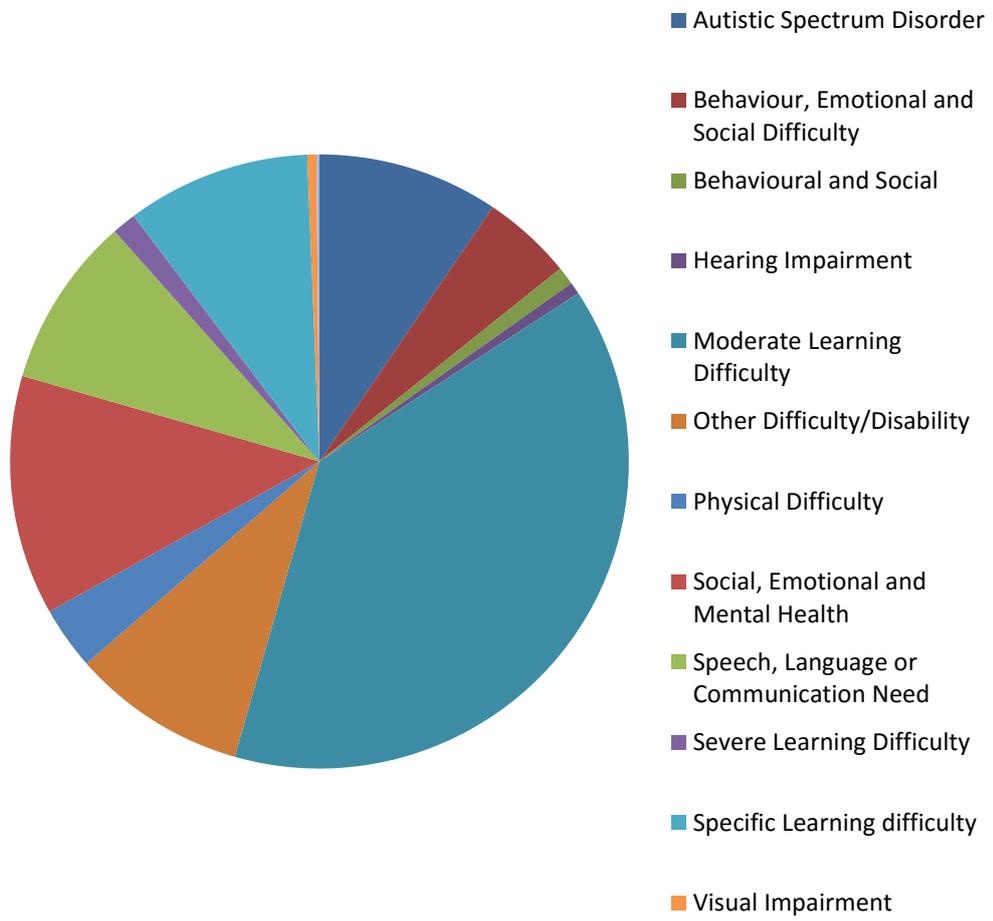
Our class teachers, Directors of Faculty and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND (Special Educational needs and or disabilities). The continuous monitoring of students during their time at Nobel will further help identify pupils with a special educational need. Children who fall behind age appropriate expectations will be highlighted to all adults working with them, including the SENDCo (Special Educational Needs and Disability Coordinator), and a personalised plan of support and intervention is developed in partnership with the parents and the student. In identifying a child's initial need a range of sources are consulted. It may involve tutors, subject teachers, support colleagues, heads of Year, outside agencies, parents/carers and the pupil's "voice" is at the centre of this.

If your child needs to be assessed we would use a range of assessments depending on the area of need. We work with families and we have a strong network of outside agencies to support the child. Families are involved and consulted every step of the way.

We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teachers, support colleagues or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.

This rigorous whole school assessment and identification of need is to ensure barriers to learning are removed and that students leave as capable, confident Nobelians, fully equipped with the skills and qualities to achieve success in the world of work.

SEND Needs at Nobel



2. How will school staff support my child?

Our aim at Nobel is to remove barriers to learning and allow a student to reach his or her full potential. Our teachers have high expectations of all students.

All teachers will be told about your child's individual needs and will adapt their lessons to meet them. This may involve using different strategies or, more practical/adaptation of resources and activities to enable your child to access the lessons fully.

If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention (Closing the Gap). Within school there are teachers and support staff trained in specific areas of expertise to help us fully support your child. Students may be offered additional help and support, in which case you would be informed.

Where a student is diagnosed with a specific educational need, support will be put in place to help them make progress. This will usually take place in the classroom as part of the lesson to maximise the impact. This support may involve:

- Modification of the curriculum in class by teachers
- Advice to teachers on a student's needs and strategies to be implemented from the SEND team. Pupil Passports for all SEND students with details of strategies, likes and dislikes and data.
- One-to-one or small group targeted intervention sessions with a Key Worker, a Student Support Officer or a Teaching Assistant.
- In-class support with specialised equipment or Teaching Assistants
- Referrals to outside agencies.

Interventions may involve individual packages or a programme developed specifically for that student or group of students. It is the teacher's responsibility to provide for children with SEND in his or her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Where the interventions involve teaching away from the main class, the teacher still retains responsibility for the child and works closely with support staff. All interventions follow a monitoring cycle involving: assess–plan–do–review. Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

Some students receive support through technology, such as the use of a laptop or tablet.

Parents/Carers of students with SEND will have regular meetings with school staff to discuss their child's progress, support needs and any concerns they may have. However, parents/carers are welcome to request a meeting or

discussion with school staff at any time, including the SENDCO, if they have a concern.

Students with Statements/EHCPs will have targets and strategies set by the Director of Learning or faculty staff. Termly reviews, in addition to their annual reviews, involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. Targets are set based on evidence of need and impact.

3. How will I know how my child is doing?

At Nobel we welcome the involvement of parents/carers and want to keep you up-to-date and involved with your child's progress. We do this through Parents' Evenings; notes in planners; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews (for those on the SEND register).

The school provides information for parents through newsletters; information on the website and VLE; Open/Information days; Parents' Evenings and letters home. Learning Plans, outlining curriculum topics delivered per half term are published on the VLE for parents to access.

Nobel puts working with parents/carers and students at the centre of its work. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEND are encouraged to express any concerns they may have to the SENDCO, Key Workers Teaching Assistants, Student Support officers, their Form Tutor, their Head of Year or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents are fully involved in the decision making process about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENDCO is always pleased to discuss any concerns involving SEND with parents and carers.

The effectiveness of the school's provision for students with SEND is evaluated, reported to governors and monitored by OFSTED.

4. How will the learning and development provision be matched to my child's needs?

Our key purpose is the construction, delivery and constant improvement of quality learning experiences appropriate to the needs of all our students. A detailed assessment which draws on the teachers' assessment and experience of the student, their previous progress and attainment and their development in comparison to their peers takes place. All teaching staff use differentiation within their classroom to enable all students to access the curriculum, remove barriers to learning and make sound progress. Teachers work alongside the Learning Support Department to ensure that individual

needs are met for those students with SEND. Student Support Officers are allocated to each year group to meet the pastoral needs of the students.

5. What support will there be for my child's overall wellbeing?

At Nobel we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. We have a robust safeguarding policy and protocol in place. Pupils' health and well-being is paramount. One way we support our students is by assigning them to a Head of Year and a Form Tutor who will remain with them as they progress up the school. This provides continuity and builds a strong relationship between middle leaders, Tutors and students.

There are additional members of staff who are able to provide pastoral support, these include: Pastoral Support Managers; School Counsellor; Teaching Assistants; Student Support officers; Designated Senior Person. We also have excellent relationships with a number of external agencies for example Service Six, Targeted Prevention Team, CAMHS and CAN.

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

All staff are trained in protective behaviours. A counsellor is brought in by the school to provide support for students' social, emotional and mental health needs. Individual health care plans are written for students with medical conditions and shared with all staff who work with that child. The school has a consistent and robust behaviour policy throughout the school. The school adheres to the statutory guidance "supporting students at school with medical conditions."

Nobel School works closely with a number of outside agencies including:

Educational Psychology, Speech and Language Therapy, Autism Advisory Service, Visual and Hearing Impairment Team, Occupational Therapy, Physiotherapy, Mobility Officer, Education Support Centre Behaviour Outreach Service, Counselling, Connexions, CAMHS, Child Development Centre, ESTMA and School Nurse.

Services are contacted in line with the needs of the current students. As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services. As a school we can access a range of services including Visual and Hearing Impairment Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs.

7. What training have the staff, supporting children and young people with SEND, had or are having?

Training is provided to all staff, including teachers, SSOs, TAs and support staff, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow

an induction programme which includes training and information on SEND. SEND training is a permanent item on the school's CPD agenda.

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

A great deal of information is available to parents on the school website. In addition, parents are given a pack of information as their child joins the school in year 7.

Form tutor evenings are held annually where strategies on supporting your child may be discussed. All students are given an academic planner for the recording of home study and events. These can also be used to share information and messages between home and school.

We need you to support us 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 and books)
- Full attendance and good punctuality
- Completion of homework
- Checking and signing planner
- Attending parents' 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. Pupil Passports and strategies with learning targets will be available on the school's information portal for you to access and support your children with their learning at home.

9. How will I be involved in discussions about and planning for my child's education?

There are formal occasions such as parents' consultations where parents are involved in discussions about their child's education in addition to this we have an "open door" policy whereby parents are usually able to speak to a student's Head of Year or tutor before or after school to pass on a piece of information, message or a meeting is planned where a longer discussion is required. Working parents are able to telephone to arrange for a teacher to call them back or email any issue they wish to discuss. Parents are represented on the school governing body. Parents of children with SEND are regularly involved in discussions through progress reviews.

10. How will my child be included in activities outside the classroom including school trips?

All students in the school are encouraged to take part in extra activities at break time, lunchtime and after school. For all school trips a risk assessment is undertaken to ensure that each student is kept from harm. Day and

residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip. Where outings are run by outside agencies they are made aware of each child's needs so that they are dealt with sensitively and appropriately. Parents will be consulted about how best to support their child whilst away from home in the case of overnight visits or day trips.

11. How accessible is the school environment?

Nobel School is fully compliant with the Equality Act (2010) and reasonable adjustments are made for children with SEND where possible. Our school is a safe and accessible building and 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 students throughout our school including a number of lifts to access all areas; disabled toilets; ramps; wide corridors and equipment to help with reading and writing. Specialised equipment is provided where appropriate for students with SEND needs. Advice is sought from appropriate medical and health care professionals to ensure that Students' health and physical need are met within the school environment.

An Accessibility Plan is in place and available from our school website. .

12. Who can I contact for further information?

The school has a SENDCO and Learning Manager who can be contacted by telephone, email or a meeting can be arranged if further discussion is necessary. The schools' policy is to talk to the students' teacher with any initial queries. Should you wish to make a complaint there is a school complaints procedure available on the school website.

Ms L. Amey – SENDCo

Mrs J Marshall – Learning Manager SEND

Mrs J Marshall- SEND Administrator

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

There is a detailed transition programme in place for students new to the school, moving class or leaving the school. The level of support and type of arrangements for supporting students in a transfer between phases of education or in preparation for adulthood and independent living is dependent upon the student's needs, age and development.

We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. We also host a Summer School for two weeks for Year 6 students.

All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Connexions to ensure relevant paperwork is completed for students with Statements/EHCPs.

14. How are the school's resources allocated and matched to children's special educational needs?

Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.

15. How is the decision made about how much support my child will receive?

The amount and type of support offered to a student is determined by a detailed analysis of the child's needs, barriers to learning, stage of development, parental views, where appropriate and consultation with teachers and Head of Year. This support is reviewed regularly with amendments being made to the programme of support. To minimise long term need for additional support and to enable students to reach their full academic potential, the emphasis of our interventions are early identification and targeted effective support.

Students with Statements/EHCPs will have targets and strategies set by the Director of Learning or faculty staff. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

If you require further information please contact the school, visit our website www.nobel.herts.sch.uk or the Hertfordshire County website <http://www.hertsdirect.org/localoffer> or for Children Adult Mental health services (CAHMS): [Here](#)

SEND Staff at Nobel



SENDCo
Lynn Amey



Learning Manager SEND
Janice Marshall



SEND Administrator
Julia Marshall



The Nobel School statement on high quality provision and outcomes for children and young people with SEND

The special educational needs and disability (SEND) code of practice (2015) requires all local authorities to describe the special educational provision it expects to be available for children and young people who have SEND. This information describes the arrangements schools should have in place for Hertfordshire children and young people with SEND. (Throughout this document, numbers in brackets refer to the SEND Code of Practice 2015).

The SEND Code of Practice (2015) says we must:

- Have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child or young person, and the child's parents, are central to achieving the best possible educational and other outcomes. (1.1)
- Use their best endeavours to make sure that a child with SEN gets the support they require.
- Appoint a [SENCO](#) who must be a qualified teacher working at the school. If required, they must achieve the [National Award for Special Educational Needs Co-ordination](#) within three years of appointment. (This does not apply to 16 to 19 academies.)
- Take steps to ensure that children with [medical conditions](#) get the support required to meet those needs. (5.11 and 6.11)
- Publish and update at least annually the [SEN information report](#). (6.79)
- Publish their arrangements for [admission](#) for disabled children, the [reasonable adjustments](#) being made to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and their [accessibility plan](#) showing how they plan to improve access over time.
- Co-operate with the local authority in the [education, health and care plan](#) review process (6.56) and in reviewing the provision that is available locally (Chapter 3) and in developing the [Local Offer](#).

Our Vision:

‘All children and young people at Nobel School with SEND have access to high quality local provision that meets their needs.’

Our Jointly Agreed Commitments:

- every child and young person will have their needs identified and assessed.
- every child and young person is entitled to high quality provision appropriate for her or his individual needs.
- schools, early years settings, colleges, services, agencies and the LA have a shared accountability for ensuring children and young people achieve

good outcomes.

- there will be a continuum of provision matched to need, with as many children and young people as possible having their needs met in universal settings.
- roles and accountabilities will be clear and focused on the needs of the child and young person.
- information, funding and decision making will be transparent and without unnecessary bureaucracy.
- resources will be used effectively and equitably.
- there will be a focus on developing preventative and early intervention approaches.
- children, young people and their parents participate fully in decisions about provision and services.
- schools, early years settings and colleges will work collectively to share effective practice and make best use of resources.
- the LA will facilitate capacity building so that local schools, early years settings and colleges are able to meet the needs of children and young people.
- co-ordinated and integrated approaches will be developed and maintained with other agencies and voluntary organisations.

*From: Hertfordshire County Council, **Special Educational Needs and Disability Strategy , 2015-2018, Shaping the Future of SEND in Hertfordshire***

1. We will make high quality provision that meets the needs of children and young people with SEND through:

- High quality teaching that is differentiated and personalised. (6.37)
- Fully including children and young people and their families in the life of the school.
- Responding to the particular needs of children and young people with SEND in specific circumstances (10.0), including children looked after.
- Having a clear approach to identifying those who require SEN Support at the earliest point. (6.14)
- Using a **graduated approach**, in the form of a four part cycle of assess, plan, do and review, through which decisions and actions are made, revisited, refined and revised. (6.44)
- Removing barriers to learning and putting effective SEN provision in place. (6.44)
- Evidencing the use of **reasonable adjustments**, ensuring access to the curriculum, written word and learning environment. (1.34)
- Using provision mapping and management to maintain an overview of the programmes and interventions used with different groups of pupils, providing a basis for monitoring. (6.76 and 6.77)
- Ensuring the SENCO, working with senior leaders and the governing body, determines the strategic development of SEN policy and provision. (6.87)
- Evaluating the effectiveness of special educational provision, through normal school improvement systems. (4.32)
- Strategically planning professional development to secure enhanced expertise for all staff working regularly with children and young people. (4.32)

2. We will improve short and long term outcomes for children and young people with SEND through:

- Promoting high expectations and ensuring all children and young people achieve their best. (6.1)
- Ensuring teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (6.4)

- Developing the effectiveness of the teaching and learning through the monitoring and evaluation approaches used in the school. (6.74)
 - Ensuring use of the **graduated approach**, fully engages with parents, children and young people and clearly evidences progress towards outcomes.
 - Supporting the emotional, mental and social development of children and young people, including providing extra support for listening to the views of children and young people and measures to prevent bullying. (4.32)
 - Thorough planning and preparation for the transitions between phases in education and preparation for adult life. (6.57)
- 3. We will communicate sensitively, appropriately and effectively with parents, children and young people with SEND, engendering trust, confidence, respect and constructive partnership working through:**
- Ensuring that children and young people and their parents have fully participated in discussions and have a sense of co-ownership of desired outcomes.
 - Keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate school staff. (6.71)
 - Informing parents when we are making special educational provision for their child. (6.43)
 - Arranging meetings with parents at least three times each year, allowing sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. (6.69)
- 4. We will manage resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SEND and achieves best value for money through:**
- Deploying the school's **delegated budget** and **other resources** to meet pupils' needs effectively. (6.9)
 - Regularly reviewing how expertise and resources can be used to improve the quality of whole-school provision. (6.3)
 - Managing provision to contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. (6.77)
 - Ensuring a named member of the governing body or a sub-committee has specific oversight of the school's arrangements for SEN and disability. (6.3)
- 5. Work proactively and collaboratively to improve SEND provision through:**
- Participating in the development and delivery of local services through DSPL groups.
 - Working with health and social care, local authority support services and voluntary sector organisations. (6.79)
 - Agreeing actions that ensure successful transitions between schools, phases, year groups, lessons as appropriate. (6.42)
 - Cooperating with the local authority to respond to recommendations from all SEND strategy work-streams (2015-2018).
 - Cooperating with the local authority to review and develop the Local Offer through their SEN Information Report.
 - Regular review, monitoring and evaluation, including the views, experiences and involvement of pupils, parents and others.

Further information about the provision at our school can be found on our website.