



### **Nobel School SEND Information Report**

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| TARGET AUDIENCE    | All Nobel Staff, regardless of race, gender, disability, religion and belief, sexual orientation, pregnancy and maternity, or gender reassignment. |
| STATUS             | Issued                                                                                                                                             |

## **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; New Group Reading Tests (NGRT 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 for effective outcomes for all students. Please see further information in the school's Admissions Policy: <https://thenobelschool.org/about-the-school/admission-arrangements/> .

Our class teachers, Heads of Faculty, Curriculum Team Leaders 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 students with a special educational need. Students 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 plan of support is developed. In identifying a student'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 student's "voice" is at the centre of this.

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.

## **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.

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 student who, despite receiving differentiated learning opportunities, does not make expected progress

Quality First Teaching allows differentiation throughout the school to support learning and a Person- Centred Profiling system generates awareness amongst staff of present and historical learning issues that may affect progress.

Where a student is diagnosed with a specific educational need and is not making expected progress, 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. Student Profiles and Case Studies for some 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.
- 1:1 or small group support in The Bridge or IN01, our pastoral areas.
- Referrals to outside agencies.

Interventions may involve individual packages or a programme developed specifically for that student or group of students. 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, reading pen or tablet.

## **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. All students receive termly progress checks which are sent out to parents. Parents are invited to discuss their child's progress at open evening, options evening and other highlighted events on the school calendar.

Nobel puts working with parents/carers and students at the centre of its work and we are proud of the open dialogue we maintain with parents and students and therefore both parents and students are welcome to contact the SENDCo, Lynn Amey [lynn.amey@nobel.herts.sch.uk](mailto:lynn.amey@nobel.herts.sch.uk) 01438 222600 or the Deputy SENDCo, Mr Ben Philcox [ben.philcox@nobel.herts.sch.uk](mailto:ben.philcox@nobel.herts.sch.uk) .

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

At Nobel we support students with the following SEND need types:

- Specific learning difficulty
- Moderate Learning Difficulty
- Multiple Learning Difficulties
- Speech, Language or Communication Difficulty
- Autistic Spectrum Disorder
- Hearing Impairment
- Vision impairment
- Physical Disability
- Other Difficulty/ Disability
- Social, Emotional and Mental health
- No Specialist Assessment

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 by meeting a variety of learning styles and removing barriers to learning, ensuring students make sound progress. Teachers work according to the Code of Practice to ensure that individual needs are met for those students with SEND.

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

At Nobel we take our pastoral responsibilities seriously.

Nobel has a strong tradition of pastoral support. Each student has a Form Tutor, a Head of Year and a Student Support Officer and direct daily access to the Pastoral Team Lead by A Senior Leader, Mr Steve Morley. We pride ourselves on providing a high level of student support and guidance. We have a robust safeguarding policy and protocol in place. Students' health and wellbeing is paramount. One way we support our students is by assigning them to a Form Tutor who will remain with them as they progress up the school. This provides continuity and builds a strong relationship between Tutors and students.

There are additional members of staff who are able to provide pastoral support, these include: Pastoral Support Managers; a School Counsellor; Teaching Assistants and Student Support officers. Nobel has a team of First Aiders who can administer medication in certain circumstances and provide whole school awareness of health needs through its medical register. We also have excellent relationships with a number of external agencies for example Families First, Greenside, NESSIE, CAMHS and the Autism Advisory Team.

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

Nobel School works closely with a range of professionals employed by the Local Authority, including: Integrated Services for Learning (Educational Psychology, Communication and Autism, Physical and Sensory Impairment). When needed, we liaise and accommodate speech and Language Therapy, Occupational Therapy and Physiotherapy as part of our joint working practices with health care professionals. Additionally, we have access to outreach support from the North Herts Education Support Centre and a school counsellor. We also work closely with the Children Development Centre, Step 2, the Child and Adolescent Mental Health Service (CAMHS) and the Positive behaviour, Autism, Learning Disability and mental Health Service (PALMS).

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

Nobel runs a programme of Continuous Professional Development to ensure that the knowledge and expertise of all staff, including Teaching Assistants, is current. Teaching Assistants are assigned to areas of specialism, with a particular focus on providing targeted support and specific interventions. External professionals offer training sessions specifically for the SEND Team with many of these being offered to the whole staff. Our local DSPL (Developing Special Provision Locally) network organises regular training in all aspects of additional needs and staff are supported to attend these as appropriate.

**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, Show my Homework and The Gateway which serve also as important lines of communication. In addition, On joining Nobel, parents are given a pack of information following which the school maintains in regular contact with parents through progress reports, parents' evenings and targeted information evenings.

Some interventions offered in school are web based (Lexia, Accelerated Reader, Sam learning) and parents are informed about how these may be used at home.

Teaching staff are always happy to provide additional advice and support on request.

As parents you are encouraged to support us and your child by supporting 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

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

The school runs regular parent information events to advise of key milestones in a young person's school career. Dates are available on the school website, through the Gateway and parents receive written invitations. Consultation with parents and students is key to the ethos of the school. The parents of students with additional needs are informed of targeted interventions. There will be termly opportunities to discuss your child's needs, either with the SENDCo, Deputy SENDCo or through the mechanism of support groups or an individual review meeting. Parents are welcome to raise concerns at any time. Guidance for complaints procedure can be found on the school's Complaints Policy <https://thenobelschool.org/wp-content/uploads/2020/12/School-Based-Complaints-2020.pdf> .

#### **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. There is provision for students to access physical activities during 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 students and your child's specific needs can be discussed with the trip leader if there are concerns regarding the accessibility of school trips. Where outings are run by outside agencies they are made aware of each student's needs so that they are dealt with in 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 staff are informed about safeguarding procedures and risk assessments. We have a range of different facilities to help SEND students throughout our school including one lift 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 needs are met within the school environment.

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

<https://thenobelschool.org/wp-content/uploads/2021/11/Accessibility-policy-January-2021.pdf>

Nobel is accessible to students with long term mobility difficulties and or disabilities.

## **12. Who can I contact for further information?**

The School Administrative Team are able to respond to general enquiries. The school SENDCO, Ms Lynn Amey [lynn.amey@nobel.herts.sch.uk](mailto:lynn.amey@nobel.herts.sch.uk) 01438 222600 and Deputy SENDCO, Mr Ben Philcox, [ben.philcox@nobel.herts.sch.uk](mailto:ben.philcox@nobel.herts.sch.uk) are available to respond to concerns or enquiries in relation to additional needs as are The Pastoral Team led by Ms Tara Marshall [tara.marshall@nobel.herts.sch.uk](mailto:tara.marshall@nobel.herts.sch.uk).

## **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. As appropriate, an enhanced transition programme may be developed for individuals.

We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed.

All students 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. Youth Connexions provides additional support for students in relation to appropriate education and training opportunities. They are also involved in drawing up preparation for adulthood plans which feed into the Education and Health Care Plan process.

**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 an EHCP have resources allocated as outlined in their 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?**

We aim to develop both resilience and learner independence in all our students. Decisions about additional support are at the discretion of the SENDCo and the Literacy Lead, Mrs Kate Di Gregorio [Kate.DiGregorio@nobel.herts.sch.uk](mailto:Kate.DiGregorio@nobel.herts.sch.uk). Support is determined by the level of need and available resources at any particular point in time. As a school we value the sharing of information with all teaching and support staff in decisions about appropriate interventions.

**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?**

Hertfordshire's SEND Local Offer is your one-stop shop for information, support, services and activities available for children and young people with special educational needs, and their families.

If you require further information please contact the school, visit our website [www.nobel.herts.sch.uk](http://www.nobel.herts.sch.uk) or the Hertfordshire County website: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx> which has been created by parents and professionals or for Children Adult Mental health services (CAHMS):

Speech and Language:

<https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/speech-language-and-communication.aspx>

Neurodiversity support:

<https://www.hertfordshire.gov.uk/microsites/local-offer/resources-for-parents-and-professionals/the-neurodiversity-hub.aspx>

***The [Hertfordshire Autism Quality Offer](#) aligns with the SEND Quality Offer - Hertfordshire's statement on high quality provision and outcomes for children and young people with special educational needs and disabilities. The Autism Quality Offer describes the special educational provision that settings are encouraged to have available for children and young people who have autism or social communication needs and includes links to resources and training available to settings across Hertfordshire.***