

Northampton School for Girls SEND Information Report 2023-24

<p>What types of special educational need does Northampton School for Girls provide for?</p>	<ul style="list-style-type: none"> A child or young person has SEND 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 (SEND Code of Practice 2015). Students at Northampton School for Girls have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties. <p>The Autumn Census 2024 recorded the following data for students with Special Needs at Northampton School for Girls:</p> <table border="1" data-bbox="517 663 1406 983"> <thead> <tr> <th>SEN Code</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>Education Health Care Plan (code E)</td> <td>20</td> </tr> <tr> <td>SEN Support (Code K)</td> <td>262</td> </tr> <tr> <td>Total number of students with SEN (Codes E&K)</td> <td>282</td> </tr> <tr> <td>Total number of students with no SEN need (Code N)</td> <td>1487</td> </tr> <tr> <td>Total number of students on roll</td> <td>1769</td> </tr> </tbody> </table>	SEN Code	Number of students	Education Health Care Plan (code E)	20	SEN Support (Code K)	262	Total number of students with SEN (Codes E&K)	282	Total number of students with no SEN need (Code N)	1487	Total number of students on roll	1769
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<p>How does the school identify and assess students with SEN?</p>	<ul style="list-style-type: none"> At NSG 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 SATs assessments; baseline testing; Cognitive Ability Tests (CAT tests); literacy and numeracy tests; application form information; subject teacher reports; specialist colleagues and external agencies. Our class teachers, Heads of Faculty and Heads of Year/Academic Standards closely monitor the progress and attainment of all students, including those who have or may have SEND. The ongoing monitoring of students during their time at NSG will further identify students with a special educational need. This identification may come from teachers, support colleagues, outside agencies, parents/carers or the pupils themselves. Staff can express their concerns about a student to the SENDCO via a SEND Referral Form. 												

	<ul style="list-style-type: none"> • If a child needs to be assessed, we use a range of assessments depending on the area of need. We follow a staged and graduated approach to identifying and assessing needs, using the '<u>Assess, Plan, Do, Review</u>' model. The triggers for intervention could be a concern, underpinned by evidence, about a student who, despite receiving scaffolded learning opportunities, does not make expected progress.
<p>How does the school Evaluate the effectiveness of provision?</p>	<ul style="list-style-type: none"> • All students, (including those on the SEND register) are assessed on a regular basis, in accordance with the NSG Assessment Policy. Teachers formally assess and review progress and attainment twice a year which is communicated to parents/carers by a report that is sent home or available online. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with an Education, Health & Care Plan have an Annual Review which is completed in liaison with the local authority, parents/carers and associated external agencies, where appropriate. • The school has a robust Quality Assurance (QA) process that assesses the effectiveness of teaching and learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement improvement plans for all aspects of school life. These are frequently reviewed through regular evaluation. Progress and attainment data for students is analysed regularly at school leader meetings and reported to governors.
<p>How does the school assess and review the progress of students with SEND?</p>	<ul style="list-style-type: none"> • At Key Stage 4 & 5 the school will send home 2 reports each year showing current and target levels as well as reporting on behaviour, classwork, home learning. • At Key Stage 3 the school will send home 2 reports each year which will report on students' attitudes to learning and their progress in each subject. • Heads of Faculty, Heads of Year, Academic Standard Leaders and the SENDCO will monitor and review this data, identifying any subjects where a student is not making progress in line with expectations. Appropriate action will be put in place and the impact of this activity will then be evaluated. We provide reports to the governors who monitor and review the work of all departments, including SEND and Inclusion. • 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; email; telephone calls; appointments made with individual teachers; Annual Reviews (for those with EHC Plans). Furthermore, the school provides information for all parents via our website. • All students receiving catch up intervention in Numeracy and Literacy will be reviewed at least once per term and students making significant progress will 'graduate' off the intervention and a letter sent home to inform parents. We will continue to monitor these students throughout the remainder of the year and if progress is maintained their SEND coding will be adjusted.

	<ul style="list-style-type: none"> • All students with K or E (SEND register) will have a One Page Profile and Student Learning Plan which is evaluated and updated in light of the learning indicators and any concerns from parents, teaching and associate staff or external agency information. This information is available to all teaching and associate staff to help inform their planning, delivery and support in order to meet needs. • All students who are referred for access arrangements (memory, organisation, processing) will complete the GL Assessment LUCID Exact & Recall testing process and subject to the results the student may have a plan and One Page Profile created and be given the SEND support code K. • Students who are in KS4 or KS5 may be referred for Exam Access Arrangement assessment by a specialist assessor. All students with exam access provision must maximise the use of this provision in lessons and tests prior to the formal examination period as evidence of use as normal way of working is required to verify the need.
<p>What is the schools' approach to teaching students with SEND?</p>	<ul style="list-style-type: none"> • The SEND Code of Practice suggest that students are only identified as SEND if they do not make adequate progress having received intervention, reasonable adjustment and outstanding quality first teaching. • At Northampton School for Girls, we are ambitious for our students. Therefore, we believe that the best place for our students to gain subject knowledge, understanding and skills and personal development opportunities is in the classroom with their peers and subject experts. We aim to maintain a full, broad and balanced offer to all students throughout their time at the school. • Our teachers are experts who are responsible and accountable for the progress and development of all students in their classes, including students who receive additional support. All staff deliver quality first teaching which is differentiated, and the work scaffolded for students with SEND, enabling them to make progress within the classroom • We aim to identify students' educational needs as quickly as possible when allocated a place at NSG. • We recognise that there may be times when students need additional support beyond the classroom. Therefore, at Northampton School for Girls there are a variety of staff roles to help us fully support all students. Where it is felt it is the right thing to do, a student may be offered additional help and support. There are a range of interventions and additional subject support available; if this is provided, parents would be informed. Where it is appropriate to support students to access adapted exam arrangements, we will assess and apply for Exam Access Arrangements (EAA) according to the Joint Council for Qualifications exam regulations.
<p>How does Northampton School for Girls adapt the curriculum and learning environment?</p>	<ul style="list-style-type: none"> • As outlined above, teachers have the first responsibilities to provide good teaching and learning for all students including those with special educational needs. As such, NSG adopts a whole school approach which involves all staff delivering "quality first teaching".

	<ul style="list-style-type: none"> • All staff are informed of student interventions and are advised of class-based strategies, which support the progress of students within their lessons through the One Page Profile that is accessed securely online via Provision Map. Where necessary individual student meetings are organised to update staff about changes to need and aid them in supporting students to maximise their potential. • Reasonable adjustments are explored and considered to ensure that all students can access a broad and balanced curriculum. These include access arrangements for assessment, use of appropriate ICT where possible, appropriate differentiated materials including enlarged paper, coloured overlays and strategic seating plans. • NSG is a safe and accessible site, 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; stair lifts; ramps; wide corridors and equipment to help with reading and writing. • The Accessibility Plan, which satisfies the requirements of the Equality Act 2010, Schedule 10, Paragraph 3, is available to view online.
<p>What additional support for learning is available to students with special educational needs?</p>	<ul style="list-style-type: none"> • We have a wide range of staff to support pupils and address additional needs, including students with SEND. This includes intervention group teachers in Literacy and Numeracy, Social Skills; Learning Support Assistants; Pastoral Support Managers and SENDCO. • Additional support can also be accessed via a range of external partners including Autism Outreach, Educational Psychologist service, CAMHS, Occupational Therapy, Physiotherapy. • Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their statement or plan. Learning Support Assistants (LSAs) are allocated, where resources allow, to support students in lessons and extra-curricular activities. Staff liaise closely with them to ensure maximum effectiveness. • Students on the SEND register (K & E coding) will have targets and strategies set by the SENDCO and developed through faculty leaders, through teaching staff and through LSAs. • Students with EHCP have an annual review involving the student and parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact. • In KS4 and 5 we recognise the need to balance increasing independence with support.
<p>How does the school enable students with special educational</p>	<ul style="list-style-type: none"> • A large range of academic and hobby/interest clubs are available at NSG which are open to all students, including students with SEND.

<p>needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?</p>	<ul style="list-style-type: none"> • Additionally, we run a range of activities to support SEND students including, SEND study support, Lunch and Break Time Social Club, Breakfast Club etc. We also run coursework/revision sessions for older students as and when required. • The extra-curricular timetable is available on the school's website. • All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and a child's specific needs can be discussed if they wish to join such a trip including DofE, local and foreign residential.
<p>What support is available for improving the emotional, mental and social development of students with special educational needs at Northampton School for Girls?</p>	<ul style="list-style-type: none"> • At NSG we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students and the mentoring they provide enables early identification of any concerns. • There are additional members of staff who are able to provide pastoral support, these include: Pastoral Support Managers; School Counsellor; Learning Mentors; and ELSA qualified practitioners. • The school has also fostered excellent relationships with a number of external agencies for example, the school nurse Service Six, CAMHS, Sensory Impairment Service, Specialist Support Services, and MHST.
<p>What is the name and the contact details of the SEN co-coordinator</p>	<p>We have a triage and tiered approach to supporting all parents including those with SEND. In order to get the best response and be directed to the correct support please follow this tiered approach:</p> <ol style="list-style-type: none"> 1. Speak to your child's form tutor in the first instance; they are informed and will act as the first responder and then the Head of Year/Academic Standards 2. Subject teachers will be able to respond to any subject specific queries. <p>If the form tutor and/or subject teachers are not able to resolve your query</p> <ol style="list-style-type: none"> 3. Triage: for all SEND queries email: send@nsg.northants.sch.uk: this email address is monitored and will be able to signpost to the correct place for accurate and timely responses including dyslexia and ASD/C specialists. 4. Operational SENDCO: Mrs Lindsay Fuller 5. SEND and Inclusion Leader (Assistant Headteacher): Emma Gother 6. Deputy Headteacher Mrs Abigail Boddy <p>Contact details: School phone 01604 679540</p>

<p>What expertise and training do staff have in how to support students with special educational needs and how is specialist expertise secured?</p>	<ul style="list-style-type: none"> ● All staff are made aware of how they can support individuals within the classroom through the sharing of Student Learning Plans (SLPs) and strategies for supporting students with SEND. ● Staff also have the opportunity to attend specific SEND training delivered across the year as part of the schools ongoing Continuing Professional Development (CPD) programme and Professional Learning Networks (PLN) provision. ● Learning Support Assistants (LSAs) have a range of qualifications and experience in supporting students with autism, speech and language difficulties and specific learning difficulties. LSAs receive a programme of weekly training to enhance their knowledge and skills further. ● The school is fortunate to have teaching staff who have completed additional specific qualifications in dyslexia and autism (ASD/C) ● The SEND team are supported to provide support with student's emotional literacy, social and mental health difficulties and specific health needs. In addition to the specialist staffing available within the school, support and guidance can be accessed from external specialist support for example: Autism Team, EIPT, Educational Psychologist Team, Services for the Visually Impaired and Hearing Impaired, CAMHS, Speech and Language therapists.
<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured</p>	<p>We can access a range of services including the Sensory Impairment Service and Specialist Support Services. These services are contacted when necessary and as appropriate, according to a child's needs. A comprehensive transition programme takes place between year 6 and 7 and year 11 and 12 to ensure that the transfer of information about supporting services is secure.</p> <p>If a parent/carer believes their child needs specialist equipment or other facilities, please contact the SENDCO or discuss the issue at the next review/parents evening.</p>
<p>What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>We need parents/carers to support us and their child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> ● 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 the SENCO will contact you on a regular basis. ● Provision Map providing one central online place where SEND information is held. Over the course of Academic Year 2023 - 24 we will continue the transition to enable parents/carers to access a student's One Page Profile online so that

	<p>parents carers are able to support their children with their learning at home. Paper copies can be posted home on request by contacting send@nsg.northants.sch.uk</p>
<p>What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?</p>	<ul style="list-style-type: none"> • Students will be involved in review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing the Student Profile documents prior to reviews. SEND students have detailed discussions with their tutor and teachers about their attainment, progress and next steps for improvement. • Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attendance, wellbeing and promote change. Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attendance, wellbeing and promote change. • Students contribute to the information that is on their One Page Profile, particularly in the 'All About Me' Section.
<p>Are there any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs.</p>	<ul style="list-style-type: none"> • Should parents be unhappy with any aspect of their child's care at Northampton School for Girls, they can seek to resolve this informally with relevant staff in the first instance. • If this does not resolve the problem, or allay concerns, the problem can be brought to the attention of the Senior Leadership Team via Abigail Boddy, Deputy Headteacher, aboddy@nsg.northants.sch.uk or the complaints procedure can be followed (please see the school website for the school Complaints Policy)
<p>How are other bodies, including health and social services, local authority support services and voluntary organisations involved in meeting the needs of pupils with special educational needs and in supporting the families of such students</p>	<ul style="list-style-type: none"> • As a school we can access a range of services provided as part of the West Northants local offer. These include Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology • Service; Prospects; Targeted Prevention Team; Service Six; Speech and Language Service; Education Entitlement and Occupational Therapy Service. • These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Northamptonshire County Council and uses the EHA process when appropriate to do so. If parents/carers believe their child needs support from a specialist, please contact the SENDCO or discuss at the next review/parents evening.

<p>What are the contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with section 32?</p>	<ul style="list-style-type: none"> • Northampton Parent Partnership Service: http://www.iassnorthants.co.uk/Pages/home.aspx or telephone Helpline: 0845 2415552 (10am - 5pm Mon, Weds and Fri); General: 01604 636111 Email: contact@iassnorthants.co.uk • Northamptonshire County Council Special Educational Needs: http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/send-supportforchildren/Pages/s_end-support-in-schools.aspx • Early Help Assessment (EHA/ formally CAF): http://www.northamptonshirescb.org.uk/childcare/news/earlyhelpassessment/ • Special Needs Index (SNIX) http://www3.northamptonshire.gov.uk/councilservices/childrenfamilieseducation/SEND/send-support-for-children/Pages/special-needs-index.aspx
<p>What are the school's arrangements for supporting students with special educational needs in transfer between phases of education or in preparation for adulthood and independent living</p>	<ul style="list-style-type: none"> • We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. This includes additional visits and taster days beyond the usual induction process. • 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, this could include 1-1 careers support and guidance by a qualified Careers Adviser. • In the 6th Form Team support is available to aid students looking at applying to University or college or any other pathway beyond post-16 education. Head of 6th Form: Mrs C Green
<p>Where can I find information on the local offer?</p>	<ul style="list-style-type: none"> • Northamptonshire County Council Local Offer information: http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx • NCC SEND support pages http://www3.northamptonshire.gov.uk/councilservices/children-familieseducation/SEND/sendsupport-for-children/Pages/s_end-support-in-schools.aspx • Sensory Impairment Service https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialist-supportforsend/Pages/sensory-impairment-service.aspx • Specialist Support Services

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialist-supportforsend/Pages/default.aspx>

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/adviceandsupport/9472-information-advice-and-support-service-for-special-educational-needs-and-disability-in-northants>

Northampton Parents Forum Group <https://www.npfg.co.uk/>

Autism Concern: <http://www.autismconcern.org/>

FACT Northampton (support group for ASD & ADHD) <http://www.factnorthants.org.uk/>

Young Minds <http://www.youngminds.org.uk/>

Northamptonshire Dyslexia Association <https://northantsdyslexia.co.uk/contact-us/>