



Northampton School for Girls SEND Information Report September 2019

Northampton School for Girls (NSG) is a fully inclusive comprehensive school for girls. We are also a specialist music college in Northampton. NSG admits girls from all the schools in Northampton and the surrounding areas. At NSG we are certain that girls work at their best in an environment that is orderly, caring and also stimulating and challenging, so that they are well prepared to meet the demands of adult life. NSG is committed to providing equality of access for all students to a broad and balanced curriculum. The educational aims for students with Special Educational Needs and Disability are the same as those for ALL students.

- The SEND policy is agreed, known, understood and implemented by all staff and Governors at NSG.
- The development of our SEND strategy involves all staff.
- The implementation of the policy will mean that the needs of students with Special Education Needs will be met through their day-to-day experience.
- It is an entitlement for each student that they receive a broad and balanced curriculum which has progression and continuity.
- Are treated as individuals where their individual needs, interests and aptitudes are recognised.
- Are entitled to have an emerging or evident special educational need identified and assessed.
- Are provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the school years.
- Are encouraged to achieve their full potential, whatever their abilities.
- Are encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Are encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order that they realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. This provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 Schedule 1.



Regulation	Question	School response
<p>1. The kinds of Special Educational Needs for which provision is made at the school</p>	<p><i>What kinds of SEND do students have in your school?</i></p>	<ul style="list-style-type: none"> • Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). • 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. • Provision at NSG is divided into SEND support and Vulnerable Learner Support . Vulnerable Learner being one that is identified as requiring further differentiation strategies in order to make progress.
<p>2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of students with special educational needs.</p>	<p><i>How do you know if a pupil needs extra help?</i></p>	<ul style="list-style-type: none"> • When your child first joins 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 levels; baseline testing; Cognitive Ability Tests (CAT tests); literacy and numeracy tests on Induction Day; application form information; subject teachers; specialist colleagues and external agencies. • Our class teachers, Heads of Department and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at NSG will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Heads of Year, outside agencies, parents/carers or the pupils themselves. Staff can express their concerns about a student to the SENDCo via a SEND Referral Form and/or meeting with staff or parents/carers • If your child needs to be assessed we use a range of assessments depending on the area of need. If it is thought a family needs support we have a parent support advisor and we have good working relationships with outside agencies and a referral can be made to them. • 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 concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities, does not make expected progress. • Students that have evidence of Vulnerabilities in their Learning are coded VL VN VA VM VS (<i>see appendix for reference</i>) in our SIMs database. If they have an EHCP they are coded E. If students have a formally identified need (such as SPLD, ASD, Dyslexia, Processing speed..) or have more than two areas of vulnerability they are coded K = SEND support • Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities. For more information see 3c below.



<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><i>How will I know that my child is making progress?</i></p>	<ul style="list-style-type: none"> All students, (including those on the SEND register and the Vulnerable Learners register) are assessed on a regular basis, in accordance with the NSG Assessment Policy. Teachers formally assess and review progress and attainment 4 or 5 times 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.
	<p><i>How do you evaluate provision?</i></p>	<ul style="list-style-type: none"> The school has a Quality Assurance 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 development plans for all aspects of school life. These are frequently reviewed through regular evaluation. Progress and attainment data for students is analysed regularly at senior leader meetings and reported to governors.
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<ul style="list-style-type: none"> At Key Stage 4 & 5 the school will send home 3 or 4 reports each year which will show your child's current and target levels as well as reporting on their effort, homework and independent learning. At Key Stage 3 the school will send home 3 or 4 reports each year which will show your child's attitudes to learning in all subjects. Heads of Department, Heads of Year and SENDCo's will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. Then appropriate action will be put in place. At the next reporting time we will check whether the right progress has been made. We give reports to the governors who monitor and review the work of all departments, including 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; notes in planners; email; telephone calls; appointments made with individual teachers; Annual Reviews/ILP ILP 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. All Students in KS3 with a Vulnerable Learner coding of VN, VL, VM, VA and VS will have their learning indicators reviewed termly by the SENDCos. 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. All students with K or E (SEND register) will have their ILPs updated in light of the Learning Indicators and any concerns from parents or teachers or external agency information. All Students who are referred for access arrangement (memory, organisation, processing) will complete the LUCID Exact & Recall testing process and subject to the results the student may have an ILP created and be given the SEND support code K. Students who are in KS4 or KS5 may be referred for exam access testing 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>3c. The school's approach to teaching pupils with special educational needs</p>	<p><i>How do teachers help pupils with SEND?</i></p> <p><i>QFT - codes ILPS MENTORING LSAs roles KS3 early interventions - LUCID / screeners</i></p>	<ul style="list-style-type: none"> • Our teachers have high expectations of all students, including those with SEND. All teachers will use the codings in SIMs and their access to ILPs and targets , and key information direct from allocated SENDCos, to personalise their lessons to meet students' needs. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully. • We aim to identify students educational needs as quickly as possible when allocated a place at NSG. • Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you. When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs?</i> <i>Personalisation QFT</i></p>	<ul style="list-style-type: none"> • Most of our students follow a full entitlement curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy; nurture groups; intervention groups and number of qualifications studied.
	<p><i>How accessible is the school environment?</i> <i>ACCESS PLANS ICT</i></p>	<ul style="list-style-type: none"> • Our school 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 in Section 11 of our SEND policy. • SEND staff and students have a dedicated area to provide 1:1 and small group interventions as well as provide a safe nurturing environment outside of lesson times and during specialist support sessions.
<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?</i> <i>SPECIALIST LSAs</i></p>	<ul style="list-style-type: none"> • We have a wide range of staff to support pupils and address additional needs they may have, including students with SEND. This includes intervention group teachers in Literacy and Numeracy, Social Skills; Learning Support Assistants; Pastoral Support Managers and SENDCos • Student Mentors, School Counsellor, Parent Liaison Officer, external agencies (ie: Autism Outreach, Educational Psychologist service, CAMHS)
	<p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p>	<ul style="list-style-type: none"> • 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. 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. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.
	<p><i>How is the decision made about how much/what support my child will receive?</i></p>	<ul style="list-style-type: none"> • Students on the SEND register (K & E coding) will have targets and strategies set by the SENDCo assigned, developed through Faculty strategies from teaching staff and pastoral reviews from Tutors and LSAs and recorded on an ILP. • Students with EHCP have an 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. • Balancing independence with support in KS4&5





<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p>	<p><i>What social, before and after school, and other activities are available for pupils with SEND?</i></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. • Additionally we run a range of activities to support SEND students including, Homework and Activity Club, Lunch and Break Time Social Club, Breakfast Club etc. We also run coursework/revision sessions for older students as and when required.
	<p><i>How can my child and I find out about these activities?</i></p>	<ul style="list-style-type: none"> • The Extra-Curricular timetable is available on the school's website. http://www.nsg.northants.sch.uk/after-school-activities/
	<p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<ul style="list-style-type: none"> • 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 your child's specific needs can be discussed if they wish to join such a trip. ie DofE, local and foreign residentials
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p><i>What support will there be for my child's overall well-being?</i></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 Assistant; Learning Managers; Child Protection Officer. We also have excellent relationships with a number of external agencies for example Service Six, Family intervention Project, Camhs and CAN, Sensory Impairment Service & Specialist Support Services.



<p>4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator</p>	<p><i>Who should I contact if I want to find out more about how NSG supports pupils with SEND?</i></p>	<ul style="list-style-type: none"> • The Assistant Headteacher who is the line manager for SEND is Paul Parker pparker@nsg.northants.sch.uk • Skills SENDCo Numeracy & Literacy intervention, Autism & Dyscalculia is Janice Tyne jtyne@nsg.northants.sch.uk • Access SENDCo Exam Access , Sensory/disability/ cognition is Lorraine Foster lfoster@nsg.northants.sch.uk <p style="text-align: center;">Contact details: School phone 01604679540</p>
	<p><i>What should I do if I think my child may have a special educational need or disability?</i></p>	<ul style="list-style-type: none"> • Speak to your child's teachers in the first instance or contact one of the SENDCos above.
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<ul style="list-style-type: none"> • We have a Learning Support department which is made up of two SENDCos (listed above) ,one Lead Learning Assistant (Sally Baugh) and a number of other Learning Support Assistants. Within this team we have staff who have a range of experience and training covering various SEND needs including the National SENDCo Qualification; CCET (Certificate of Competence in Educational Testing); NVQ Level 2 & 3 Supporting Learners in Schools; Behaviour Support; Supporting students with ASD; Supporting students with ADHD; Attachment Issues and CAF training. We have been part of the Tamh's project (Targeted Adolescent and Mental Health School) and are undertaking a training programme to enhance our wellbeing strategy even further. • SEND has a high profile within teacher training days. • Training is provided to all staff, including teachers and LSAs, 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. • As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.



<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured</p>	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<ul style="list-style-type: none"> As a school 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 your child's needs. If you believe your child needs specialist equipment or other facilities please contact Lorraine Foster or discuss the issue at the next review/parents evening.
<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p>	<p>We need parents/carers to support us and your 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
	<p><i>How will you help me to support my child's learning?</i></p>	<ul style="list-style-type: none"> We will support you by having regular communication and a named SENDCo for your child who will contact you on a regular basis. Individual Learning Plans will be available on the school's information portal and posted home in October for you to access and support your children with their learning at home. Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attendance, well being and promote change.
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></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 Student Profile ' documents prior to reviews. Tutor Mentoring takes place at least termly, when students have detailed discussions with their tutor about their attainment, progress and next steps for improvement.



<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school</p>	<p><i>Who can I contact for further information?</i></p>	<ul style="list-style-type: none"> Please contact Paul Parker, Assistant Headteacher, pparker@nsg.northants.sch.uk & SENDCos for further information.
	<p><i>Who can I contact if I have a complaint?</i></p>	<ul style="list-style-type: none"> In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. Alternatively please contact our line manager for SEND Assistant Headteacher, Paul Parker. The school's complaints procedure is available on the school's website under policies.
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<ul style="list-style-type: none"> As a school we can access a range of services including Child and Adolescent Mental Health Service (Camhs); Social Care; School Nurse Service; Educational Psychology Service; Connexions; 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 use the EHA process when appropriate to do so. If you believe your child needs support from a specialist please contact a SENDCo or discuss at the next review/parents evening.
<p>11. 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>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></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-support-for-children/Pages/send-support-in-schools.aspx Education Entitlement Service (including Autism Outreach, Hearing and Visual Impairment Service): http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx Early Help Assessment (EHA/ formally CAF): http://www.northamptonshirescb.org.uk/childcare/news/early-help-assessment/ Child and Adolescent Mental Health Service(Camhs): https://www.nhft.nhs.uk/camhs Special Needs Index (SNIX): http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/send-support-for-children/Pages/special-needs-index.aspx 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/



<p>12. The school's arrangements for supporting pupils with special educational needs in transfer between phases of education or in preparation for adulthood and independent living</p>	<p><i>How will the school know and support my child when prepare joining your school or transferring to a new school or post-16 provision?</i></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. We also host a Summer School for a week in the summer holidays 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.
<p>13. Information on where the local authority's local offer is published</p>	<p><i>Where can I find out about other services that might be available for our family and my child?</i></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-families-education/SEND/send-support-for-children/Pages/send-support-in-schools.aspx • Sensory Impairment Service • https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialist-support-for-send/Pages/sensory-impairment-service.aspx • Specialist Support Services • https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialist-support-for-send/Pages/default.aspx • https://www3.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/advice-and-support/9472-information-advice-and-support-service-for-special-educational-needs-and-disability-in-northants



Appendix - Reference : Key terms & codes

SEN NEED

E - Any student who has been allocated an Education Health Care Plan (EHCP) by the local authority. An Individual Learning Plan (**ILP**) will be in place for these learners and a SENDCo assigned to coordinate their needs and monitor their progress.

K – students on the SEND register – they have a need which has been formally assessed and identified (medical or academic): **SI**: Sensory Impairment (SI), **SLCN**: Speech Language Communication, **SpLD**: Specific Learning Difficulty, **ASD**: Autism Spectrum Disorder, **SEMH**: Social Emotional and Mental Health, Medical / Physical needs or a combination of Vulnerabilities as learners (eg: VN VM VL & VA) . An **ILP** will be in place for these learners and a **SENDCo assigned** to coordinate their needs and monitor their progress.

V- indicates that the student is a Vulnerable learner in Numeracy (VN), Literacy (VL), Access (VA) Medical (VM), or with social,emotional, mental health difficulties (VS). Quite often the student will have vulnerabilities in more than one. If it is clear that a student has more than **two** areas of need then they will be changed to K and an ILP generated to support them across all subjects. All teaching staff will be aware of the students vulnerability and incorporate that knowledge into quality first teaching strategies. For example, if a student is a VL staff should note their reading age and differentiate the reading material to match their individual needs or groups of students needs.

SEN STATUS

For **EHCP** students and **K-SEN** Support students their primary need will be identified , ie Visual Impairment (VI), Hearing Impairment (HI), ASD, Moderate Learning Difficulty,... etc

VL: Vulnerable in Literacy –Most VL students will receive a fixed term 9-20 week intervention programme in small groups during KS3 . The intervention process begins with an assessment of level and then where progress is monitored from this starting point / assessment to finishing point of the intervention. Students then can graduate to the next level of intervention programme, repeat the intervention level, stay coded to inform teaching staff of the students vulnerability in literacy, or are taken off the Vulnerable list for literacy completely. There are two LSA Literacy posts in the school to support the reading programme, Accelerated Reader in KS3 and KS4 class support and intervention.

VN: Vulnerable in Numeracy - works in the same way as VL – the only difference is that the setting of students supports intervention programmes within lower sets (ie smaller class sizes / greater Teacher:Pupil ratio). All students who are in the lowest sets in Maths have a VN. The lower sets in Maths are supported by one of the two Numeracy LSAs.

VA: Vulnerable Access - are students who have been referred to the SEND team for an ‘exam /curriculum access’ need - either through LUCID testing at KS3 or formal JCQ regulated exam access arrangements (KS4 &5) *For example– 25%, reader, extra time, laptop use etc . These students will become a K - SEND Support and have an ILP generated when formally identified. Teachers will need to be aware of the students exam access needs and provide evidence of a continuing need for these arrangements in their normal way of working - ie in differentiated lessons and during PPEs (where they might use a purple pen to differentiate the work they did in the extra time provided).*

VM: Vulnerable Medical -- are students with medical, sensory and physical needs. A number of these students will have an EHCP (E coding) due to the nature of their specialist needs. If categorised as a K or an E they will have an ILP (in SEND Staff Share area on Google Drive.)

VS: Vulnerable Social Emotional Mental Health – students who have been identified by tutors, incident forms, heads of year as profiling with SEMH vulnerabilities – these could lead to formal support from CAMHS, Ed Psych, Target Autism. VS1: Social skills sessions, VS2:/VS3 Counselling, withdrawal from lessons, Pink Room , Clare room support - but be specific intervention programmes that support their return to curriculum lessons and progress in subjects. Monitor progress at these levels by SENDCo/ line manager for SEND.

Appendix: SEND Staffing Structure

