

SEND Annual Information Report: Academic year 2024-2025 SEND Information report

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Our SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010, the SEND Code of Practice 2015 and the Children and Families Act 2014.

This SEND Information Report is reviewed and updated annually.

Introduction:

Northampton School for Girls is an inclusive single-sex mainstream school for 11–18-year-old girls, with a co-educational Sixth Form open to students of all genders in Years 12 and 13. The current intake is approximately 1,800 students. Northampton School for Girls is firmly committed to equality of opportunity and to providing the highest standards of education for all our students, including those with Special Educational Needs and Disabilities (SEND).

At NSG, we do not narrowly define the special educational needs for which we provide support. Historically, we have successfully supported students with a broad range of needs and continue to do so through a flexible, compassionate, and evidence-informed approach. This includes provision for students identified as having needs across the four broad areas outlined in the **SEND Code of Practice**:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We fully recognise that a student's needs may fall into more than one of these categories, and our provision is designed to be responsive and personalised, ensuring all students are supported to thrive academically, socially, and emotionally.

Definition of Special Educational Need

A child or young person has Special Education Needs 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 they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, **or**
- Have 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.

(SEND Code of Practice 2015: Page 15)

Students at Northampton School for Girls may have a range of needs as identified in the SEND Code of Practice as: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

Current SEND data 2024-25 cohort:

SEND code Number of students Education and Health Care Plan (Code E) 30 SEN Support (Code K) 158 Total number of students with SEND 188 (Data accurate at the time of publishing.)

SEND code	Number of Students
Number of students Education and Health Care Plan (Code E)	23
SEN Support (Code K)	228
Total number of students with SEND	251 (Data accurate at the time of publishing.)

How does Northampton School for Girls identify and assess students with SEND?

The SEND Code of Practice (2015) states that 'all schools should have a clear approach to identifying and responding to SEN'. It also defines the Graduated Approach as a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs.

At Northampton School for Girls, early identification of SEND and the Graduated Approach is embedded in our SEND provision this includes:

- Identifying and tracking the progress of children/young people that require support to catch up by specialist support teacher.
- Identification of children/young people requiring SEND Support and initiation of the Graduated Approach (assess, plan, do, review) cycle.
- Consideration of application for an Education, Health and Care Plan.
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are monitored on our SEND database.

Please see our SEND Policy on our website for further details.

Identification & Assessment:

The following methods are used to help us identify students with Additional Needs:

1. Year 6-7 transition:

- Information sharing with primary partners.
- Liaison with primary schools during transition visits in Year 6.
- Attendance at Year 6 Annual Reviews or transition planning meetings by the SENDCo, a member of the Inclusion Team or the SLT lead responsible for transition.
- Additional transition visits offered where required for all SEND students.
- Information collated from Inclusion Team staff who visit Year 6 students in their primary setting.

2. Identification and use of baseline data:

- Cognitive Ability Tests (CATs)
 - Baseline assessments of each subject team
 - Accelerated Reading Star Tests – Termly
 - On-going monitoring of progress during the first term
 - Referral process to SENDCo/Inclusion Team Leader
 - Ongoing curriculum assessment
 - Tracking progress using data
- Further assessments by specialists, including those from external agencies
- Concerns/information received from a parent/guardian and/or external agencies

Should parents, guardians of carers feel their child has an additional need or special educational need they should contact their child's tutor or email their concerns to: SEND@nsg.northants.sch.uk

We take a holistic approach to child development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out on our school website.

How does the school evaluate the effectiveness of provisions for students with SEND?

All interventions and support offered to students are tracked on our Provision Map. These provisions are regularly monitored and evaluated by members of the Inclusion Team and the SENDCo, adjustments are then made accordingly.

Effectiveness of provision for students with SEN is evaluated in the following ways:

- Provision maps – the school uses Provision Map to record and monitor the interventions and provisions for students.
- Quality Assurance (QA) - the school has a robust QA process that monitors the effectiveness of teaching and learning of all students including those with SEND.
- Termly reports.
- Pre and post intervention testing and analysis of the data collected
- Consultation evenings and events

How does the school assess and review the progress of students with SEND?

All students regardless of needs are set both minimum and aspirational targets.

Data collated during the school report process is analysed and strategies are put in place to support students who are not achieving as expected:

- **Termly reports:** All students complete assessments in terms 2, 4 and 6.
 - Progress and attainment data for students is analysed regularly at Head of Faculty and Curriculum meetings, this includes students with SEND.
- **Quality Assurance (QA):** the school has a robust QA process that monitors the effectiveness of teaching and learning of all students including those with SEND.
- Consultation Evenings.
- Annual reviews for students with an Education, Health and Care Plan.
- Monitoring of attendance data
- Discussions with students and/or parents/guardians
- Senior Leadership Team meetings
- Governor and Committee Meetings

What is the school's approach to teaching students with SEND?

Northampton School for Girls ensures that Quality First Teaching is at the heart of every lesson. The school is committed to a Continuous Professional Development (CPD) Programme for all staff which includes support and training for teaching and working with students with SEND.

A variety of strategies are used to ensure that all students can access lessons as independently as possible.

Staff Involved	CPD
Senior Leaders	SENDCo Qualifications JCQ changes for 2024/2025. EHCP processes Risk assessments
All Teaching Staff	SEND Ranges Autism Dyslexia Attachment Disorder Explicit instruction Questioning Retrieval practice in lessons Scaffolding Supporting students with SEND and low literacy, (In addition to other CPD training as identified through subject needs.) Risk assessments
	Mental Health First Aid Autism awareness

Members of the Inclusion Team have accessed a range of CPD throughout the year including but not limited to	Youth Mental Health First Aid Mental Health and Stress awareness ADHD Awareness SEND Code of Practice training Mental Health and Wellbeing Supporting Students' Transition from Year 6 to Year 7 Attachment Disorder Autism Awareness Dyslexia Awareness Emotional Literacy Support Assistant (ELSA) training
All staff complete the KCSiE training annually.	

During this year the Lead for SEND and Inclusion has completed CPD in areas including: SLCN in Secondary School, Dyslexia, Safeguarding, Literacy, ADHD, SEND Ranges, Therapeutic Thinking and Introduction to the JCQ changes for 2024/2025.

How does the school support students with SEND?

There are key individuals within the school who share a responsibility for those students identified as having SEND. These include:

- Tutors
- Subject Teachers
- Members of the Inclusion Team
- The Special Educational Needs and Disability Co-ordinator (SENDCo)
- Heads of Academic Standards/Heads of Year
- Pastoral Officers
- Heads of Faculty/Heads of Subject
- Senior Leadership Team
- Headteacher

SEND information is shared with all teaching and support staff. Information is available via various platforms including Provision Map, Edulink, Sims and Sisra.

Staff are continually updated with information regarding students and provisions in place to support students with SEND.

Recruitment procedures detail our approach to SEND to ensure that any potential future staff understand our ethos, vision and approach to inclusion.

The Inclusion Team

The Northampton School for Girls employs specialist support staff to assist the Lead Practitioner for SEND and Inclusion and the SENDCo in delivering targeted interventions to students with a variety of needs.

The Inclusion Team are currently deployed as follows:

- SEND and Inclusion Leader
- Deputy Designated Safeguarding Lead for Child protection
- Inclusion Leader - Autistic Spectrum Disorder specialism
- Inclusion Leader: Literacy specialism
- Inclusion Leader: Numeracy specialism
- Mental Health Practitioners
- KS2 – KS3 Senior Leader and transition manager
- Inclusion Mentors
- Sports Mentors/Coaches (Athletic Elite)
- Highly experienced school-based counsellor

How are the Inclusion Team deployed at the school?

The Inclusion Team are deployed in several roles such as:

- Targeted interventions – small group / 1:1 as appropriate
- Transition planning including meet and greet
- Examination Access Arrangements
- Small group interventions
- Targeted support in the classroom
- Lunchtime support
- Supporting at Afterschool Clubs
- Running Afterschool Clubs
- Supporting students with assistive technology

The Inclusion team, work with individual students and/or with small groups on specific and targeted intervention programmes. The Graduated Approach of assess, plan, do, review, is embedded in our practice, including the planning and delivery of interventions.

All provisions are recorded on Provision Map.

How accessible is the site?

Please refer to our accessibility policy on our website.

How have Northampton School for Girls embedded West Northants SEND Ranges in their practice?

West Northants SEND Ranges was launched here at Northampton School for Boys on 17th November 2022.

We have been extensively involved in the SEND Ranges since 2022. The SEND Ranges are West Northamptonshire's approach to the Graduated Approach as outlined in the SEND Code of Practice 2015. West Northants continue to share that they will be collaborating across all services including families, to ensure that these are fully embedded in all our schools, colleges and settings.

The Headteacher is part of the West Northamptonshire SEND and AP Strategic Board and is the secondary school representative on the Board.

There have been extensive training opportunities across the spring and summer terms to ensure that all staff and families are familiar with the SEND Ranges to support proactive co-construction and collaboration.

For further information about the ranges can be found here: <https://www.westnorthants.gov.uk/directory/local-offer/f54062f2-62a9-49d1-bcf8-3d267836e45d>

If you have any questions or would like to discuss the SEND Ranges, please contact the SEND Team here on: SEND@nsg.northants.sch.uk or the Lead Practitioner for SEND and Inclusion, Julia Smallman, on jsmallman@nsg.northants.sch.uk

How does the school listen to the views of students and their parents?

Activity	Audience/Interested Parties	When
Informal discussions	All students	Daily
Consultation Evenings	All students	Termly
Reports	All students	Termly
Coffee Mornings	Parents and Carers of students with SEND	Termly
Targeted meetings held with members of the Inclusion Team	Parents and Carers of students with SEND/ Parents and Carers of students with SEND	As required/requested
Team Around the Child/Family Meetings	Parents and Carers of students with SEND	As Required
Student Forums		Termly
EHCP Review Meeting	All parents and students with an EHCP	Annually

How do you support students with SEND with transitions?

The arrangements for supporting students with SEND transitioning from Year 6 to Year 7 consists of:

- Primary schools will be asked to complete an online questionnaire to gather information on each student who will be transferring to NSG
- Information about SEND or emotionally vulnerable students is collected
- The Transition Manager at Northampton School for Girls will contact primary schools to discuss any information gathered
- Where appropriate or deemed necessary, a visit to the primary school will be arranged
- Questionnaires are sent to the parent and students with SEND to help collate information to use in a One Page Profile. This information is shared with all teaching staff in preparation for the student's arrival in September. This includes Quality First Teaching strategies that provide support for individual students' needs
- All Year 6 students have a transition day prior to starting in September

- Students with SEND will have additional visits to the school during the summer term to familiarise themselves with key staff, the building and school routines.

The arrangements for supporting students with other key transitions:

- Students making decisions about their Key Stage 4 subjects are supported through PSHE lessons, discussions with their form tutors, during parent evenings and assemblies.
- They also access to the school careers advisor.
- Students from Year 9 onwards with an EHCP have also completed the LA transition form as part of their annual review
- Specialist guidance is provided during or KS4 Choices events, which include an open evening, to ensure that all students and their families understand the requirements of the course
- We work with our young people in preparing for transition from school to further education or training
- Individual careers guidance meetings are scheduled with the school's careers advisor for all students including those with SEND

What are the contact details of support services for parents of students with SEND?

The Senior Designated Safeguarding Lead in our school is Mrs Abigail Boddy: aboddy@nsg.northants.sch.uk

The Designated Teacher for Looked After Children in our school is Mrs Julia Smallman: jsmallman@nsg.northants.sch.uk

We also have a central email address for general enquiries about our SEND provision: SEND@nsg.northants.sch.uk

West Northants Local Authority's Offer can be found here: <https://www.westnorthants.gov.uk/local-offer>

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West Northants SENDIASS contact details can be found here <https://www.westnorthants.gov.uk/directory/local-offer/fa729721-c114-49c5-a914-365ead589d5c>

North Northants SENDIASS contact details can be found here: <https://www.northnorthants.gov.uk/schools-and-education/send-information-advice-support-service>

West Northants Children with Special Educational Needs and Disabilities website can be found here: <https://www.westnorthants.gov.uk/children-special-educational-needs-and-disabilities-send>

North Northants Children with Special Educational Needs and Disabilities website can be found here: <https://www.northnorthants.gov.uk/advice-and-support-early-education-and-childcare-providers/special-educational-needs-and>

West Northants SEND Ranges information can be found here: <https://www.westnorthants.gov.uk/directory/local-offer/f54062f2-62a9-49d1-bcf8-3d267836e45d>

Details about our curriculum, including how it is made accessible to children/young people with SEND can be accessed on the school website.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be accessed on the school website.