



SEND POLICY AND INFORMATION REPORT

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SEND policy and information report

AIMS

As a specialist provider, teaching pupils/students with SEND is the core business of Nightingale Community Academy. We structure our approach to the individual needs as set out in the Education Health and Care Plan (EHCP) through a pathway model in school.

All pupils/students at Nightingale Community Academy will have an EHCP with identified needs, provision stated and goals/outcomes outlined. Any changes to this will be identified by the classroom teacher and then conveyed to the SENDCo as appropriate. Annual reviews will action statutory changes.

We will aim to:

- Ensure that all pupils/students at the school receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activity are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve pupils/students and families in decisions regarding education and the meeting of the pupils'/students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the school (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet pupils'/students' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, pupils'/students' lives.
- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway, and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of pupils/students with SEND.
- Ensure that the obligations of the school are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils/students with special educational needs/disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils/students with SEND

Nightingale Community Academy exists to provide pupils with a consistent support that nurtures educational and social wellbeing to create independent, empathetic and ambitious young adults who hold themselves to high standards and make a positive contribution to the communities in which they live. They are Accountable, Successful and Kind.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils/students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

DEFINITIONS

A pupil/student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

ROLES AND RESPONSIBILITIES

Nightingale Community Academy is a special school for boys aged 5-19 with SEMHD (social, emotional and mental health difficulties). Every teacher is considered to be a teacher of Special Educational Needs and Disabilities (SEND), whose role is to plan and develop the curriculum to take account of individual differences and secure good progress.

Similarly, while we operate a portfolio governance system, every governor on our Local Governing Body (LGB) is considered to be a governor of SEND and is therefore expected to work with the school leadership to ensure that every

pupil/student is supported to achieve their maximum potential. Responsibility for oversight of SEND within Nightingale Community Academy sits within the Teaching and Learning portfolio. More information about our governors can be found on the Governance page of the school website.

Specific responsibilities are listed below.

The SENDCO

The SENDCO is Paula Thomas. With deputy SENDCOs – Madeleine Merrifield (Primary) and Carly Norman (KS3)

They will:

- Work with the Principal and Teaching and Learning governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils/students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils/students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils'/students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils/students with SEND up to date.

The Local Governing Body

Governors will:

- Collectively ensure a continued focus on SEND at LGB meetings and within their respective portfolio activities, in order to provide assurance that pupils/students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

The Teaching and Learning governor will:

- Monitor the quality and effectiveness of SEND provision within the school and update the LGB on this.
- Work with the Principal and SENDCO to determine the strategic development of the SEN policy and provision in the school.

The Principal will:

- Work with the SENDCO/Senior Leadership Team and Teaching and Learning governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for ensuring that pupils/students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil/student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO/Senior Leadership Team to review each pupil/student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEN INFORMATION REPORT

The kinds of SEN that are provided for

Our school is a special school providing for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, High functioning ASC, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, mild visual impairments, mild hearing impairments, processing difficulties.
- Attachment and trauma difficulties and behaviours
- A few of our learners have Moderate learning difficulties

Consulting and involving pupils/students and parents/carers

Local Authorities send the relevant documentation to all of the schools they feel would meet the needs of the young person. Once our admissions team receive the referral via the email address on the website they forward it to the SENDCO who reviews the documents. When considering a potential placement for a student, the SENDCO looks closely at the needs of the student. This will take into account that the student:

- Is within the age range for the school

- Has been assessed as being academically within the chronological ability range of the majority of students found in a mainstream secondary school
- May be significantly under-achieving in the key areas of numeracy and/or literacy and could have specific learning difficulties
- Will benefit from working in small groups and individually to improve their learning
- Shows indications that they are likely to respond to individual programmes of behavior and therapeutic intervention that can be provided within the school's resources

If it is felt that more information is needed, the SENDCO will go back to the referring borough and request clarification. If it is felt that Nightingale Community Academy is able to meet the needs of the young person, an offer is made in writing to the Local Authority who will make a decision based on the feedback received from each of the schools they have consulted. They may decide to name another school and they will be named on the EHCP.

If Nightingale Community Academy feel that they cannot meet the needs of the young person, they will respond to the Local Authority following the requirements outlined in the SEND Code of Practice 2015.

Once Nightingale Community Academy is named on your child's EHCP, a member of staff will contact you to schedule a meeting to complete the admissions paperwork. This will include medical information, permission to administer medication (if needed), permission to attend off site activities, eligibility for free school meals etc. We will also discuss your child's start date and class groups.

Assessing and reviewing pupils'/students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil/student's needs. This will draw on:

- The teacher's assessment and experience of the pupil/student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil/student's own views
- Advice from external support services, if relevant
- Advice from therapists working with the learner in school

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil/student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the

support and interventions and their impact on the pupil/student's progress, with termly Individual Inclusion Plans for each learner.

Supporting pupils/students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil/student is moving to. We will agree with parents/carers and pupils/students which information will be shared as part of this.

Nightingale Community Academy has a full Inclusion Policy, identifying the induction process for all learners and their families, particularly those transitioning between key stages.

Our approach to teaching pupils/students with SEND

We will aim to:

- Ensure that all students at Nightingale Community Academy receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activities are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve students and families in decisions regarding education and the meeting of the students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to Nightingale Community Academy (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet students' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, students' lives.
- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway, and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of students with SEND.
- Ensure that the obligations of the Academy are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Teachers are responsible and accountable for the progress and development of all the pupils/students in their class.

High-quality teaching is our first step in responding to pupils/students who have SEND. This will be differentiated for individual pupils/students.

We will also provide the following interventions:

Group tutorial sessions, key topics covered such as CCE, CSE, knife crime
Group therapy sessions – prevention sessions for targeted individuals
EHCP urgent review meetings
Student briefing following incidents – including restorative justice
Group debriefing following an incident
Partnership work with the Police Community Support Officer (PCSO)
Social skills groups – learning sets
Social skills
Preparing for adulthood
Friendship groups
Appropriate adult provided for learners when parent/carer not available.
Educational Psychologist
Home visits
Monitoring of attendance through attendance panels with parents/carers and learners – creating support plans.
Use of Therapy as safe area where learners can talk to trusted adults.
Use of laundry facilities and showering facilities for pupils who have access issues for clean clothes and hygiene.
For specific cases clothes and shoes bought, where family unable.
Food parcels – welfare packages.
Additional food – eggs and meals left on Friday for families to collect when collecting children
Number of pupils accessing: At some point, almost every child will experience/ make use of targeted support
Specialist Support
OHCSAT Director of safeguarding and well-being support – supporting investigation of specific incidents re: allegations against staff, safety of learners.
Mental health first aid support
Behaviour support mentors
EHCP urgent review meeting
Bespoke curriculum – learning sessions with a particular focus on SG issues/support
Family support process referrals to Early Help
1:1 debriefing following an incident
Student mapping to support contextualised safeguarding
Use of child-on-child sexual abuse guidance
Use of CSE screening tool
Referrals to Catch 22
Parent Child Attachment Play (Attachment therapy)
Brook Traffic light tool – to monitor harmful sexual behaviour
CAMHS Referrals
Early help Referrals
Prevent Referrals
Bespoke 1:1 tutorial session, with topic/incident specific focus

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils'/students' needs are met:

- Differentiating our curriculum to ensure all pupils/students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, ear defenders, move 'n sit cushions, fiddle toys, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and training of staff

Nightingale Community Academy operates a dedicated staff training programme with CPD linked to identified individual and organizational priorities, including SEND-specific training. Additionally, staff benefit from OHC&AT's whole organizational CPD and development offer which includes:

- In-house training focused on specific areas of SEND, developed and delivered by experienced senior staff;
- Access to bespoke in-house training, delivered by qualified and experienced OHC&AT staff, around specific areas of SEND as well as other relevant areas e.g. Team Teach, Positive Behaviour Support, First Aid for Mental Health.
- Access to professional and specialist staff networks, enabling peer support and the sharing of best practice around effectively supporting pupils/students with SEND;
- For staff wishing to become qualified teachers, the SEND-specific Diploma in Education & Training pathway, delivered in partnership with Canterbury Christ Church University.

Our SENDCO has 23 years' experience in this role and has worked as a primary educator for 12 years prior to this, managing the SEN provision at Nightingale Community Academy full-time.

All of our staff from learning support professionals to subject specialists are trained to deliver SEN provision.

Evaluating the effectiveness of SEND provision

Nightingale Community Academy is a special school, therefore all pupils/students will have an EHCP.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their academic goals each term
- Reviewing the impact of interventions half termly
- Using student questionnaires
- Monitoring by the SENDCO
- Half termly monitoring by the LGB and the Academy Trust team
- Half termly monitoring by the Local Authority
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

Removing barriers to participation

All of our extra-curricular activities and school visits are available to all our pupils/students, including our before-and after-school clubs.

All pupils/students are encouraged to take part in all of the activities arranged by the school such as:

- Enrichment
- Rewards
- Work experience
- Academic off site trips

No pupil/student is ever excluded from taking part in these activities because of their SEND or disability.

Nightingale Community Academy is fully committed to the ideal of maximizing the potential of our pupils/students by meeting their individual needs. We adhere to the following principles:

- Pupils/students are entitled to have access to a broad, balanced and relevant curriculum. The curriculum is well-matched and appropriately differentiated to the pupil/student's individual needs and underpinned by specialist approaches and strategies to address those needs.
- Pupils/students must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities. Further information on this can be found in our Accessibility Plan on our website: [NCA Accessibility Plan](#)
- Pupils/students within the Academy are regarded and treated as unique individuals who must be given the opportunity to excel and experience achievement, which will be recognized and celebrated.
- Pupils/students benefit most when their individual needs and starting points are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned implemented, monitored and reviewed.
- The personal development and academic areas of the curriculum are managed in such a way as to ensure that the participation of pupils/students in their own learning is maximized and to enable them to fully achieve their potential.
- Working in partnership with parents, carers and families is key to supporting the needs of pupils/students.
- A multi-disciplinary and inter-agency approach involving the expertise and resources of outside partners is essential when working with pupils/students whose individual needs are additional and complex.

Support for improving emotional and social development

We provide support for pupils/students to improve their emotional and social development in the following ways:

- Pupils/students are encouraged to be part of the school council

- Pupils/students are encouraged to take active roles in supporting each other, with guidance from staff. They are encouraged to report any concerns to a member of staff by getting in touch with us in the following ways:
 - By letter – Nightingale Community Academy, Beechcroft Road, London SW17 7DF
 - By email – info@nightingaleca.org
 - By telephone – 020 8874 9096
 - Or in person, after making an appointment
- Pupils/students are shown how to use the Zones of Regulation in order to identify and name their feelings. They are then shown effective methods to manage these feelings.
- Pupils/students have access to 30 trained Mental Health First Aiders among the staff team
- If necessary, referrals are made to CAMHS to request more intensive support

Working with other agencies

We access a range of specialist services including the Child and Adolescent Mental Health Service (CAMHS); Social Care; Educational Psychology Service; the local Clinical Commissioning Group (CCG); Speech and Language Services & Occupational Therapy Services (through Wandsworth Borough Council or Orchard Hill College & Academy Trust). We believe that relationships play a pivotal role when working in SEMH settings, so where necessary we also purchase services directly to guarantee timely access for our boys to the end of meeting pupils'/students' SEND and supporting their families.

Complaints about SEND provision

Nightingale Community Academy is committed to dealing with complaints promptly, fairly and carefully. We encourage parents, carers and other members of the school community to raise (on an informal basis) any concerns they have at the earliest opportunity. In most instances, this will involve speaking directly with the member of staff concerned, who will try to resolve the issue as quickly as possible.

Where resolution is not possible, the school has a formal Complaints Policy which sets out a structure under which complaints will be heard. This is available from the school website or a hard copy can be obtained from the school office.

The parents/carers of pupils/students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents/carers of pupils/students with SEND

In the first instance you should check your borough's 'Local Offer' as this will often have links to various forms of support and advice. Details of each borough's offer are below:

[Wandsworth Local Offer](#)

Lambeth Local Offer:

<https://www.lambeth.gov.uk/send-local-offer>

RBKC Local Offer:

<https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel>

Westminster Local Offer:

<https://www.westminster.gov.uk/local-offer>

Hounslow Local Offer:

<http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel>

Richmond Local Offer:

<https://www.afclocaloffer.org.uk>

Sutton Local Offer:

https://www.sutton.gov.uk/info/200611/suttons_local_offer

Contact details for raising concerns

If there are concerns within the school, parents and students can approach Paula Thomas (SEND/CO/Designated Safeguarding Lead)

pthomas@nightingaleca.org or Info@nightingaleca.org.

The local authority local offer

Our local authority's local offer is published here: [Wandsworth Local Offer](#)

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Principal and/or SEND/CO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Body (LGB) at least annually or whenever the policy is updated.

RELATED POLICIES AND DOCUMENTS

Accessibility Plan

Admissions Policy

Behaviour Policy

Child Protection, Adult Protection & Safeguarding Policy

Complaints Policy and Procedure

Equality, Diversity & Inclusion Policy
Equality information and objectives
Mental Capacity and Consent Policy (Academies)
Personal and Intimate Care Policy (Academies)
Relationships and Sex Education Policy and Procedure
Safeguarding and Wellbeing Offer
Student Mental Wealth, Health & Wellbeing Policy
Supporting Students with Medical Conditions in Education Policy