



Ellis Guilford

SEN INFORMATION REPORT

In accordance with the SEND Code of Practice 2015, Ellis Guilford School have produced an accessible report to inform parents what Ellis Guilford offers children with SEND (Special Educational Needs and Disability)

CONTENTS

PAGE

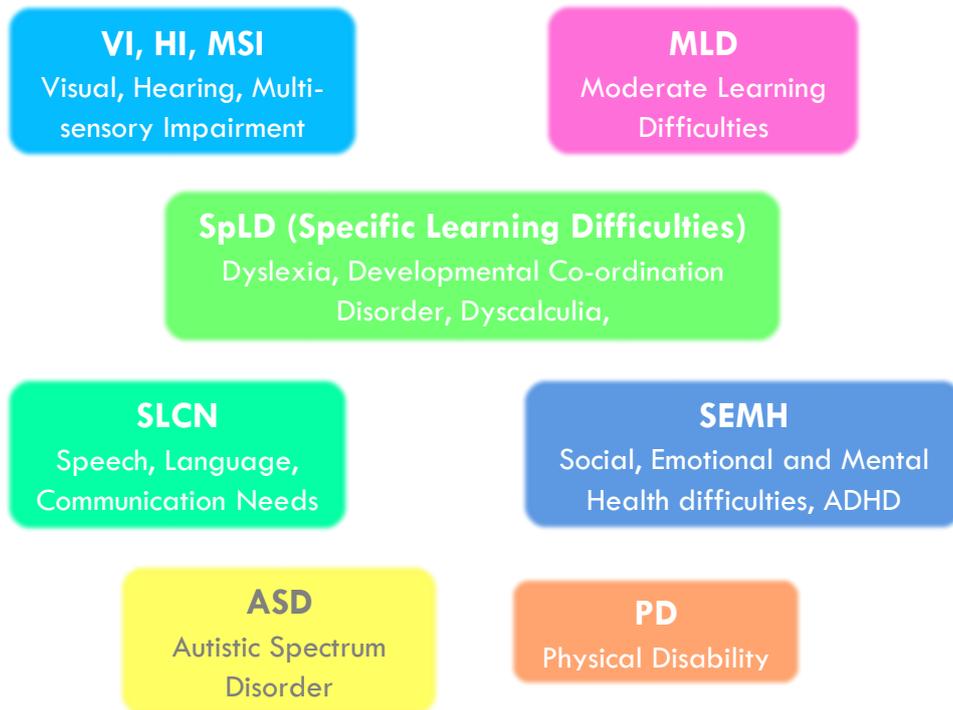
- 1 **Ellis Guilford and SEND** (Special Educational Needs & Disability)
- 1-2 How do you **identify** and **assess** students with SEND?
- 2-3 How do I know my child is getting the **right support**?
- 4 Who is your **SENCo**?
- 4 What **training** have your staff had?
- 4-5 How **accessible** is your school?
- 5 How will you **share information** with me?
- 6 How will my **child's voice** be heard?
- 6 How do I make a **complaint**?
- 6 How does the school **involve other services**?
- 7 How do I **contact support services** outside of school?
- 7 How do you support with **transition** from joining to leaving Ellis?
- 7 What is the City's **Local Offer** and where can I find it?

1. Ellis Guilford and SEND (Special Educational Needs & Disability)

Students who have Special Educational Needs (SEN) do not necessarily have a disability and some disabled students do not have special educational needs. However; there is often an overlap between the two.

SEND refers to students with learning difficulties or disabilities that make it significantly harder for them to learn or access education than most other children of their age.

At Ellis Guilford we support a wide range of need including:



2. How do you identify and assess students with SEND?

Identification

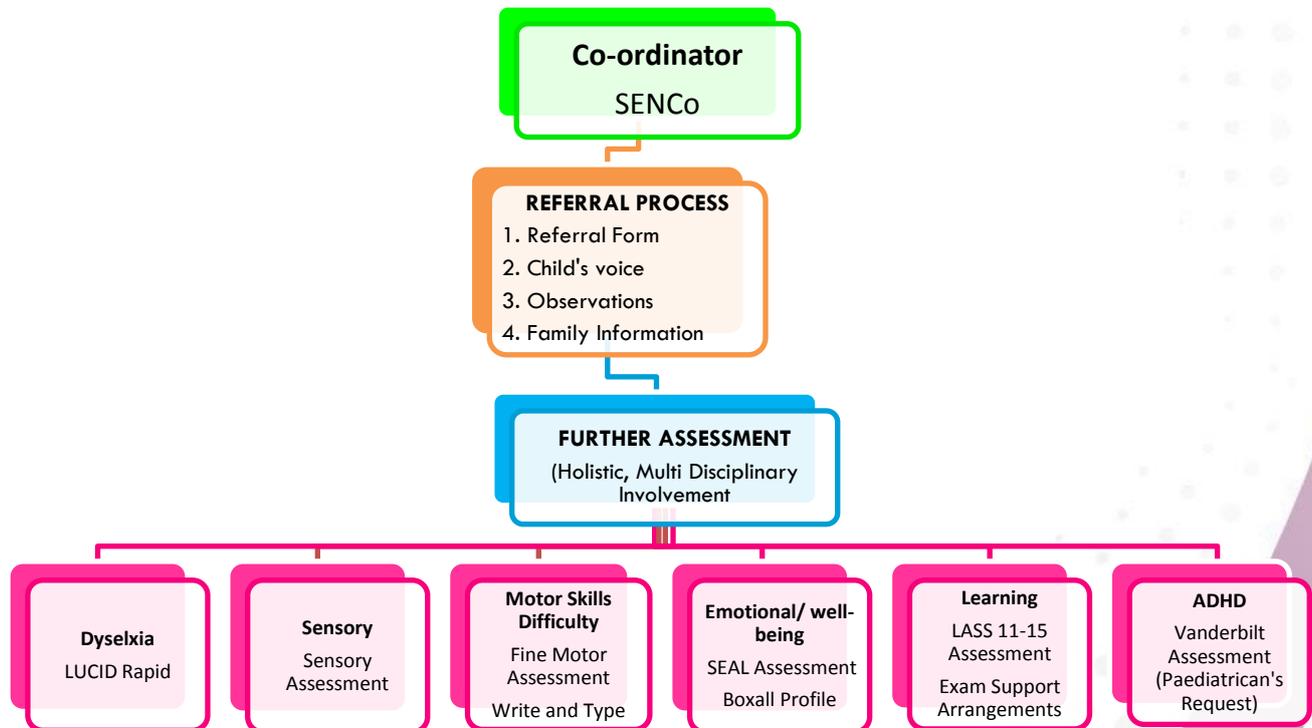
All students spend time with their tutor in Skills for Life lessons and tutor time, this enables tutors to get to know students well from the beginning of their time at Ellis Guilford.

Subject teachers regularly monitor each child's progress and if a member of staff has concerns about a student, they will refer to the SENCo (learning need) or House Team (behaviour). If necessary, the House Team will then complete a referral form to be passed to the SENCo.

We also listen to parental concerns and encourage you to contact us if you are concerned that your child may have additional needs.

Assessment

There are a range of assessments that the school uses depending upon the concerns raised. Parents are notified of any assessments and are informed of the results.



3. How do I know my child is getting the right support?

Is it working and who is checking?

The Inclusion Faculty has a number of provisions designed to support students with SEND and where necessary other students who require additional support. Monitoring the successfulness of any intervention or provision varies and involves tracking:

- Behaviour/ achievement points
- Attendance
- Academic progress
- Ability to access the curriculum
- Teacher/ parent/ student feedback

The SENCo regularly evaluates the effectiveness of our interventions and provisions to ensure we are catering and meeting the needs of students. Provisions may change as student need changes and this is done in consultation with the Senior Leadership Team (SLT).

Parents will receive regular school reports about their child's academic progress and are invited to meet with key staff, who work with their child, on Parents' Evening.

How will my child be taught and how is the curriculum adapted?

Many SEND students attend mainstream lessons, which are differentiated to meet their need, some lessons may have class TA support and others are differentiated by the class teacher.

Very few students require 1:1 TA support, although this is put in place where it is deemed necessary through the receipt of additional funding from the Local Authority or where specified in an EHCP (Education Health Care Plan).

The Inclusion Faculty has provision for a small number of high level need students who are taught in smaller groups. These groups follow an alternative curriculum to meet their needs.

What extra support is available in school and outside of lessons/ after school?

Additional support varies depending on need, e.g. we offer support groups for dyslexic students; a safe place before and after school for students with ASD; a safe place at break times for identified students and for students with learning needs we look to apply for support in formal exams.

Over the course of the year there may be school trips as part of the curriculum or as rewards. Students with SEND are supported to ensure they can be fully included in any activities; this may involve risk assessments, alternative transport or 1:1 support.

How do you support social and emotional need?

Each student belongs to a House, which is supported by an experienced pastoral team. We are also fortunate to have a highly experienced school counsellor who works with the most vulnerable students in need.

SEND students will have either a keyworker, or a contact person in the House Team who will offer support as deemed necessary. We also work closely with external agencies to access support.

The school's inclusion faculty is effective in its work with students who have special educational needs or face other barriers to learning such as challenging behaviour. Skilled staff work well with students, parents and external agencies to develop students' support plans.

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For students with ASD, ADHD and social communication needs we run social groups as part of our BASE provision.

4. Who is your SENCo?

Ellis Guilford School



Morven Davey
SENCo/ Inclusion Manager

0115 913 1338 ext 1030
m.davey@ellisguilford.nottingham.sch.uk

Bar Lane, Basford, Nottingham, NG6 OHT

5. What training have your staff had?

Our Inclusion Faculty is highly experienced and offers a range of training to mainstream staff to support their understanding and managing the needs of students with SEND. This may involve training in areas such as; Managing ADHD, Understanding Dyslexia, Autism Awareness or Working with EAL.

Other training for staff will be organised as and when required. If a particular pupil's needs require specific staff training then this will be organised, e.g. positive handling. We also work closely with external agencies e.g. The Inclusive Education Service, Community Educational Psychology Service or Children's Physiotherapy Service and are able to call on these services for advice and support.

Our SENCo/ Inclusion Manager is a BACP Accredited counsellor and the Assistant SENCo, Lisa Mills, holds the National Award for Special Educational Needs Co-ordination.

6. How accessible is your school?

For students with mobility difficulties/ physical disabilities:

We are very fortunate to have a care assistant who supports the physio needs of an identified number of students. The whole school is wheelchair accessible and there is a:

- Physio room equipped with a supro stander, walking frame, plinth and more
- Hygiene room with tracking hoist - to support the personal care needs of students
- 3 lifts throughout the school, making all floors accessible
- 6 disabled parking bays
- Disabled toilets accessible in every building

For students with sensory and communication difficulties:

- BASE offers a secure place, before & after school and during break times
- A sensory area for children to take time out

For students with English as an Additional Language:

- A dedicated classroom to support learning English
- Work with the Identity, Diversity and EAL Team (IDEAL)

For students requiring additional learning support:

- The Transition Learning Centre (TLC) supporting learners working at y2/3 level
- Nurture Room supporting learners working at KS1 level
- Blue Pathway supporting KS4 learners following an alternative curriculum
- Weekly support group for dyslexic learners

The Ellis Guilford website offers a virtual tour of the school:

<http://www.ellisguilfordschool.co.uk/facilities-hire/virtual-tour/> or alternatively we welcome visitors who would like to visit the school to decide whether we can meet the needs of your child.

Disadvantaged students, disabled students and those who have special educational needs receive timely and effective support so that they make good progress, closing gaps in their knowledge and understanding.

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7. How will you share information with me?

Throughout the year, parents are offered regular opportunities to visit the School: open evenings, parents' evenings along with the opportunity for transition visits; whilst also sending home regular progress reports. For students with additional needs, the SENCo or Assistant SENCo is available to discuss your child's needs at these events or will arrange alternative dates to keep you informed. Supporting this, the House Teams are available to provide a link between home and school.

Students with an EHCP will have termly reviews to monitor the requirements of the plan. Students on the SEN register will be offered the opportunity to speak to key staff involved in their child's education at whole school progress days.

8. How will my child's voice be heard?

We feel it is important to hear and listen to the student's voice and our aim is to support students by holding reviews which are person centred and where decisions are driven by the needs and wishes of the student. We like all students to attend reviews about their progress.

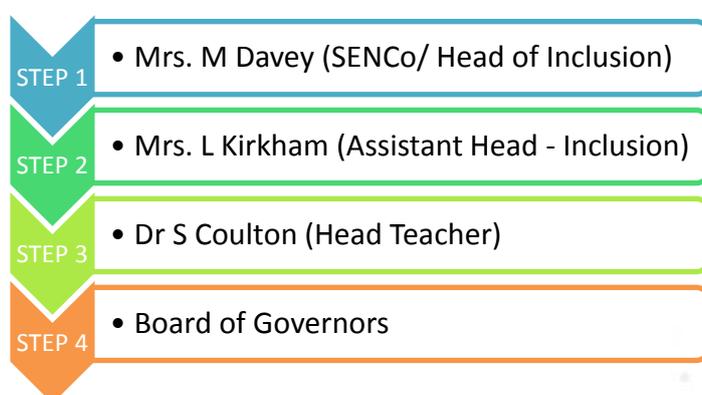
Students with Special Educational Needs are allocated a key worker, or a contact person (House Team) to support them. We are also introducing PEN (personalised) profiles which give support strategies written from the child's perspective and these are given to all teaching staff to ensure we are hearing the child's voice.

For children who have difficulty expressing their opinions/ thoughts we look at alternative ways for them to share their views, e.g. through external link workers or educational psychologist.

9. How do I make a complaint?

We believe it is important to talk and build relationships between home and school. Please allow us the opportunity to address and investigate any concerns on an informal level.

In the unlikely event that you are not happy and would like to make a complaint regarding an aspect of the school's SEN policy the following step procedure is in place to ensure your complaint is dealt with efficiently:



10. How does the school involve other services?

The school is supported by a wide range of services in different areas: These include:

Health & Social Services— Paediatrician's, Physiotherapists, Social workers, CAMHs, Specialist Medical Workers

Local Authority Support – Inclusive Education Service (Autism Team, Learning Support, Sensory & Physical Team, Behaviour Support), Community Educational Psychology Service.

11. How do I contact support services outside of school?

Some referrals for support come from school (in consultation with home), other services can be contacted directly by families. To find out what support is available please initially contact the House Team or SENCo. We work closely with many external agencies, e.g. Short Breaks, Children's Centre, Lifeline and we are able to offer contact details and/ or advice about contacting agencies.

12. How do you support with transition from joining to leaving Ellis?

Joining (Year 6)

We have an excellent transition programme and a number of staff liaise with our feeder primaries to ensure children are well prepared for joining us. We offer:

- Open Evening (September)
- Welcome days to visit us (Throughout the Year)
- Staff visit primaries (From March – July)
- Transition Day (July)

Students with additional needs may have small group transition work with one of our TAs and are welcome to visit the school.

Leaving (post 16)

We work closely with Futures and our school careers officer, to ensure that all students are prepared for leaving us and have secured a place. We have 2 TAs who support Inclusion and EHCP students to identify appropriate college placements and support their applications.

13. What is the City's Local Offer and where can I find it?

The Local Offer is a list of all services and provisions that are available to children and young people with SEND in the area and is published by the Local Authority.



The Local Offer gives ideas of **things to do**, details of **schools & colleges** and advice on **health, social care & employment**.

You can find Nottingham City's SEND Local Offer at:

www.asklion.co.uk (LION – Local Information Online Nottingham)

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>