



SEND Information Report for Northgate High School and Dereham Sixth Form 2021/2022

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and/or disabilities (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually.

At Northgate High School and Dereham Sixth Form we believe in participation for all. We want all adults and pupils to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching and aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

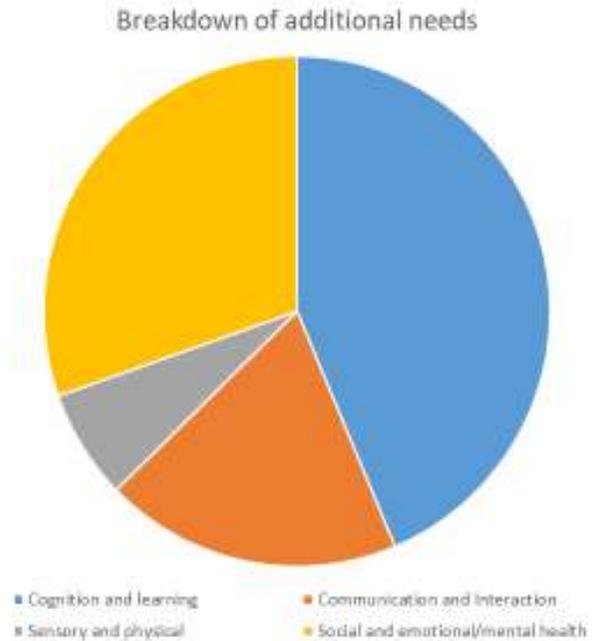
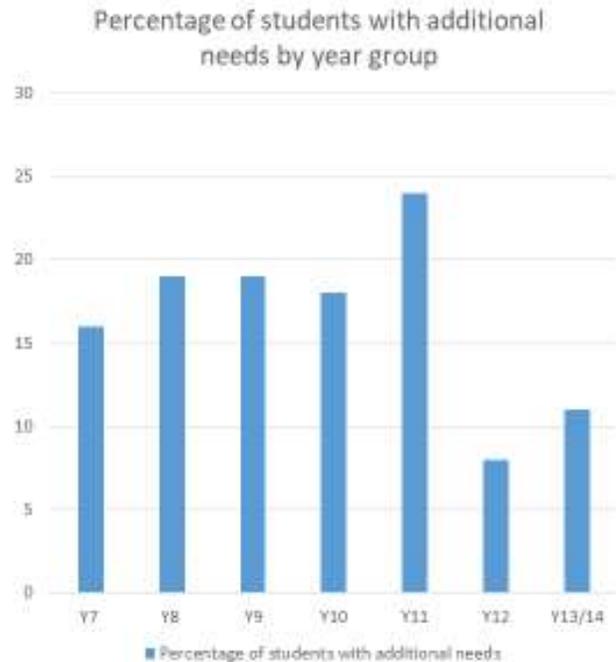
We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

- Assistant Head teacher Director of Teaching and Support for Learners/SENDSCO – Mrs Louise Beasley (01362 697033)
- Special Educational Needs Governor – Anna Haggith (01362 697033)

If you have any specific questions regarding the Norfolk Local Offer please look at the Frequently Asked Questions on the Local Offer website <https://www.norfolk.gov.uk/children-and-families/send-local-offer>. Alternatively, if you have any questions or concerns regarding SEND provision please contact Mrs Louise Beasley.

The information included will give you a clear and informed picture about the curriculum and provision available for our pupils at Northgate High School and Dereham Sixth Form.

SEND Profile of Northgate High School and Dereham sixth form 2020/2021	
What percentage of learners in the school have been identified with SEND?	<ul style="list-style-type: none"> • 16.9% (191) of pupils on roll have SEND. • 14.4% (163) of pupils receive SEND Support. • 2.5% (28) of pupils have an Education, Health and Care Plan
What types of barriers to learning are experienced by pupils with SEND in the school?	See Charts below



How we identify children with SEND:	
How does the school know if pupils need extra help and what should parents do if they think their child may have additional needs?	<ul style="list-style-type: none">• The Code of Practice defines SEND as:• “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 them. A child of compulsory Academy 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 them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Academies or mainstream post-16 institutions.”• If a learner is identified as having SEND, we will make provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.• If a parent is concerned about the progress their child is making they can initially speak to the pupil’s subject teachers, Form tutor, Head of Year or alternatively, they can arrange to meet with the Special Educational Needs Co-ordinator (SENDCO).• Throughout the year teachers, heads of department and the senior leadership team monitor the progress of all pupils in the school. If a pupil is not making the expected progress they will be closely tracked and additional support implemented if required. Learners can fall behind for lots of different reasons, therefore only those with a learning difficulty which requires provision that is in addition to or different from the normal differentiated curriculum will be identified as having SEND.

How we keep parents informed:	
How will parents know how their child is doing?	<ul style="list-style-type: none">• Initial concerns will be raised with parents/carers by the SENDCO.• If a pupil requires provision which is additional to or different from the normal differentiated curriculum this will be discussed with the parents/carers.• Parents/Carers are invited to parent's evenings to discuss the achievements, progress and support that the school is providing and how they can help their child at home.• An individual Learning Profile will be created which identifies needs and the way the pupil best learns. This will be done with the pupil and parents and will be shared annually.• If your child has an Education, Health and Care Plan (EHCP), a formal meeting will take place to discuss your child's progress annually in addition to an interim review meeting.

What we do to support learners with SEND:	
What is the schools approach to supporting learners with additional learning needs?	<ul style="list-style-type: none">• We value high quality inclusive teaching for all learners. The senior leadership team actively monitor the teaching and learning across the school.• All staff work hard to create learning environments and tailor the curriculum to ensure that the needs of all learners are met through quality first teaching.• All teachers adapt the curriculum to ensure access to learning for all children in their class.• When the school identifies the need for additional support to enable a pupil to make expected progress, the parents/carers will be invited to a meeting with the SENDCO to discuss a plan of support and setting up a Learning Profile.• This support may include additional resources, modelling language and behaviours, preparation for changes in routine and intervention to support literacy and numeracy development.• The school may also take advice from different professionals as to how we can best provide additional support for our pupils. Professional advice may involve internal staff as well as external staff (Speech Therapists, S2S Support, Educational Psychologists, etc).• We have a School Provision Map that shows the range of additional support taking place in our school for children who require extra help in their learning. We modify the provision map regularly and it changes every year, as our learners and their needs change.

<p>What support is in place for Social and Emotional Wellbeing?</p>	<ul style="list-style-type: none">• All pupils are supported with their social and emotional development through the curriculum and non-curriculum time. They have citizenship lessons as part of their broad and balanced curriculum offer and schemes of work flag up opportunities for social and emotional wellbeing teaching.• The school works with parents and pupils to encourage high levels of attendance.• The school also has a supportive and strong ethos and a positive approach to behaviour management is adopted. The school's anti-bullying policy lays out the measures that the school takes in full.• Learners with SEND are encouraged to join the school's antibullying ambassador programme.• The school has a support worker who will work on a one to one basis with learners and their families if social and emotional wellbeing issues are identified.• Learners with SEND can be paired up with a peer mentor who can work with them on issues surrounding social and emotional wellbeing and we also offer cognitive behavioural therapy sessions in school.• Vulnerable learners can attend a break and lunchtime club in the LSC, which is supervised by staff and has opportunities for sensory support, conversation and craft activities.• The school uses a person centred approach to all meetings• There are regular student voice activities that are held with children with SEN as part of a wider school programme.
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SEN Provision and Services:	
<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<ul style="list-style-type: none">• When required specialist expertise can be drawn upon. Some services that have been involved with the school to date include:• School to School Support• Educational Psychologist (EPSS)• Sensory Support• Access Through technology (ATT)• Child and Adolescent Mental Health Services (CAHMS)• Therapeutic services• External mentors• Dyslexia outreach• Virtual schools for SEND and Inclusion

<p>How are pupils included in activities outside the classroom including trips?</p>	<ul style="list-style-type: none"> • The school carries out risk assessments for all pupils including the children with SEND before attending a school trip. • Where necessary, parents or carers are consulted prior to a school trip. • Consideration is made for how school trips can be adapted to assist the individual child. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities will be provided in school. • All children have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENDCO to discuss specific requirements. • Learners with additional needs are encouraged to participate in the school council and other leadership opportunities.
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<p>How we evaluate the effectiveness of our provision:</p>	
<p>What types of assessments are used?</p>	<ul style="list-style-type: none"> • Teachers assess all learners throughout the year and track their progress formally every term. This progress is reported to parents. • Pupils are screened for dyslexia and visual stress if required. The school will involve an Educational Psychologist for more complex difficulties • The Accelerated Reader programme enables the school to track progress in reading.
<p>How will we know if the provision for children with SEND is effective?</p>	<ul style="list-style-type: none"> • Progress data of all learners is monitored by the Head of School and Leadership team. • The SENDCO collates impact data of interventions to ensure that these are effective.

Staff Training:	
What training have the staff supporting pupils with SEN had, or what are they expected to have?	<p>The school is committed to further developing the skills and knowledge of the staff supporting children with SEND.</p> <p>Recent training includes:</p> <ul style="list-style-type: none">• Dyslexia screening• Visual stress screening• Maths intervention training• Sensory Support training<ul style="list-style-type: none">• Supporting children with visual impairment – BTEC level 3 braille• ADHD awareness• Dyslexia training• Cognitive behavioural therapies• Mental health awareness

Transitions:	
How does the school prepare and support pupils in joining the school?	<ul style="list-style-type: none">• Before pupils join the school in Year 7, visits are made by the Head of Year 7 and the SENCO to feeder schools to gather information and assess need. Information about pupils with SEND is collated by the SENCO and circulated to staff before pupils start. There are extended induction arrangements which can start at any time in the academic year, depending on need.• Pupils with SEND will be offered additional visits if required. This will be according to need, is personalised and done in liaison with parents and school.

<p>How does the school support learners in transferring to the next stage of their education?</p>	<p>? When a pupil with special educational needs moves to a new school or setting, transition meetings/conversations will take place with the SENDCO of our school and the new school or setting. The individual needs of the pupil will be discussed as well as ways to make the transition as smooth as possible. Exam access arrangements will also be discussed and shared.</p> <p>? Discussion about transition to Post 16 providers will usually start in Year 9 and will often involve the school careers adviser. All children with EHCP's will be prioritised in Y9 for an appointment and information on IAG is shared with the SENDCO.</p> <ul style="list-style-type: none">• At sixth form students are supported in making their choices for further education and students with SEND are given priority for discussion
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Complaints	
<p>What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.</p>	<ul style="list-style-type: none">• All complaints should be raised with the SENDCO in the first instance. If the parent is not satisfied that the complaint has been dealt with effectively, the parent will be directed to the school's complaints policy.• Complaints can also be raised directly with the governor for SEND.

Accessibility plan - we have a separate accessibility plan to this document which includes the areas below:	
<p>How does the school increase the extent to which pupils with disabilities can access the curriculum?</p>	<ul style="list-style-type: none"> • We have a fully inclusive approach to curriculum accessibility and we plan for success for every child utilising the expertise of outside agencies as necessary. • We have invested in modified equipment in practical subjects including large screen monitors for students with visual impairments; modified PE equipment for students with physical difficulties; adjustable table heights in technology and modified cooking equipment. • We plan for removing barriers to learning as much as possible to ensure that the full curriculum is accessible for all students, this includes the preparation of appropriate resources, allocation of supportive technology including laptops and ipads and wearing of radio mics for students with hearing aids.
<p>How does the school improve the physical environment to increase the extent to which pupils with disabilities can participate in education, benefits, facilities and services</p>	<ul style="list-style-type: none"> • At DSFC we have level access throughout the site and a lift for accessing the library. All external doors have automatic controls which allow for easy access, together with ramps installed on all low level steps around the college and high visibility markings on thresholds. We work closely with the NHS at the application phase in Y11 to ensure that all accessibility needs are met. • At NGHS, we have level access throughout the majority of the site. Where lessons are scheduled to be in upstairs classes and there is no lift access, the lesson is timetabled downstairs to allow for easy access for students with physical disabilities. • We work closely with the site team to ensure that the physical environment is monitored and improved and that NHS advice for accessibility is acted upon. This includes levelling out uneven surfaces, high visibility markings, improving level access to classrooms and a lift installation in the English block.



How does the school improve the delivery of information to pupils with disabilities to ensure that it is as readily accessible to them as for those without disabilities

- We have a focus on Inclusivity and actively develop strategies to improve the accessibility of information through our 'Inclusive Classroom Strategies', we work with students with disabilities to identify areas where we can improve our communication and provision of resources and actively promote strategies to support at a whole school level. For example, we have introduced new policies around inclusion, which include improving the 'readability' of resources, making powerpoints easier to see and utilizing colour to reduce the contrast between black and white text.
- Students with disabilities are provided with supportive technology to enable them to access the curriculum as appropriate. This includes ipads and laptops to enable resources to be modified and for work to be completed in a way that is suitable for each child's needs.