



Northstowe

Learning Community

SEND Information Report

Academic Year 2024/2025

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Glossary of Terms

- ADHD – Attention Deficit Hyperactivity Disorder
- ASD- Autistic Spectrum Disorder
- EHA -Early Help Assessment- This form is used to state the strengths and needs of children and is used to make sure those needs are met.
- EHC Plan- Educational Healthcare Plan. These replace the current Statements of Special Educational Needs.
- NEST – Northstowe Education Support Team
- Provision Map- this is plan drawn up by the class teacher detailing all the extra targeted provision for children in their class.
- SENCo- Special Educational Needs Coordinator
- SEND- Special Educational Needs and Disability
- SEND Register – Special Educational Needs and Disabilities Register. This is an up to date list of all children whose needs are such that they need Special Educational Needs Support.
- SAT Team- Statutory Assessment Team. This is the Team that coordinates work for children with Educational Healthcare Plans
- TA – Teaching Assistant

Introduction

Welcome to our SEND Information Report, which forms part of the Cambridgeshire Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79). This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEND.

This document is to advise NSC families with children who present with Special Educational Needs and Disabilities and or are vulnerable on the provision available at Northstowe Education Community. It should guide families when deciding if Northstowe Education Community is the right educational setting for their child.

When we talk about “provision”, we mean what we provide to meet the needs of a student and help them make progress at school, which is appropriate to their age.

What is SEN?

At different times in their school career, a child or young person may have a special educational need. The SEND Code of Practice (January 2015) defines Special Educational Need (SEN) as:

‘A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they’:

a) Have a significantly greater difficulty in learning than the majority of children of the same age;

Or

(b) Have 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 or mainstream post-16 institutions.

If a learner is identified as having SEN, Northstowe Education Community will make provision which is “additional to” or “different from” that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

It is important to note that not every pupil making slower progress has SEND. Some pupils may make slower progress for a reason unrelated to SEND, such as a gap in their learning. Additionally, children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some pupils for whom English is an additional language may also be identified as SEN if their needs meet the criteria above.

What is disability?

The Equality Act, 2010, gives the following definition of disability:

“A person has a disability for the purposes of this ACT if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

Students at Northstowe Learning Community who have a disability but do not have SEN are recorded on our SEND register as having “Identified Needs”. Our facilities for helping disabled learners to access the school are described fully in the school's Accessibility Plan, available at [Policies and Statutory Information – Northstowe Secondary College \(northstowesc.org\)](http://northstowesc.org)

Accessibility

Our school is a safe and accessible building 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 lift to access all areas; 10 disabled toilets; 1 disabled shower/changing facility; wide corridors and equipment to help with reading and writing. We share the Northstowe Learning Campus with the Martin Bacon Academy, a local area special school. As a result, we also have access to specialist trained staff and facilities on site, such as a Hydrotherapy Pool and Sensory room.

What types of SEND are provided for at Northstowe Learning Community?

There are four broad areas of need, although the Trust and Northstowe Learning Community recognises that a student's needs may fall into one or more categories. Northstowe Learning Community provides provision for all areas of need in line with the appropriate provision students require.

- 1. Communication and Interaction (C&I):** Students with speech, language, and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive) or they do not understand what is being said to them (cognition). They may not understand or use social rules of communication. Children with Autistic Spectrum Conditions (ASC) including Autism or Asperger's can have more prevalent difficulties with social interaction due to deficits in their understanding and connections between language, communication, and imagination, which then impacts on how they relate to others.

- 2. Cognition and Learning (C&L):** A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific learning Difficulties (SPLD), Moderate learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties (PMLD) where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.
- 3. Social Emotional and mental Health (SEMH):** Children and Young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education.
- 4. Sensory and or Physical Needs (SI/PD):** Children and Young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEND provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

What is our approach to teaching students who have SEND?

All MAT staff will work collaboratively to create vibrant, successful centres of learning for those with SEND in the heart of our local community. Using their best endeavours, educational outcomes will be generated, through exciting, inclusive, forward thinking or different methods, to enable aspirational opportunities for all students.

We value high-quality teaching (“Quality First Teaching”) for all students and monitor the quality of learning and teaching in the school. We use a range of methods to do this including regular lesson observation, work scrutiny by Curriculum Leaders and Senior Leaders, learning walks (when senior staff and/or SENCo follow a student or group of students to see at first hand their learning experiences), regular professional development training for all staff.

All teachers and SEND support staff will be informed about your child’s individual needs and will differentiate their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities, to enable your child to access the learning.

Within school, there is 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 will be offered additional help and support, in which case you would be informed. There are ranges of interventions and additional subject support sessions, which are available, and should your child need this, a discussion will be held with you.

How does Northstowe Learning Community identify children and young people with SEND and assess their needs?

NLC acknowledges that students’ needs should be identified and met as early as possible. The SENCOs in conjunction with support staff, tutors, teaching staff, curriculum leaders and senior tutors, closely monitor the progress and attainment of all students, including those who have or may have SEND.

A student may have additional needs if:

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate of progress
- Progress fails to close the attainment gap between the child and their peers
- The attainment gap widens
- It can also include progress in other areas than attainment (p84 Code of Practice document)

However, identification may also be because of

- Teacher concern
- Following up parental / carer concerns
- Tracking individual student progress over time
- Liaison with partner primary schools on transfer
- Information from previous academies/schools
- Information from other services

If further assessment is required, we use a variety of assessment tools appropriate to the area of need, to support us identify specific areas of difficulty, to explore appropriate intervention and provision to support the child with their needs. If a child or family needs a more in-depth assessment, we have good working relationships with outside agencies and a referral can be made.

The statutory guidance for identification, assessment and provision of SEND is documented within the Code of Practice and is based on a model known as the 'Graduated approach'.

Using the graduated approach, students will be identified on the schools SEND systems at the appropriate level, which is accessible to all staff. A visual representation of the system can be found in Appendix 1.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

All students, including those with SEND, are assessed on a regular basis, in accordance with the academy's assessment policy. Teachers formally assess and review progress and attainment, which is communicated to families by a report that is sent home twice a year. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.

SEND students identified at Wave 3 and Wave 4 of the graduated approach will have reviews as required. As stated in the Code of Practice, this should be at a minimum of three times per year. An example of our APDR form can be found in Appendix 2.

All students with an Education, Health & Care Plan have an Annual Review, where a discussion can be held around the progress of meeting the outcomes stated in the plan.

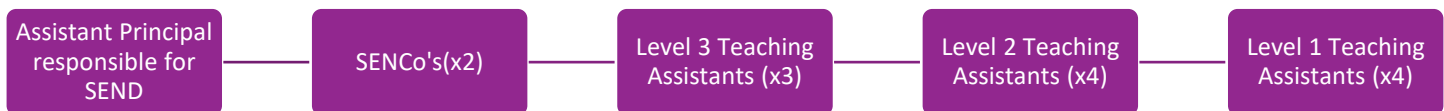
Who should I contact if I want to find out more information or think my child may have SEND?

If you have any concerns about your child's progress, your first point of contact should always be the form tutor. Following this communication, the form tutor will contact the SENCOs to discuss these concerns, if appropriate. This is the first step in the graduated response of students' needs. If after this, if you would like to talk to a member of the SEND team then the **first point of contact** is via nest@northstowe.education where a member of the team will endeavour to reply with 48 hours.

Further contact details for members of staff who are able to support students and families with additional needs are;

Mr. A Roberts	Mr. B Stone	Mrs E Atkin	SEND Team
Assistant Principal	SENCO	SENCO	Nest Team
aroberts@northstowe.education	bstone@northstowe.education	eatkin@northstowe.education	nest@northstowe.education

Below is the structure of the SEND Team at NSC



What are the arrangements for consulting families of children with SEND and involving them in their child's education?

We always take our responsibility to work with families very seriously and strive to provide the information needed for families to make informed decisions about their child's education.

- We will work to ensure that everyone is clear on what our agreed outcomes are for the child and what the next steps are to achieve these.
- We will work to develop a strong understanding of the student's areas of strength and where additional support is needed.
- We will take into account families concerns and work towards solutions.
- We will notify families when a student will receive SEND support.
- We will draw attention to available support from outside school (e.g. Special Educational Needs and Disability Advisory Support Service - S.E.N.D.I.A.S.S. – formerly Parent Partnership Service).

Families can support the school and their child by encouraging them to engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Attending parent meetings
- Attending any meetings specifically arranged for your child

What are the arrangements for consulting with young people with SEND and involving them in their education?

Students are encouraged to take part in pupil voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to outcome setting and reviewing and reflect on their learning and achievements. Tutor mentor meetings (Key Stage 3-5) take place at least termly, when students have detailed discussions with their form tutor about their attainment, progress and next steps for improvement.

All students who identified as having SEND will have a pupil passport, which allows students to liaise with staff members to share their views of how they would like to be supported within the classroom.

How do the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

Northstowe Learning Community have developed effective working relationships with a wide range of external partners, professionals and agencies. These include;

- SEND Specialist Services
- School Nursing Service
- Hearing Impairment Service
- Occupational Therapy Services
- The Child Protection Service
- Social Services
- The Educational Welfare Service
- Educational Team for Looked After Children (ETLAC)
- Children and Adolescents Mental Health Services (CAMHS)
- Centre 33.

These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Cambridgeshire County Council and use the Early Help Assessment process when appropriate to do so.

A variety of support services are available for the **families** of pupils with special educational needs, these can be accessed through the following forms of communication;

Early Help Assessment

Further information can be found at: [Early Help processes | Cambridgeshire County Council](#)

SENDIASS

[Cambridgeshire Online | SEND Information, Advice and Support Service \(SENDIASS\)](#)

Pinpoint

<https://www.pinpoint-cambs.org.uk/>

Cambridgeshire Local Offer

[Cambridgeshire Online | About the Local Offer](#)

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

Transitions can be a complex and daunting time for some of our students. These transitions can include:

- Moving to Northstowe Learning Community from primary school or another secondary school
- Moving from Northstowe Learning Community to another secondary school
- Moving into the area from another location
- Moving classes or groups within school
- Having a new teacher
- Moving from school to work, college or university.

Northstowe Learning Community is committed to working with students, families, and other settings/providers to ensure that we use foresight and our collective expertise to ensure that positive transitions occur.

Planning and support for transition is an important element of our provision for all SEND students at Northstowe Learning Community. Planning for transition from Year 6 to secondary school begins as soon as possible in Year 6 and often in Year 5. For those students with EHCP's, the SENCO will attend the Annual Review in Year 6 (if invited) and, wherever possible, in Year 5, to begin to build a picture of individual need.

Students identified as someone who may find the transition to secondary school a daunting or challenging experience, will be offered an extended induction programme delivered by the SENCO targeting the skills needed to thrive in Secondary school. **Families** will be offered this provision, through our links with the primary setting who will share the invite if deemed appropriate for the child.

From Year 9, transition planning starts for the move into Key Stage 4 and from there into Sixth Form, college, or employment. For students with SEND, where it is deemed necessary, additional information is gathered and shared with further education providers, to ensure the most appropriate provision and support is available.

Cambridgeshire local authority provide a specific team for students with EHCP's that the SENCO can refer students for additional support. More information can be found at <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-preparing-for-adulthood-14-25>

What adaptations are made to the curriculum and the learning environment of children and young people with SEND?

Most of our students follow a traditional 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.

How are resources allocated and matched to children/young people's SEND?

Each year the school receives guidance about how to support children with SEND with resources being allocated based on evidence of need and effectiveness. The SENCO writes a Provision Map which plans the learning support and resources required for the following year. This includes physical resources for individual children or adult support for groups of children. This helps the school plan and budget how it will support and enable students to achieve their potential.

In addition to the Provision Map, as each child is unique and different, no two plans should be the same, and no journey remains the same throughout their school life. Day to day intervention and support is geared around their ever-changing needs and life stages, in a bespoke format arranged and challenged through review meetings.

A child may find that they need more support at certain times of the year and it is imperative we meet the learning needs of the child when they need it and plan for those occasions in advance to ensure optimum resources are given.

If a child suddenly finds that they are in crisis, then support is offered quickly, with the key end goal of developing independent skills.

What expertise and training do staff complete, to support children and young people with SEND?

Annual training covering various aspects of SEND will be offered to all staff as part of the School's CPD programme. Staff have received and continue to receive training across all areas of need identified in the SEND Code of Practice.

Examples of training that have included but not limited to;

- Exam access arrangements
- SEND Code of Practice
- Wave intervention and practical strategies
- National Award for Special Educational Needs Coordination
- Designated Person for Child Protection
- Early Help Assessment training
- Post graduate certificate in *Supporting Autism in your school*
- QNUK Level 3 Award in Emergency First Aid at Work (RQF)
- Lexonik License
- Lexonik Leap
- ACE's
- Level 1: Open Learn - Professional relationships with young people
- Level 2: Open Learn - Making sense of mental health problems

How do children and young people with SEND engage in activities available with children and young people in the school who do not have SEND?

A large range of academic and hobby/interest clubs are available at NLC. These are open to all students, including students with SEND.

The Extra-Curricular timetable is available on the school's website.

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. The accessibility of each trip is assessed on an individual basis. All reasonable steps are taken to ensure participation.

What support is available for improving emotional and social development?

At NLC 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 remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor, students and parents.

All students receive a program of pastoral education. In Years 7, 8 and 9 this takes the form of "How to Thrive" lessons. A fully designed curriculum that teaches students' skills to develop their resilience, to enable them to deal with life's challenges and to thrive. Students will learn 5 key **coping strategies**:

- Relaxation activities
- Thinking about something good
- Leaving a Situation
- Talking to Someone
- Mental Games

In year 10 this experience is delivered in a slightly different way, as part of the Ethics program of lessons.

There are additional members of staff who are able to provide pastoral support as part of the Mental Health and Wellbeing wave (please refer to the wave model diagram in the appendices). Students moved up and down the wave, in line with their presenting needs. Unique intervention delivered at Northstowe Learning Community:

- **Library Resources (reading offer)** - comprehensive range of Mental Health and Wellbeing books located in the library. All books have their own audio file.
- **Colouring for mindfulness** – relaxing group sessions to help alleviate students concerns.
- **Equine and Dog Therapy** – student working with animals to reach their full potential.
- **Access to the Northstowe Education Support Team hub (NEST)** - a space for students to learn away from the classroom.
- **Kick mentoring** – bespoke, time limited, mentoring packages to help students manage school life
- **Think for the future** – small group interventions around self-esteem, behaviour and attendance.

What are the arrangements for handling complaints from families of children with SEND about the provision made at the school?

We hope by maintaining regular dialogue between families and school that you will not have cause to make a complaint. However, if you do, the process is outlined below:

1. Contact the SEND Co-Coordinator, **Mr B S Stone (EYFS, yrs7-9) Mrs E Atkin (Yrs. 10-11 and 6th form)** , Northstowe Learning Community, Stirling Road, Northstowe, CB24 1DJ Tel: 01223 491680. A personal appointment will be made to discuss and work towards a resolution of your complaint.
2. Should the complaint not be resolved satisfactorily at the meeting please refer to Northstowe Learning Community complaint policy.

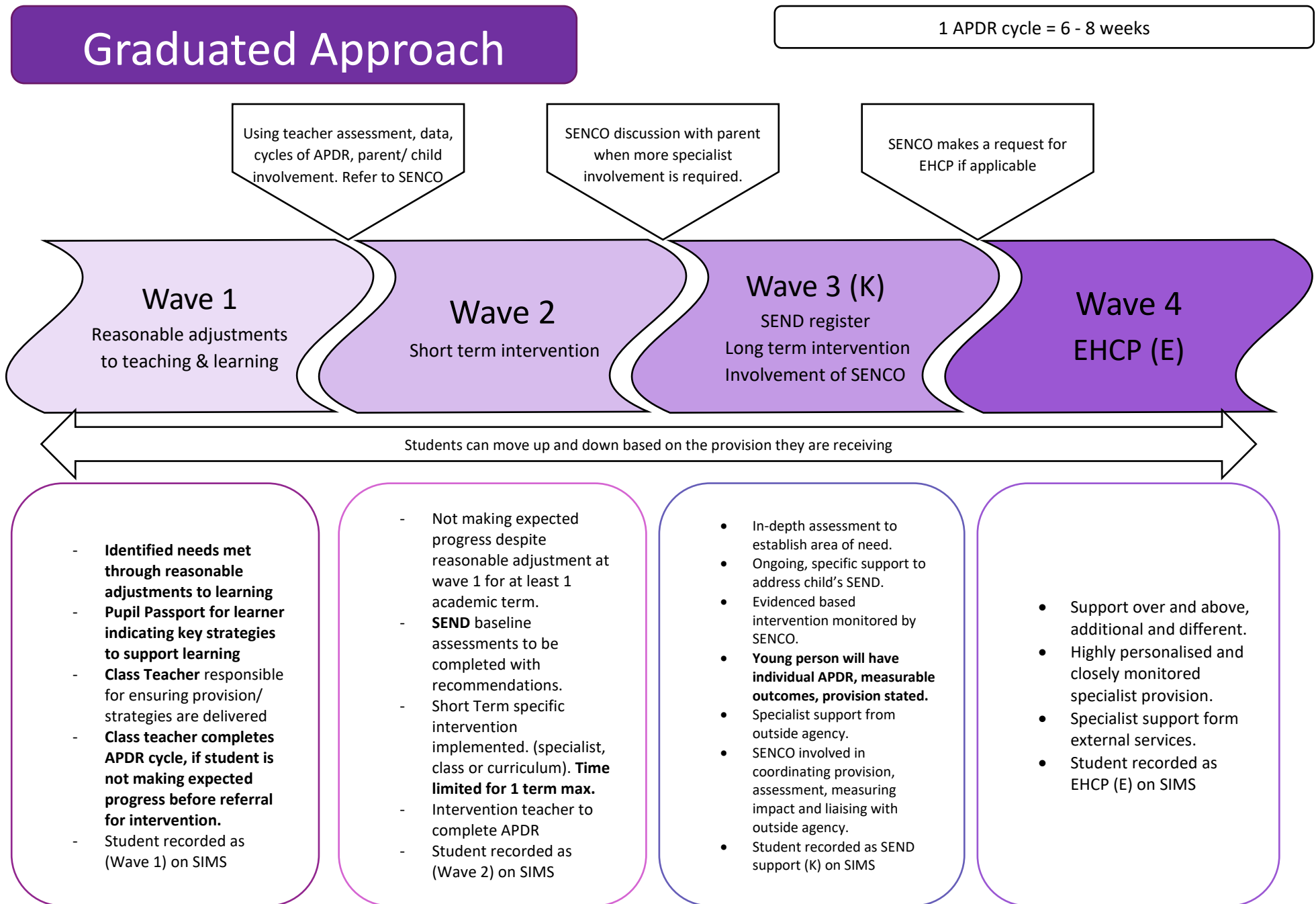
References

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEND information report. This can be found at:

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

Special Educational Needs and Disability Code of Practice: 0 to 25 years (published by the Department for Education, January 2015 and available for download at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Appendices



Appendix 3

Key responsibilities

Class teachers are responsible for:

- The progress of the child in their lessons, including students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion.
- Planning and delivering individualized programmes for SEND students, taking into full account the Pupil Profile to ensure the needs of the child are met.
- Where relevant, making appropriate use of the Teaching Assistant. The Teaching Assistant is there to assist; responsibility for the class is in the hands of the teacher.
- Being familiar with the needs of students in their class who have SEND, and to be familiar with all information as set out in the Pupil Profile.
- Contributing to the child's Pupil Profile (as required).
- Making themselves aware of policy and procedures for the assess, plan, do, review graduated response
- Giving feedback to **families** of students with SEND.

Subject / Curriculum Leaders / Middle Leaders are responsible for:

- Ensuring that the requirements of SEND students are met in the Schemes of Work and that any examination course followed takes into account the needs of the students.
- Ensuring that progress is made for all SEND students in their subject area

Head of Houses / Assistant Principals are responsible for:

- Ensuring that subject leaders are meeting the requirements of SEND students in their lessons.

The Special Educational Needs Coordinator:

Ensuring that the Houses, SEND support team and teaching staff are meeting the requirements of SEND students

- Resolving any complaints, where the form tutor/ Senior Tutor has been unable to do so
- Keeping the Senior Leadership Team informed about SEND issues
- Overseeing the day-day operation of SEND policy and procedure.
- Ensuring that an agreed, consistent approach is adopted
- Co-ordinating provision for children with SEND
- Liaising with and advising other staff

- Supporting class teachers and Academy teams in devising strategies, drawing up Pupil Profiles, setting outcomes appropriate to the student's needs and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel within the classroom
- Maintaining the Academy's SEND register and records together with monitoring and evaluating the School's provision of support and progress of children with SEND in ensuring a graduated approach.
- Liaising with **families** of children with SEND needs (in conjunction with College teams, class teachers and TA's)
- Contributing to the in-service training of staff
- Key point of contact with external agencies especially the Local Authority
- Liaising with SENDCos in other schools to help provide a smooth transition from one school to the other
- Keeping aware of the latest legislation, guidance and best practice regarding SEND
- Helping to produce Pupil Profiles and monitoring their completion
- Tracking student's progress
- 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.

The Head of School is responsible for:

- The management of all aspects of the College's work, including provision for all students with SEND
- Keeping the Governing Body informed about SEND issues inc: progress of SEND students
- Working closely with the SEND personnel within the College
- Ensuring the implementation of policy and procedures to do with SEND

The Academy Council will ensure that:

- SEND provision is an integral part of the school improvement / development plan the necessary provision is made for any students with SEND
- All staff are aware of the need to identify and provide for students with SEND
- Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- It reports to **families** on the implementation of the school's SEND policy
- It has regard to the requirements of the SEND Code of Practice (2015)
- **Families** are notified if the school decides to make special educational provision for their child
- It is fully informed about SEND issues, so that it can play a major part in school self-review
- It sets up appropriate staffing and funding arrangements, and oversees the school's work for students with SEND
- The quality of SEND
 - provision is monitored
- They approve the SEND policy and report on an annual basis