Special Educational Needs and Disabilities

This page provides full details of the provision we make for pupils with Special Educational Needs and Disabilities (SEND) at Nottingham Girls' Academy. This information is referred to as the **SEND Information Report**.

SEND Information Report

Updated November 2026

Hello and welcome to the SEND Information Report for Nottingham Girls' Academy.

We have tried to cover all areas but Zoe Scholtz (our SENDCo) and the SEND Team will be happy to answer additional questions should you wish to contact the academy.

SEND Provision Overview

The SEND Team at Nottingham Girls' Academy aims to help all pupils with SEND experience achievement and success. Pupils in need of SEND Support fall within 4 categories (as laid out in the in the SEND Code of Practice 2015) and as such, are recognised as requiring *additional to* or *different from* teaching and/or interventions. The team recognises that different pupils require different support and we work alongside families, teaching staff and outside agencies to move pupils with SEND towards increased independence in preparation for adulthood.

Additional information outlining the support offered to pupils with SEND can be found by clicking on the relevant sections below.

Please note that the support described in the Social, Emotional and Mental Health section is offered to pupils when school determines it would be beneficial. For example, a student with dyslexia or autism may at times also receive emotional support from the school counsellor or SEMH support team.

SEND Code of Practice Definitions

At Nottingham Girls' Academy we adhere closely to the definition of pupils with SEND:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be provided for him or her"

"A child of compulsory age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has 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 or mainstream post-16 institutions"*

SEND Code of Practice, 2015

SEND CODE OF PRACTICE, 2015

Learning Support Faculty Staff

Our SENDCo and Head of Learning Support is Zoe Scholtz.

She is line managed by Kate Meade (Assistant Principal).

The SENDCo is responsible for allocating the specific roles and responsibilities to the SEND mentors according to the needs of the pupils with SEND on roll.

- R Jordan: Deputy SENDCo
- H Stackhouse: SEND Administrator
- E Nemeth: EAL Coordinator
- K Cox: Alternative Curriculum SEND Teacher
- L Murphy: Alternative Curriculum SEND Teacher
- D McFaul: Social, Emotional and Mental Health (SEMH) Lead
- S Rivers: Inclusive Classroom Lead
- L Ching: Alternative Curriculum Lead SEND Mentor
- E Omukongolo: Alternative Curriculum SEND Mentor
- P Bircumshaw: SEND Mentor
- D Harvey: SEND Mentor

- L Tattersall: ELSA & SEND Mentor
- Z Mohammed: SEND Learning Mentor

The SENDCo makes regular changes to support timetables in response to the changing needs of pupils.

Special Educational Needs and Disabilities are categorised into 4 areas in the SEND Code of Practice.

The sections below explain what needs are encompassed within each category, how we identify or understand the needs of pupils whose need might fall into each category and the range of support we can offer pupils with these needs.

Communication and Interaction

Speech. Language and Communication

The SEND Code of Practice 2015 explains that:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Identification

Step 1: Assessment of speech & language needs

Once the SENDCo is made aware of concerns that a pupil's language and communication skills are preventing academic progress, she will review available academic and assessment data. This may include:

- KS2 SAT results
- Year 7 assessment data (CATs, in particular the Verbal score)
- Most recent reading test result
- Subject based academic attainment
- Information from teaching staff
- Attendance information
- Additional language assessment such as the British Picture Vocabulary Scale test

Step 2: Plan to meet learning need

The SENDCo will contact parents when:

- Pupils are offered specific support such as an intervention.
- Pupils are removed from the SEND list as they no longer require additional support.
- SENDCo requires additional information from the family to support the identification of learning needs.
- SENDCo wishes to refer the pupil for additional support or assessment from the Inclusive Education Learning Support Team or Educational Psychology Service.

Nottingham City Inclusive Education Service

Support

Support for pupils within mainstream lessons includes:

- Working in a guided small group within lessons.
- Visual supports for language. (The SEND Team uses Widgit software to create word lists, visual timetables etc.)
- Weekly small group Language for Thinking intervention to widen pupils' range of expressive language.
- 1-1 support to work on targets set by Speech Therapists.
- Consultation with staff to share targets and strategies set by speech therapists.
- Support from an academic mentor to support with work organisation, study skills and time management.
- **Literacy curriculum** – 2 lessons per week for Year 9 pupils with an emphasis upon language and reading comprehension.

Alternative Curriculum

Pupils with EHCPs may be eligible for our Alternative Curriculum provision.

Autism and Asperger's Syndrome

The SEND Code of Practice 2015 explains that:

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Autism is a neurodevelopmental disorder characterised by:

- difficulties with communication and interaction
- repetitive behaviours
- sensory overload
- highly focused interests or hobbies
- extreme anxieties
- emotional outbursts or shut downs

If you think your child may have autism and would welcome advice and information, the below links may be helpful.

National Autistic Society

Autism Education Trust

Identification

If your child is struggling in school and you feel they have characteristics of autism, please contact the SENDCo who offers:

- Support with identifying your child's needs (through observations, pupil voice and teacher liaison).
- Suggestions of reasonable adjustments that may help your child to feel safe and comfortable in school.
- Support through the process of referring for a diagnosis.
- Consultation with the Autism branch of the Inclusive Education Service for more specialised advice and support.

Click here for a link to the Inclusive Education for Autism service

Inclusive Education For Autism Service

Support

At Nottingham Girls' Academy we aim to work closely with pupils, families and the Autism Inclusive Education Service to identify the most appropriate support and provision on a pupil by pupil basis. The list below outlines support that is available should a need be identified.

Support available for pupils with communication difficulties & ASC:

- Pupil voice session with a SEND mentor. This session is to identify the pupil's thoughts and views about school so we can plan reasonable adjustments and

additional support (with communication boards for those who struggle to interact verbally).

- Meet and Greet to support transition from home to school.
- A quiet, supervised place at break and lunch times and lunch-time support (e.g. to access the dining room).
- In class adult support to identify environmental issues and to support learning needs.
- Visual timetables.
- Support with transitions (primary school to secondary or secondary to college).
- Short-term weekly small groups to support well-being such as social skills and managing anxieties.
- 1-1 or small group weekly Zones of Regulation programme**.** The Zones framework provides strategies to teach students to:
    - become more aware of and independent in controlling their emotions and impulses,
    - manage their sensory needs, and
    - improve their ability to problem solve conflicts.
    - Click here to find out more:

Zones of Regulation Programme

- Implementing reasonable adjustments in classrooms such as a preferred seating place, advanced warning of any changes, removal from cover lessons, use of sensory or concentration aids.
- Increased communication with home through a home/school communication book, phone calls or emails to exchange information about events that may impact on your child's day to day school experience.
- Referral for support from the Autism Inclusive Education Service if more bespoke support is needed.

Cognition and Learning

Sensory and Physical

Hearing and Visual Impairments

The SEND Code of Practice 2015 explains that:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Physical Impairments

The SEND Code of Practice 2015 explains that:

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Understanding Needs

Support

Social, Emotional and Mental Health

The SEND Code of Practice 2015 explains that:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Identification

NGA is working with members of the Educational Psychology Service (EPS) and Behaviour Support Team (BST) to implement the city wide **Routes 2 Inclusion (r2i)** framework.

This framework is a graduated response enabling the identification, assessment and intervention of children presenting with social, emotional and mental health (SEMH) needs. Find out more here:

Routes 2 Inclusion

Support

Please note, we work closely with and respond to advice for individual pupils from external professionals such as CAMHs to individualise support as and when needed.

Available support:

- Access to the Bridge for personalised intervention programmes
- Keyworker support providing pupils with a familiar adult in school.
- School counsellor.
- 1-1 or small group ELSA support
- 1-1 or small group Zones of Regulation Programme. The Zones framework provides strategies to teach students to:
    - become more aware of and independent in controlling their emotions and impulses
    - manage their sensory needs improve their ability to problem solve conflicts. Click here to find out more:

Zones of Regulation Programme

- Transition support: NGA Support staff liaise with primary schools and offer small visits ahead of the National Transition days to ease anxieties and to give children a chance to meet the support Team and walk around school. We also work with colleges to support the transition of our Y11 pupils into college or other next steps.
- Referrals for additional support or diagnosis. Please contact the SENDCo if you would like support with this.

Reasonable Adjustments

- Safe space: Adult supervised area at break and lunch times.
- Work station space in the Bridge to support executive functioning skills & organisation.
- Homework support.
- Visual Timetable.
- Access to concentration and sensory regulation tools to support learning e.g. fiddle toys, chair bands, wobble seats, visual timers, time timer, weighted blankets.
- In-class support to scaffold concentration, relationships with peers and teachers, positive communication and self-regulation.
- Planned movement breaks.
- Sensory regulation activities in the Bridge.

Further details on how we plan for the inclusion and support of pupils with SEND are outlined below:

Arrangements for the Admission of Disabled Pupils

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

Nottingham Girls' Academy is an inclusive school. SEN and disability are not used as a reason to refuse admission.

For any pupil without an EHC plan, the normal admission policy applies. This can be found here.

For pupils with an EHC plan, a consultation process will be commenced by the Local Authority. As part of this, the SENDCo will liaise with families and current schools to determine whether Nottingham Girls' Academy is able to meet the needs of the child.

Preventing Disabled Pupils from Being Treated Less Favourably Than Others

At Nottingham Girls' Academy, disabled pupils are enabled through additional support and/or reasonable adjustments, to fully participate in education and the full use of the facilities so they are not put at a substantial disadvantage to non-disabled peers (unless it is judged to be unsafe for the pupil or others).

Further details can be found in the accessibility plan:

Accessibility Plan

Adapting the Curriculum

As much as possible, pupils will have full access to the National Curriculum, though at times, small group teaching, one-to-one sessions or alternative provision might be provided if this better suits the learning needs of the student.

Nottingham Girl's Academy has:

- Year 7 & 8 supported class (dependent upon KS2 and Y7 baseline data).
- Year 9 Literacy Curriculum (dependent upon KS2 and Y7 baseline data).
- Alternative curriculum for pupils working at KS1 Age Related Expectations in KS3.
- Alternative Curriculum for pupils working towards Foundation Learning qualifications in KS4.
- Higher staff to pupil ratio in Year 7 nurture group to support access to the National Curriculum.

- Shared in-class support when a need is identified by teaching staff or a pupil receives HLN (Higher Level Needs funding).
- Social and emotional support and mentoring.
- Specific subject interventions targeted around achievement and progress.
- Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. This support is recorded, monitored and tracked by the SEND Team and shared with staff and families through Pupil Passports.

Evaluating the Effectiveness of SEND Provision

The SENDCo is responsible for evaluating the effectiveness and success of SEND provision. Practice will be deemed successful if we see pupils gaining confidence, self-esteem, making academic and social progress, and showing increased independence.

In order to grow, develop and improve the provision at Nottingham Girls' Academy, the SENDCo uses:

- feedback from staff, pupils, parent/carers and external support agencies.
- attainment and other assessment data to monitor the impact of particular interventions and support strategies.
- lesson and pupil observations.
- information from SEND referrals discussed in weekly APDR meetings (Assess, Plan, Do, Review) meetings.

The SENDCo will use this information to:

- inform the deployment of SEND staff.
- inform training needs for teaching staff and SEND staff.
- develop resources by investing in new accessibility software and aids.
- introduce new interventions to meet the 4 areas of SEND need.
- contribute to the teaching & learning policy to support quality first teaching.

Trips and Activities

All students are included in all parts of the academy curriculum and this is the same for trips or visits off site.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. When needed, a member of the support team will accompany a student to enable their inclusion.

A range of extra-curricular activities are offered during the school day and students with SEND are encouraged to take part according to their individual interests. If pupils are interested but anxious to attend, the SEND team are able to support initially. The support team runs two inclusion clubs at lunchtime for students with SEND who may find break or lunchtimes difficult as well as homework clubs.

Wellbeing

Nottingham Girls' Academy recognises the importance of emotional wellbeing and good health for pupils. More detailed information about the specific support that is offered can be found in the Social, Emotional and Mental Health section above.

As an overview, please see below:

- Teaching and support staff have knowledge and understanding of the pupils in their care.
- Pupils with high levels of SEND have a named key worker from the Support Team who will liaise with home and teaching staff regularly.
- Pupils can be signposted to external agencies for additional support.
- Pupils may be offered in-school interventions to support with academic or social and emotional inclusion.
- Routes 2 Inclusion framework to support the early intervention of SEMH difficulties.

Medical Needs

- Pupils with medical needs are addressed in accordance with the statutory guidance on supporting pupils in schools with medical conditions, and medicines are administered in line with the academy's Medicine policy
- Pupils with Care Plans are supported by pastoral Teams. The Care Plans will be updated in annual review meetings between school and home.

Contacting us about SEND

Getting in Touch

If you have any questions about our provision for pupils with SEND, please do not hesitate to get in touch:

SENDCo: Mrs Z Scholtz

email: zscholtz@nottinghamgirlsacademy.org

Deputy SENDCo: Mrs R Jordan

email: rjordan@nottinghamgirlsacademy.org

Deputy SENDCo: Ms E Sherriff

Email: esherriff@nottinghamgirlsacademy.org

SEND Admin: Mrs H Stackhouse

email: hstackhouse@nottinghamgirlsacademy.org

telephone: 0115 7483410

SLT Link for SEND: Mrs R Ramadan-Turner

Principal Mr D Tungate

Complaints

Despite our best endeavours, we understand that things may not always happen in the way you would like.

We always appreciate the opportunity to listen and respond to your concerns and queries before they escalate and become worse. Please contact us using the above link and ask to speak to the SENDCo or Member of the Senior Leadership Team as appropriate.

However, if we have been unable to resolve something to your satisfaction, please find a link to the Trust's complaints procedure (and other policies) below:

Complaints Procedure

Local Offer

Nottingham City Council Local Offer

Nottinghamshiire County Council Local Offer

GAT SEN and Disability Policy