

SEND information report 2023

At the NCS we are committed to helping every student, irrespective of background access a high-quality education which meets their ability, interests and aspirations and which enables them to enjoy success in their learning. We recognise that some students may require more support than others and we aim to plan accordingly. This policy has particular regard for students with needs which require provision that is different from or additional to that made generally for students of the same age. This includes those with learning difficulties, a disability or particular medical needs as well as our high attainers.

Processes for identifying and supporting young people with SEND

Identification

- Enrolment information (history of SEND support, EHCP, information from previous schools & parents/carers)
- Teacher referrals
- Student self-referrals
- Information received from relevant external agencies

SEND screening

The NCS works closely with the Professional Dyslexia and Dyscalculia Service (PDDS). The partnership includes screening and advice on any learning needs and exams. After the initial information gathering and teacher feedback about student's performance, the school arranges for formal testing to see if any exam access arrangements are needed and to formally confirm any learning need. This is a formal procedure because having a disability or a learning need does not automatically give an access arrangement. There are strict criteria that need to be met before an access arrangement can be granted. https://www.jcq.org.uk/wp-content/uploads/2022/08/AA_regs_22-23_FINAL.pdf

Testing may include the gathering of formal evidence for the need of:

- Extra time
- Scribe
- Other (if needed)

After testing the specialist teacher and the NCS will produce a Form 8 which forms the legal basis for the application for access arrangements.

If a student has a formally diagnosed physical ability, sensory impairment and/or a medical condition that has a substantial impact of their learning, the school will need a formal identification/letter from suitably qualified professional confirming the diagnosis. Please note that a note from a GP is not appropriate as evidence and will not be accepted. The school will look for feedback from teachers to provide further information to support the application for an access arrangement. A formal Detailed File note will be produced in order to apply to an awarding body.

Support & monitoring

- The school will make every effort to meet the specific needs of all students with physical disabilities. Lifts and toilets enable students with physical disabilities to be integrated.
- Information and strategies shared with teachers

- Meetings with the SEND coordinator once a half term or more frequently (depending on need) to discuss progress and support
- Liaising with other external agencies
- Formal Annual Review meetings (EHC plans only)
- SEND register is regularly updated following assessments and examinations

SEND is a standing item at every Local Governing Board meeting and the Governing Board undertake an annual review of policy and practice.

Outcomes

In 2023, outcomes for our SEND students were outstanding: SEND students had an APS of 51.7, with 35% of students achieving A*-grades, 85% A*-A and 98% A*-B, so are performing in line with the cohort as a whole.