



George Spencer Academy SEN Information Report

George Spencer Academy is a mainstream school for students aged 11–18. We are committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), can achieve their full academic and social potential, develop positivity, access suitable post-16 pathways, and make a meaningful contribution to society.

Through our SEND policy, we work to identify and remove barriers to learning and ensure full inclusion within the school community.

If you are concerned that your child may have SEND, please contact:

Sarah Allen, Assistant SENCO. Tel: 0115 9170100 | Email: SENDCo@georgespencer.org.uk

What types of Special Education Needs does the Academy cater for?

We follow the Department of Education's SEND Code of Practice (2014), supporting students with needs in the following areas:

- Communication and Interaction – e.g., Autism, ADHD.
- Cognition and Learning – e.g., learning at a slower pace than peers.
- Social, Emotional, and Mental Health (SEMH) – e.g., anxiety.
- Sensory and Physical Needs – e.g., visual, hearing, or mobility difficulties.

Our team includes, intervention caseworkers, Learning and Progress Assistants (LPAs), and access to specialist equipment to support these needs.

What is the school's policy for identification and assessment of students with special educational needs?

We identify and assess students using a combination of methods:

- Liaison with primary or previous schools to gather information about a student's needs
- Teacher assessments and tracking of progress across subjects
- Literacy testing (spelling and reading) when students enter Year 7
- Cognitive Ability Tests (CATs) to assess learning potential

We also responds to requests from parents, students, and teachers to assess a child's needs where appropriate.

Additional testing may include:

- NGRT (reading) and Vernon (spelling) tests on entry
- SWRT (reading) tests for students identified as needing further assessment
- GL Cognitive Ability Tests (CATs), assessing verbal, quantitative, non-verbal, and spatial reasoning
- Further diagnostic tests in Years 9–13 to determine eligibility for exam access arrangements

This ensures that students receive the right support tailored to their individual learning needs.

What provision is available?

Types of Need	Examples of Support
COGNITION & LEARNING: where a student learns at a slower pace than others in the class.	• Literacy support – targeted interventions for students working below age-related expectations. • Specialist intervention caseworker support – tailored programmes addressing individual areas of need. • Access to specialist equipment – including reader pens. • Reading pathway programmes – designed to improve literacy skills for targeted students.
COMMUNICATION & INTERACTION: where a student has difficulty communicating with others possibly as a result of ADHD or Autism.	• ADHD Girls' and Boys' Groups – to develop social skills, improve communication, reduce anxiety, learn relaxation techniques, and understand ADHD • Cloud – a lunchtime social club where students can make new friendships, practice social interaction, and take turns • Therapeutic Art – helping students develop strategies for managing emotions and supporting mental health • Gardening Club – building communication skills and confidence through hands-on activities • Tea Talk – a relaxing space for students to share concerns and successes
SOCIAL, EMOTIONAL AND MENTAL HEALTH ISSUES: the student displays challenging and disruptive behaviour	• Support from well-being team via 1:1 sessions and group work. • Non-teaching pupil support assistants. • School counsellor • Support from specialist intervention caseworker – body of work undertaken to support with area of need.
SENSORY ASND/OR PHYSICAL NEEDS: the student has a disability which makes accessing the curriculum challenging.	• Fully accessible site • Relevant aids • Risk assessments and personal evacuation plans • Support from specialist intervention caseworker • Inclusive sports club

The interventions change depending on need and where possible these run outside of curriculum time.

Where appropriate external professionals may provide targeted support to individuals.

What is the school's approach to teaching students with SEND?

We believe that "all teachers are teachers of SEND". High-quality teaching is essential for students with SEND, and our staff work to remove barriers to learning through a range of adapted strategies and targeted interventions. Additional support cannot replace strong classroom teaching, so we regularly review and quality-assure teaching practices.

Staff receive clear guidance through pupil profiles, which provide detailed information about each student's needs and strategies to support their learning.

Our comprehensive CPD programme ensures that all teaching staff are equipped with the latest knowledge and best practices for supporting students with SEND.

How has the school adapted the curriculum and learning environment to support students with additional needs?

- All students follow a broad and balanced curriculum based on the National Curriculum. Students with SEND are fully included in lessons and in all aspects of school life.
- A small number of students may be withdrawn from lessons for targeted interventions. These are focused on specific skills, time-limited, and designed to support academic progress.
- In Year 7, a small group called Connect supports students who need extra help transitioning from KS2 to KS3. This programme focuses on improving literacy and numeracy skills while supporting overall academic development.
- Some students with SEND may also have modified timetables in KS3 and KS4 to meet their individual needs.

- Access to the curriculum is supported through adaptations, additional resources, and in-class support, ensuring every student can participate fully.

How does the school evaluate the effectiveness of its provision?

- The student's progress during interventions is regularly monitored and evaluated to ensure effectiveness.
- The Inclusion Team reviews individual interventions, taking into account student feedback and parental input.
- The Inclusion Lead and SENCo track the progress of all students with SEND and discuss outcomes in regular review meetings with the Middle and Senior Leadership teams.

What are the school's arrangements for assessing and reviewing the progress of students with SEND?

We follow the assess, plan, do, review cycle to support students with SEND.

- Student progress is formatively assessed three times a year and shared with parents.
- Curriculum Leaders report on the progress of SEND students during review meetings with the leadership team.
- Students meet regularly with their Keyworker to discuss progress and set targets.
- Keyworkers also communicate regularly with parents to review progress and address any learning or wellbeing concerns.
- All SEND provision is regularly assessed, planned, implemented, and reviewed, with progress recorded during interventions.
- Where appropriate, progress is also reviewed in consultation with external agencies to ensure students receive the support they need.

How are decisions made about the type and amount of support a student gets?

We tailor support to each student's individual needs.

We gather information from primary schools, teachers, and parents, which is then reviewed at weekly Inclusion Team meetings. Based on this, we adjust support and provision to ensure every student receives the help they need.

How is equipment and specialist facilities and expertise secured?

- We regularly review equipment and facilities to ensure all students can fully access the curriculum.
- We use a variety of funding sources to provide specialist equipment where needed.
- Staff receive ongoing training and professional development, both in-house and through external courses, to ensure they have the expertise to support students with SEND.
- We also work closely with a range of external agencies that provide specialist advice and guidance.

How are students with SEND included in activities outside of the classroom and on trips?

- We are committed to inclusion for all students, which extends to curriculum trips, extracurricular activities, and residential experiences.
- We offer a wide-ranging extracurricular programme, and all students are encouraged to take part.
- For every off-site activity, a risk assessment is completed, and the additional needs of students with SEND are carefully considered. Learning and Progress Assistants (LPAs) will accompany students when needed to provide support.

Exam Access arrangements

- It is important that students with SEND receive the support they need to achieve their full potential in public exams.
- Students may be eligible for exam access arrangements, such as extra time, a reader pen, or a word processor.
- We aim to make these arrangements a normal part of the student's learning from Year 7, so that by the time formal exam access assessments are needed in Year 10, we already have the evidence to support their application.

How does the school support a child's overall wellbeing?

- Students on the SEND register are assigned a Keyworker who provides regular support, helping them make academic progress while also looking after their emotional wellbeing.
- Pastoral and Wellbeing Team works closely with the Inclusion Team to support students throughout the school day.
- The Inclusion Team also runs small group activities for individual students to provide additional support and social opportunities.

- Students with medical or physical needs are supported by a dedicated team of Learning and Progress Assistants (LPAs), who organise tailored provision and liaise with healthcare professionals as needed.
- We provide an accessible toilet and changing room, and alternative changing areas can be arranged with support if required.
- Student voice is highly valued, and students are encouraged to share their opinions through a variety of channels, including the Student Leadership Team.

What specialist services and expertise does the school access?

These include:

Name	Role	Contact
Annabel Holmes	Family SENCo	aholmes@georgespencer.org.uk
Kate Endersby	Educational Psychologist	kate.endersby2@nottsc.gov.uk
Bradley Slatter	Schools and Family Specialist Services	Bradley.Slater@nottsc.gov.uk
Stuart Robinson	Teacher of the Deaf	Stuart.Robinson2@nottsc.gov.uk
Stephaine McGill	Virtual school for Looked After Children	Stephaine.McGill@notts.sch.uk

N.B these do change due to organisational restructuring and funding, this is by no means an exhaustive list and we liaise with a number of professionals from healthcare, police and social care depending on an individual's needs.

The Academy works with the organisations in meeting the needs of students, this could be through a multi-agency approach or individual meetings/consultations.

How are parents/carers involved in the Academy?

- Students on the SEND register are supported by a Keyworker and a Learning Manager, who stay in regular contact with parents about their child's progress and wellbeing at school.
- Parents are welcome to phone or email the Inclusion and Pastoral teams at any time with questions or concerns.
- The Inclusion Team is available to meet parents during key events throughout the school year, including a dedicated "Meet the Inclusion Team" evening. A member of the team is also present at all progress evenings, and the Inclusion Leader/SENCO runs termly drop-in sessions for parents.
- For students with an EHCP or those receiving local authority funding, annual reviews are arranged to discuss progress, provision, and next steps.

How are students with SEND involved in planning for their education?

- Students with SEND are involved in the planning around their education and welfare through meetings with their Keyworker. Their opinions are also considered through their responses to the annual student questionnaire.

How are students supported in preparing for transitions between phases of education and adulthood?

The Inclusion Team supports students during key transitions.

- Before moving from KS2 to KS3, the Inclusion Leader gathers information on each student and attends review meetings as needed.
- Identified students are invited to additional sessions that address key themes and concerns raised by the students themselves.
- The team works with Futures and attends relevant meetings to support students' next steps.
- For post-16 transitions, the Inclusion Team can accompany students on initial visits and liaise with their new Keyworkers where appropriate.
- We also provide guidance on life skills and adulthood, including road safety, healthy eating, personal care, and developing positive relationships.

What are the school's arrangements for supporting students who are looked after by the Local Authority and have special needs?

For students who are looked after by the Local Authority, the SENCO develop a profile detailing the student's needs and strategies to support their learning.

The SENCO/ Keyworker monitors the student's progress, attends all review meetings, and maintains regular communication regarding their needs.

Where appropriate, allocated funding is used to provide targeted interventions and support to help the student succeed.

How accessible is the school both indoors and outdoors?

Where appropriate, students with physical disabilities are taught in ground-floor rooms, and risk assessments are carried out to ensure their safety. Personal Emergency Evacuation Plans (PEEPs) are put in place where needed.

The school also provides specialist equipment and facilities, including:

- Inclusive sports, including teams competing in local events
- Rise-and-fall tables in curriculum areas
- Adapted equipment in Science and Design & Technology
- Accessible classrooms and spaces across all curriculum areas
- Learning and Inclusion Centre with BASE, a sensory room, quiet cabin, and garden area
- Accessible toilets throughout the school

These adaptations ensure that students with physical or sensory needs can fully access the curriculum and school life.

What are the school's arrangements for the admission of students with SEND?

Please read the Admission policy for further information on the arrangements we have for admission to the Academy.

CONTACTS

THE INCLUSION TEAM

Name	Role
Sarah Clark	SENCO
Sarah Allen	Assistant SENCO
Lorraine Scattergood	Specialist Intervention Caseworker
Jaya Mayer	Specialist Intervention Caseworker
Chloe Bradley	Specialist Intervention Caseworker
Zak Grundy	Learning and Progress Assistant
Chloe Saunders	Learning and Progress Assistant
Grace Winters	Learning and Progress Assistant
Leanne Hallam	Learning and Progress Assistant
Isobel Shaw	Learning and Progress Assistant
Jess McGraph	Learning and Progress Assistant
Georgia Widdop	Learning and Progress Assistant
Hema Balasubramanian	Learning and Progress Assistant
Hannah Illsley	Learning and Progress Assistant

Who should parents contact if they are not satisfied with their child's SEND provision?

If parents have concerns about their child's SEND provision, they should first contact their child's Keyworker who will do their best to address the issue.

If further discussion is needed, parents can contact:

- Sarah Allen, Assistant SENCO – senco@georgespencer.org.uk
- Sarah Clark, SENCO – senco@georgespencer.org.uk
- Jonathan Dakers, Assistant Principal – Pupil Development and Wellbeing – jdakers@georgespencer.org.uk

For unresolved concerns, parents are also welcome to contact:

- Helen Corbett, Principal Designate – lhoptroff@georgespencer.org.uk
- Chair of Governors – govchair@georgespencer.org.uk

Additional support:

- Nottinghamshire Schools and Families Specialist Services (SFSS) – 0115 8546464
- Local Offer Nottinghamshire
- Parents are encouraged to reach out at any stage for advice, guidance, or support regarding their child's SEND provision.