

Admiral Lord Nelson School SEND Information Report

At ALNS we believe that all children and young people are entitled to an education that enables them to achieve their best. At ALNS we will encourage students to enjoy their learning and leisure activities to help them lay the foundation for a happy adult life.

At ALNS staff are committed to providing a suitable curriculum to meet the needs of all of our students. ALNS staff will actively work to ensure that students are safe in all aspects of their life, establishing a secure and supportive environment in which to grow and develop.



How and what will my child be taught?

At Admiral Lord Nelson School we strongly believe in educating the whole child and developing skills essential for them to lead a successful and fulfilling life after school.

At ALNS we teach a broad, balanced and relevant curriculum accessible for all students and promoting high expectations.

It is structured and differentiated to promote engagement and provide appropriate challenge. It is flexible; continually adapting to the changing needs of our students; celebrating achievement and reflecting the community we serve.

The ALNS curriculum is delivered using a variety of teaching and learning styles aimed at supporting and guiding the individual development of each student.

Our SEND Policy is reviewed annually and a copy can be found on our website

www.alns.co.uk .

Who are students with Special Educational Needs?

Commented [AM1]:

At ALNS we recognise students as having Special Educational Needs if they have a significantly greater difficulty in learning than the majority of others of the same age, or 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 schools.

How does the school identify Special Educational Needs (SEN)?

At ALNS we use all of the information available to us to help us understand the full picture.

This may include;

- transition information from a previous school,
- reports from specialist teachers and outside agencies,
- formal test results and assessments.

(e.g. All students in Year 7 will complete Maths and English baseline assessments which will identify students who would benefit from a numeracy or literacy intervention programme).

- At ALNS teachers make regular assessments of all students and identify students making less than expected progress in relation to others of the same age and circumstances. The social needs of students are also regularly reviewed by tutors.

At ALNS students with Special Educational Needs may be characterised by progress which:

- Is significantly slower than peers starting from the same baseline
- Fails to match or better the student's previous attainment

Different types of SEN

Students with special educational needs may be identified by their inclusion in one or more of the following groups:

Communication and Interaction e.g. students who experience speech and language disorders or the autistic spectrum

Cognition and Learning e.g. students who experience learning difficulties including specific learning difficulties (dyslexia, dyscalculia, dyspraxia)

Social, Emotional and Mental Health e.g. students who experience difficulties with emotional regulation and associated issues such as self-esteem and anxiety.

Physical and Sensory Needs e.g. students who have needs such as visual impairment, hearing impairment or other physical and sensory issues.

What should I do if I am worried about my child's learning?

At ALNS we welcome your views about your child's learning and wellbeing. If you are worried about your child's learning or wellbeing please talk to us.

At ALNS we will listen to what you say and together make a decision about what to do next. Initial meetings will take place with your child's tutor. The tutor will be able to offer advice about how to access relevant information or support, or if necessary find out more information from specialist staff and discuss any additional options further with you.

Mr Morgan (SENCO) can also be contacted through Reception- 02392 3634536

What kind of support is available?

In accordance with the SEND Code of Practice (2015), we believe a graduated approach is the most effective way to help students find strategies to overcome the barriers which prevent them learning.

At ALNS SEN support takes the form of a cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what interventions support the pupil in making good progress and securing good outcomes. This is largely based on the 'Quality First Teaching' approach, with in-class mechanisms and planning forming the foundation of best practice in supporting needs in the first instance.

It can draw upon more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the Special Educational Needs of the young person.

A Graduated Approach

1. High Quality teaching that is differentiated and personalised to meet the needs of the student is delivered within the classroom.

2. When a concern is raised there will be:

- Discussion with parents and student
- The situation is assessed – Outcomes decided upon e.g whether an intervention is appropriate or not.
- Intervention planned (if appropriate) –clear targets and outcomes decided, roles of key staff, parents and child are described identified with review scheduled
- Intervention implemented, base line assessment completed.
- Review of results of intervention assessed and impact of each persons' participation– successful outcomes recorded
- If successful- next cycle of intervention decided upon or monitoring.
- If limited success or no successful outcomes – Outcomes reviewed -form of intervention reviewed and additional interventions or changes made. Further review set but with a shorter time span.

What support is available?

At ALNS we believe that students learn best within the context of the mainstream classroom. We have a graduated approach to providing support for learning.

High quality teaching, differentiated and personalised to meet the needs of the student, is delivered allowing collaborative peer learning and assessment to take place to support the individual through the full range of social experience.

Additional 'wrap around' support at Department or Head of House level providing extra provisions for the classroom teacher.

Specialist SEND interventions developed and monitored in liaison with outside agencies and Specialist Teachers

Education Health Care Plans statutory provision provided for our most vulnerable students.

High Quality Classroom Teaching

All teachers are informed about the needs, successful strategies and progress of individual students through the SEND Register, Provision Map and 'Pupil Passports' (a brief profile sheet of students with SEND). Students receive 1:1 mentoring time each term to discuss their progress and targets.

At ALNS Classroom teachers make regular assessments of all students and identify students making less than expected progress in relation to others of the same age and circumstances. This includes progress in other areas e.g. social needs.

Classroom teachers may differentiate and personalise the curriculum for students with special educational needs by targeting areas of weakness and providing additional support using:

- Visual resources
- Physical resources
- Scaffolding – writing frameworks to provide prompts and sentence openers to allow students to structure their work and remember specific writing techniques.
- Glossaries of technical vocabulary

- Literacy strategies
- Numeracy strategies
- Diagnostic interventions to gather evidence and target resources effectively

'Wrap Around' support at Department or Head of House level

- Department Interventions
- Additional adult support
- Reporting systems
- After school activities
- Peer mentoring
- Additional pastoral support arrangements for listening to the views of young people and developing strategies to improve emotional and social development (including measures to prevent bullying).

Specialist Special Educational Need interventions

Learning development programmes including literacy and numeracy interventions

Speech, language and communication programmes

Emotional literacy interventions

Working with outside agencies and specialist teachers to deliver bespoke recommendations.

Statutory Assessment

1: Education Health Care Plans

- Coordinating and delivering the support package agreed for students with EHCPs
- Reviewing and evaluating impact of provision with parents, student and professionals working with the student.

2: Requesting a Statutory Education Health Care Plan Needs Assessment

At ALNS teaching and learning and the progress made by students with Special Educational Needs or Disability (SEND) is a core part of the professional development of all staff

Any related staff development needs are identified and addressed throughout the year and annually in the School Improvement Plan.

Expertise and resources to address SEND are regularly reviewed and built upon to improve whole school provision through the School Improvement Plan.

At ALNS we value the knowledge and experience you have of your child and believe that working together is the best way to achieve successful outcomes.

At ALNS we will listen to your concerns, decide if your child has significant special educational needs and if an intervention would be beneficial.

At ALNS staff will make sure interventions and their outcomes are reviewed. Review dates and how the outcomes are communicated will be agreed when intervention programmes are planned.

How will my child be included in curriculum activities including trips?

- At ALNS we aim to minimise any barriers to participation so that ALNS is as accessible as possible at all times to all students.
- At ALNS staff do all they can so to ensure that all students achieve their potential by experiencing the whole curriculum including taking part in school trips.
- At ALNS we work in partnership with parents, students and outside agencies to make sure all students are safe and included at all times
- The curriculum is matched to the needs of the individual student to enable the students' lifestyle and culture to be celebrated.

Moving on – how will my child be supported during transition from Primary school?

At ALNS we believe that communication between schools, parents and students is essential when students move between primary and secondary schools. This allows the smooth transfer of information to provide the best support for students with significant special educational needs.

In the Summer Term:

- Key ALNS staff including the Assistant Head: Student Achievement and SENCO visit Junior schools and meet Year 6 students coming to ALNS
- SENCO, Mr Morgan, and other key staff such as the Assistant Head: Student Achievement will meet with Junior school SENCOs to transfer records of Students with SEN
- SENCO or other relevant ALNS staff will attend Year 6 Annual Reviews of Statements for SEN or Education Health Care Plans where appropriate and feasible.
- Pre visits with Key Workers may be arranged before Induction Days
- Induction Days and Year 6 Parents Evening

Moving on – how will my child be supported when they leave ALNS?

At ALNS we believe that students should be encouraged to make choices for themselves in preparation for adult life.

At ALNS staff will help students prepare for adult life by providing impartial advice about continuing education, training and employment after school.

Moving On Plans and 'Preparing for Adulthood' outcomes are a central part of the Annual Review of Education Health Care Plans from Year 9.

What specialist services are available?

- Specialist Teacher Service
- Specialist Teacher Advisor – Hearing Impaired
- Specialist Teacher Advisor – Visually Impaired
- Educational Psychology Service
- Child, Adolescent Mental Health Service
- Physiotherapy
- Occupational Therapy
- Healthcare Professionals
- Ethnic Minority Achievement Service

What if I have a concern about the school's SEND Provision?

Please contact Mr L Morgan (SENCO and Director of Alternative Provision) or Mr S Fenner (Assistant Headteacher: Inclusivity).

Our SEND Governor is J White who can be contacted through the Reception at School 02392 364536.

The school's complaints policy can be found on the school's website or requested from Reception.

Where can I get further information about services for my child?

The local Authority has produced their local offer of services available. This can be found at <http://www.portsmouthlocaloffer.org/>

This document is provided as part of the Local Offer for Portsmouth.

ALNS SEND Summary

This section shows key data around SEND at ALNS.

Year	7	8	9	10	11	Total	Percentage of school
2018-19							
SEN Support	20	29	28	29	37	143	13.8%
EHCP	7	4	2	5	3	21	2.4%
Total	27	33	30	34	40	164	16.2%
2019-20							
SEN Support	26	20	27	27	21	121	11.4%
EHCP	6	5	6	2	5	24	2.3%
Total	32	25	33	29	26	145	13.7%
2020-21							
SEN Support	51	24	16	23	26	140	12.8%
EHCP	5	6	6	5	2	24	2.2%
Total	56	30	22	28	28	164	14.9%

Attendance

	2017-18	2018-19	2019-20
Year 7- 11	93.2%	93.1%	94.3%
SEN Students	92.2%	SEN K 89.2% SEN E 85.8%	SEN K 90.7% SEN E 91%

Exclusion

Number of students	20167-8	2018-9	2019-20
All Students	40	88	Due to COVID and National lockdown no comparable data available
SEN Students	12	39	

Progress and Achievement

2016-2017 Progress 8 Data – Year 11

Progress 8	SEN Support	EHCP
Portsmouth		
National	-0.38	-1.05
ALNS	-0.53	-1.72

2017-18 Progress 8 Data – Year 11

Progress 8	SEN Support	EHCP
Portsmouth		
National		
ALNS	-0.28	-1.21

2018-19 Progress 8 Data – Year 11

Progress 8	SEN Support	EHCP
Portsmouth		
National		
ALNS	-0.98	-1.35

2019-20 Progress 8 Data – Year 11 Due to COVID and a National Lock no comparable data is available for this year.

2020-21 Progress 8 Data – Year 11

Progress 8	SEN Support	EHCP
Portsmouth		
National		
ALNS		

For those students with an EHCP cohorts of 5 or less it is difficult to establish trends. These students they receive an individual programme of intervention to support their progress so they achieve to the best of their ability.