



Novaturient School
PCT Education Services

Positive Progression For All

Novaturient School

SEND Information Report

2019 – 2020

This **Special Educational Needs and Disabilities (SEND) Information Report** informs parents and young people about how Novaturient School implements its SEN procedures. This report will be reviewed annually.

Novaturient School is an Ofsted registered Independent SEN School for young people with Behavioural, Emotional and Social Difficulties (BESD). All of the students at Novaturient School have Special Educational Needs and a current Educational Health Care Plan (EHCP).

The Head Teacher at Novaturient School is an advanced Special Educational Needs Co-ordinator (SENCO) with responsibility for policies, procedures and curriculum planning which meets the need of all students.

School Contact details: Tel. 01493 886332

Head Teacher: Sally Alden

Novaturient School Values and Ethos

Novaturient School is part of PCT Education Services, a non-for profit organisation working with children, young people and families in Great Yarmouth and across Norfolk. PCT Education Services Ltd core values are to provide opportunities to make positive choices and identify future aspirations and works to bring these values to life in those young people that access our services.

How does Novaturient School support young people with SEND?

Staff develop professional relationships with students which builds trust, models appropriate behaviour and provides positive reinforcement. This raises their self-esteem, leading to higher levels of motivation and encourages future aspirations. Novaturient School is able to demonstrate progress in addressing the needs of some of the hardest to reach young people across Norfolk.

As an Independent SEN school, we celebrate difference, developing the curriculum to allow students to explore differences, identifying strengths and supporting weaknesses within themselves and others. Our ethos is to empower young people, providing them with the appropriate skills and opportunities to develop.

The students' social, moral, cultural and spiritual needs are at the forefront of the curriculum at Novaturient School. This allows the student to explore their identity, rights and responsibilities and, engage in appropriate behaviour. The curriculum is built around individual needs, focusing on individual strengths, differentiation of learning and creative thinking. Many of our students need more support with social and emotional development. They may have had poor school attendance, struggled to build positive friendships or faced challenging circumstances. Novaturient School recognises that students will need support with social and emotional skills in order to be able to achieve academic success.

Recognising the individual needs of each of our students, their learning is recorded in an Individual Living and Learning Plan (ILLP), which contributes to the Education Health Care Plan (EHCP). The ILLP outlines targets and individual priorities and is co-produced by students and staff. Information from the ILLP can be used to update a students' EHCP.

The timetable is updated termly and provides opportunities for one-to-one target setting and learning, covering academic and social emotional aspects. The curriculum is structured but remains responsive to need. All documentation supports lesson planning and one-to-one provision. This allows us to respond to need and deliver what is relevant at that point in time, alongside setting accredited schemes of work.

What kinds of learning needs are provided for at Novaturient School?

Novaturient School is registered with the Department for Education to provide 18 placements for students identified by the local authority as having significant specific learning difficulties and have an Education, Health and Care Plan (EHCP). Admission criteria is available from the local authority's SEN service. Novaturient School is a small secondary setting offering 18 placements to both boys and girls.

Novaturient School is able to support students with a range of needs including:

- Social, emotional and mental health needs:
- Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder, or Anxiety Disorder.
- Sensory and/or communication needs:

A communication and interaction need includes speech, language and communication needs (SLCN) and autism spectrum conditions (ASC). Cognition and learning needs includes moderate learning difficulties, dyslexia, dyspraxia, and dyscalculia.

- Specific Learning Difficulties (SpLD):

SpLD is an umbrella term used to cover a range of frequently co-occurring difficulties, more commonly: Dyslexia. Dyspraxia / DCD. Dyscalculia. A.D.D / A.D.H.D.

- Communication and interaction needs;
- cognition and learning needs
- sensory and/or physical needs
- physical disabilities and visual impairments.

How are special educational needs identified and assessed?

Norfolk County Council provides advice on its website about the assessment of SEND.

Information from a student's previous school will initially be used to determine whether a student may have existing special educational needs. If required, the school may attempt to assess whether these needs are still valid.

Upon entry, the school will use the students' current EHCP to identify a starting point and set progression targets alongside identifying areas of need. All students undertake a range of assessments - including a dyslexia screening as soon as the student is confident to sit assessments if needed - to try and identify any possible cognitive difficulties. For other types of need, the school makes use of checklists and observation to ensure barriers to learning are accurately identified.

There are many barriers to learning that all students may face at some point in their time at school. All teachers are expected to consider the individual learning needs of all students and make changes to their approach to ensure that all students achieve. Parents are encouraged to share concerns with the school at their earliest opportunity. This can be done via the school office and the right member of staff will support you.

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

Novaturient School aims to help all students realise their potential. We endeavour to identify the barriers to learning that may result in underachievement and co-ordinate additional provision where required. Due to the small size of Novaturient School and the high staff to student ratio the school can deliver an individual timetable meeting students level alongside providing the opportunity to work with peers and gain valuable social and emotional skills. The curriculum is broad and covers all subjects; class sizes are small and supported. Students have the opportunity to participate in areas of individual interest to maximize engagement and progression. With consideration of an individual's starting point the aim is for all students to make progress through a range of well-planned and creative learning opportunities that are structured to challenge and motivate.

Assessment of additional need focuses upon four factors: the student's learning style, the learning environment, the tasks and activities undertaken and the teaching style.

Individual timetables provide a mix of group learning, one to one learning as well as tailored

off site opportunities which all contribute to the Novaturient School curriculum.

How does the school adapt the curriculum and environment to meet the needs of the students?

Novaturient School is a small school, which is designed with the needs of our students in mind. There are several classrooms and additional break out spaces to enable smaller group and one to one work to take place effectively. Students and staff eat lunch together, which is cooked on site, encouraging social interaction and positive behaviour. There is a small garden and students frequently access local facilities. There is a high staff to student ratio and all staff work to ensure that students are offered full access to a broad, balanced and relevant education in a caring environment. Teaching assistants support teaching staff across the curriculum to plan lessons that are both accessible and lead to academic progress. This takes a number of forms, including:

- Individual Learning Plans, giving specific information about required support and individual targets. ^[1]_[SEP]
- Observing students in lessons and providing feedback to students and other staff directly after the lesson.

What is the level of training and expertise amongst school staff?

All staff have a high level of knowledge about learning needs and have access to a full programme of Continuous Professional Development (CPD). Regular training opportunities focus on particular learning difficulties and help to keep staff knowledge up to date and relevant.

Novaturient School employs staff with a wide range of expertise, experience and qualifications. Specialist topics currently include; behaviour management, ADHD, Specific Learning Difficulties, Autistic Spectrum Difficulties and Speech, Language and Communication Needs. Staff with specialist knowledge share regular updates with all staff and will lead in-school training.

The head teacher has a Masters in Education and Leadership that specialises in special educational needs.

How does the school evaluate the effectiveness of its provision for students?

Novaturient School evaluates the effectiveness of its provision in a number of ways, including:

- Comparing the achievement of Novaturient School students to those with similar starting points nationally; ^[1]_[SEP]
- Lesson observations and discussions with teachers ^[1]_[SEP]
- Discussions with students and parents/careers ^[1]_[SEP]
- Intervention analysis ^[1]_[SEP]
- Guidance from external specialists (e.g. Educational Psychology Service)
- Monitoring by the Governing Body ^[1]_[SEP]

Local authorities with students placed at the school undertake regular monitoring visits to evaluate the effectiveness of provision. PCT Education Services Ltd commissions an independent Quality Assurance Officer who visits the school regularly and carries out audits on key policies and procedures. Once a year the school contacts parents / carers to gather their views. Ofsted also regularly monitors Novaturient School against the independent school standards.

How does the school monitor the progress of students with learning needs?

The academic progress of all students is monitored in line with the schools' assessment policy through weekly and monthly meetings that include feedback on each student, monitor progress against baseline assessment, targets and address any concerns. Relevant staff members plan how to tackle any signs of underachievement. In addition, specialist school staff evaluates the impact of any additional provision put in place against the desired outcomes.

Novaturient School has a Quality Assurance Process, which monitors students' progress against targets and challenges students to self-assess and provide evidence of learning.

What activities or additional support for learning is available to pupils with learning needs?

Students who require additional provision will have this included within their personalised learning journey. Students are given individual timetables that are in line with their specific needs. Novaturient School provides out of the box creative lesson planning to maximize engagement and build confidence and motivation for learning.

Students have the opportunity for additional provision in line with areas of interests; this helps students' social skills alongside providing creative learning opportunities and promotes future progression. Students are always supported by Novaturient School Staff when undertaking individual timetable options, this makes off site learning more sustainable and encourage students to try new things.

Novaturient School also works in partnership with other professionals such as Child and Adolescent Mental Health Services (CAMHS) and Speech and Language services. Successful implementation of additional provision should lead to the reduction in the need for such provision in the long term.

On site additional provision such as one to one interventions will be built into a student's individual timetable. Consideration will be given to the use of suitable ICT resources and external specialist support such as visiting therapists.

What is available for the emotional and social development of students?

In addition to the extensive social and emotional work outlined previously in this document all students have access to an excellent pastoral support structure within the school.

Novaturient School contracts independent therapists to work in the school as needed. The Parent Support Adviser is available weekly to speak to parents / carers about concerns they may have about their child's emotional and social development. The Head Teacher is also the schools SENCO and is available daily. The curriculum supports social development.

How are parents / carers involved in the decisions made for their child?

Staff at Novaturient School value the important role that parents / carers play in supporting the educational achievement of their children. In addition to all statutory obligations of schools to report to parents, we welcome more regular liaison between home and school to ensure that concerns are identified early and provision for students matches their needs. All students are provided with a keyworker, a member of staff that will support the students EHCP (Education, Health & Care Plan) and annual reviews; they can act as the first point of contact for communication between home and school when needed. All staff working with students will call home and provide feedback at least once a week. This provides an opportunity to celebrate positive achievements, identify a student's appropriate choices and discuss any on-going challenges.

The Head Teacher is available informally for support and advice as well as professionally in reviews and EHCP meetings and alongside the class teacher, to provide advice and guidance, or to listen to any concerns that a parent or young person might have.

How are students with learning needs involved in the decisions made for them?

Student co-operation and involvement is central to ensuring that any provision put in place is appropriate and effective. Students have an initial planning meeting with a member of staff where a young person's views are sought on what is going well and where support or guidance is required.

Whilst all students have their own mentor as a key contact, students will have their progress monitored by teaching staff who are also available to address any concerns young people or their parents / carers may have.

What additional expertise can be accessed for students with learning needs?

Through working together to fully support the achievement of all students, staff at Novaturient School aim to work effectively with all outside agencies. The ability of the school to access the services of outside agencies is subject to change and can be dependent upon both the permission of parents and careers being granted before their involvement can be sought and the referral criteria of the outside agency itself. Such services could include:

- [Norfolk Early Help](#)
- [Norfolk Child and Adolescent Mental Health Services \(CAMHS\)](#)

How can I contact other support services for my child?

Check on [Norfolk SEND Local Offer](#) for the best up to date information about what is available for young people with SEN.

How are students supported for transition during Year 11?

There are a number of additional ways that students with learning needs can be supported to make a successful transition to local Colleges. An enhanced transition plan is co-produced by the young person, parent / carer, school staff and the Local Authority which could include:

- formal transition meetings between all relevant parties; 
- early copies of specialist reports;
- EHCP Updated to support transition
- Additional visits to familiarise themselves with the environment and key staff;
- Additional visits with other students transitioning to the college; observation visits by local college staff; 
- College rules and expectations; 
- Buddying with existing students.

A student's keyworker will be timetabled to support transition and continue to support where needed up to three months after the students start date. 

How are students supported for the transition to Post-16 education?

The school provides comprehensive Post-16 information to all students. Students visit the colleges to meet with representatives. Students visit careers fairs in years 10 and 11 where most local providers of Post-16 education and apprenticeships are present. All students will also have access to one to ones with our post 16 advisers. Students will have learning opportunities within their independent timetable to pursue careers advice and experience during years 9 and 10 and this is further enhanced in year 11.

What is the procedure for registering a complaint with the governing body?

If parents or carers have concerns about the provision available for their child who, after discussions with relevant staff and felt the matter to have not fully been addressed, they are encouraged to forward their views to the Head Teacher in line with the school's Complaint Procedure policy. If the Head Teacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the Chair of Governors. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. Please see a copy of our Complaints Procedure.