

Nightingale

SEND Information

1. What types of Special Educational Need and Disabilities do we cater for?

- Nightingale is a PRU for students aged 11-16 years with a medical diagnosis who are unable to access mainstream provision. Nightingale is a place where students are all equally-valued and have their achievements celebrated.
- Nightingale was originally set up to provide an education to pregnant students and students with young children. Over the last few years, the number of students presenting with pregnancy has reduced significantly and there are no pregnant students on roll currently. Over the same period, there has been a marked increase in the number of students presenting with SEMH issues, particularly anxiety and depression.
- Most students attending Nightingale come under the SEMH category while others have communication and interaction difficulties.
- Some students at Nightingale have EHC plans but all students are considered to have a SEND.

2. How do we identify Special Educational Need or Disability?

- A student's SEND will have been identified before a student is admitted to Nightingale.
- Information about a student's SEND is collected before they start at Nightingale. This information is used to help decide on form groupings and teaching strategies.
- Students visit Nightingale and are invited to attend taster lessons before starting to ensure they feel welcome and begin to get to know staff and other students. Assessments are conducted at this stage.
- Once a student's level of support has been identified, staff are made aware of these needs through a Learning and Support Plan (LSP).
- The learning of all students is assessed regularly and where students are not making expected progress, the LSP is reviewed and additional or alternative strategies may be advised. The LSP is then implemented by staff and monitored on a half-termly basis.

3. How do we work in partnership with parents and carers?

- Effective partnership with parents and carers is essential to a student achieving good outcomes.
- Learning and Support Plans (LSPs) are reviewed regularly with parents and carers.
- Parents and carers are consulted regularly to discuss their child's progress. Their views and opinions help shape provision for students.
- Nightingale maintains an 'open door' policy for parents and carers.
- Regular newsletters are emailed home to keep parents and carers informed of any events that have taken place at Nightingale.
- There is a parent's section on the website with information of interest to parents and carers.
- Parent's and carers are involved in the management of Nightingale through a parent representative on the Management Committee.
- There is daily contact with home to discuss lateness or non-attendance if necessary.

4. How do we promote student voice for young people with Special Educational Needs and Disabilities?

- There is a student council where the views of all students are represented by form reps.
- Student voice is also heard through discussions with tutors or the SENDCo.
- All students are involved and consulted in the LSP cycle, to help shape their own provision.
- All students are invited to academic reviews where their progress is discussed.
- Students with Statements or EHC plans attend regular reviews where they comment on their provision.
- Students are invited to give views and opinions during assemblies.

5. How is progress monitored and supported?

- The progress of all students is regularly tracked. Students are given targets in all subjects and any student not making expected progress is flagged as a concern. This may then lead to meetings with parents. Referrals may be made to external agencies as required.
- Academic Review meetings are held during the year to allow parents and carers to meet teachers and discuss their child's progress.
- Reviews are sent home termly. These provide information on attendance, punctuality, progress, attitude, effort and behaviour.
- The progress of students with SEND is monitored by the SENDCo using a progress tracker.
- Students are encouraged to participate in meetings and reviews about their progress as much as possible.
- Data is collected in an initial meeting with a student's parent or carer about current working levels and targets from their named mainstream school. These are then carried forward into a LSP.
- Baseline assessments are carried out on entry to Nightingale and progress is measured against these.
- Progress is regularly reviewed at staff meetings to ensure students are making expected progress.
- Early identification enables appropriate interventions to be put in place quickly.
- Further assessments are made when concerns are expressed about SEND by teachers, parents and carers or other professionals.

6. What do we do to support transition to next phases of education and preparation for adulthood?

- Careful consideration is given to all transition planning as students experience transitions regularly throughout their school career such as a change of teacher, classroom or a move to a different school or college.
- Staff will pay particular attention to preparing students with SEND for transfer to college or special school addressing both the learning and the wellbeing concerns that may arise.
- Through discussion with students, parents and carers and other professionals, we agree short/medium/long-term desired outcomes, including students' longer term aspirations.

- Re-integration plans are often considered at the start of a student's time at Nightingale.
- We liaise closely with students' named mainstream school to ensure a smooth reintegration when appropriate. Meetings, visits and preparation for students take place. Phased return plans are often put into place.
- All students follow PSHE programmes including Preparation for Working Life, that help students develop life and social skills.
- Where appropriate, students go on work experience placements as part of Preparation for Working Life.
- Careers talks, including speakers from a range of occupations, are arranged for students in Years 10 and 11.
- Students attend open events at colleges and visits are arranged to assist with transition.
- There are good links with College Inclusion and Pastoral Support Departments to support transition.

7. What is our approach to teaching students with SEND?

- Nightingale is inclusive and all students are entitled to a balanced and broad curriculum tailored to their individual needs.
- All students are equally-valued but they are not necessarily equally-treated. Students will have differentiated support appropriate to their needs.
- Students remain dual registered with their mainstream school in order to receive curriculum support where appropriate and to ensure a smooth transition back into mainstream when they are ready.
- Students are assessed against their own prior learning, baseline assessments and in accordance with their medical needs.
- Regular meetings are held to monitor progress and this is reported to the Management Committee.
- All teachers are teachers of SEND.
- Information regarding the individual needs of SEND students and ideas for strategies to support them are offered to teachers and TAs by the SENDCo.
- There is a graduated approach to supporting students depending on their level of need.
- All students have both personalised pastoral and curriculum targets which are reviewed regularly.
- Nightingale staff are supported by CAMHS, health professionals, school nurses, Educational Psychologists and other professionals where and when appropriate.
- Students with SEND are inclusively educated within an age appropriate classroom with their peers.
- Teaching and resources are differentiated to ensure students are able to achieve desired outcomes.
- Small groups ensure low teacher: student ratios and a timetable adapted to their particular needs.
- If additional support is identified as necessary, students take part in planned interventions.
- Support is personalised and targeted.
- Students have a Learning and Support Plan (LSP) which is shared with students and reviewed regularly.
- Students with a Statement or EHC plan also have an annual review which is monitored by the Local Authority.
- All students are regularly monitored and progress is noted.
- Any concerns are discussed with the SENDCo and then further assessment, if required, can be carried out.

8. What adaptations are made to the curriculum and learning environment for students with SEND?

- All teachers are teachers of SEND.
- Information is available for staff regarding the individual needs of SEND students and recommended strategies to support them.
- There is a graduated approach to supporting students depending on their level of need.
- All students have both personalised pastoral and curriculum targets which are regularly reviewed.
- Staff use information and data about students in and out of their lessons to differentiate lessons, resources and to personalise learning.
- Students with SEND are encouraged to participate in all school activities. TAs accompany students on school trips where additional support is required. Specialist transport is engaged where necessary. Risk assessments to include all students are undertaken as necessary.
- All areas of the learning environment are accessible to all students.
- Access arrangements for external exams are made by the SENDCo.

9. What is the expertise of staff and what training is provided to staff?

- The SENDCo has completed the accredited National Award for SEN (NASEN).
- Staff have specialist training in special educational needs, psychology and child development.
- Staff attend regular training sessions led by specialist teachers and Nightingale staff. Recently, this has included ASD and self-harm.
- All of our teachers are qualified and have undertaken specialist further professional development such as safeguarding and emotional health and wellbeing.

10. How do we evaluate the effectiveness of our provision for students with SEND?

- The progress of all students is tracked every half-term by teaching staff.
- The progress of the SEND cohort is also tracked independently by the Headteacher. The effectiveness of intervention is monitored as appropriate.
- The SENDCo and/or the Headteacher hold termly Learning Walks/Observations to review effectiveness of provision.
- The Headteacher reports on progress for students with SEND to the Management Committee.
- Parental and student views are sought verbally and through surveys.
- Multi-agency meetings are held as required.
- Progress is reviewed regularly with students, parents and carers and relevant staff through, for example, Academic Reviews.

11. How do we enable students with SEND to engage in activities that are available to all students?

- All aspects of Nightingale provision is open to all students.
- All students at Nightingale are encouraged to participate in a wide range of activities whenever possible.
- Activities are often planned with students and this helps to ensure engagement.
- Students evaluate their provision and this informs future planning.

12. What support is provided for students' social and emotional development?

- Student welfare officer role is to support students if they experience any difficulty that might hinder progress.
- Tutors meet with their students everyday and play a key role in supporting students' social and emotional development.
- School counsellor is available for all students through appointment.
- There is an extensive pastoral system and close collaboration with external agencies which ensures students are supported in their emotional and social development.
- We are also proactive in our PSHE curriculum targeting certain issues including a wellbeing programme.
- We offer extra-curricular activities, such as breakfast club, homework club and school trips.
- Suitable arrangements are made for students to access other curricular activities including additional support to complete GCSEs.
- If a student still needs extra support, staff may suggest accessing further support through the CAF process.
- Learning mentors are available for some students.

13. What other bodies and agencies do we work with?

At Nightingale, we work with a range of external agencies in order to assist us in meeting the needs of students and their families, and aiding the transition back into school or onto college. These include:

- CAMHS
- School Counselling
- School Nursing
- Educational Psychologists
- CAF team
- Bromley Children's Project
- Bromley Education Partnership

14. Who can I contact for further information?

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Nightingale
Blenheim Family and Children Centre
Blenheim Road
Orpington BR6 9BH

Tel.: 01689 829648

email: office@nightingale.bromley.sch.uk

website: www.nightingale.bromley.sch.uk

15. Glossary

ASD	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
ECHP	Education, Care, Health Plan
GCSE	General Certificate of Secondary Education
LSP	Learning and Support Plan
NASEN	National Award for Special Educational Needs
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Need and Disability
SENDCo	Special Educational Needs and Disability Co-ordinator
TA	Teaching Assistant