



NOTTINGHAM
TUTORIAL COLLEGE

SEND Information Report

June 2026

To be read in conjunction with:

The NTC SEND policy;

NEW The Nottinghamshire and Nottingham City (combined) Local Offer:

<https://www.yournottsdirectory.org.uk/>

1. The kinds of SEN that are provided for

Our provision currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Pupils with SEMH

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil

and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the provision, school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Any pupil(s) who transition either back to our stakeholder or, to Secondary mainstream school will be fully supported by both NTC and Denewood LC. A member of staff from both settings will attend the mainstream setting for an agreed period.

Parents are

6. Our approach to teaching pupils with SEN at NTC

- Plan and review support for their students with SEN on a graduated basis, in collaboration with parents/ carers, the SENCo and, where appropriate, the students themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the students in their class.

- Be aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include; NTC SENCo, Principal, ULC SENCo

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Lego Therapy, Self-Esteem, Self-Awareness, Anger- Management, School Counsellor / Psychotherapist, Numeracy and Literacy support from stakeholder

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

We have teaching assistants who are trained to deliver interventions and to support our students with Numeracy and Literacy

Teaching assistants will support pupils on a 1:1 basis when they struggle to work as part of a group or, as our stakeholder requests to do so as part of the referral agreement.

Teaching assistants will support pupils in small groups when they undertake group tasks, encourage team- building tasks and communication.

We work with the following agencies to provide support for pupils with SEN:

- Targeted Families
- Youth Justice (YOT)

9. Expertise and training of staff

Our SENCo has over 30 years of experience in this role and has worked with pupils with additional needs for over 40 years.

They are allocated 18 hours a week to manage SEN provision.

We utilise teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We use specialist staff for Numeracy and Literacy support.

10. Securing equipment and facilities

The provision provides any resources that may be required, including educational visits, uniform and more. Funds for incentives and staffing are allocated to a separate provision budget.

Facilities / rooms are within Falcon House (provision site) and come at no additional cost to the department.

11. Evaluating the effectiveness of SEN provision.

We evaluate the effectiveness of provision for pupils with SEN

by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term.
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
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12. Enabling pupils with SEN to engage in activities available to those in the provision who do not have SEN

All of our extra-curricular activities and provision visits are available to all our pupils, including our before-and after-provision clubs.

All pupils are encouraged to participate in education visits and work experience.

All pupils are encouraged to take part in sports day/provision plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the provision council
- Pupils with SEN are also encouraged to promote pupil voice in order to promote teamwork/building friendships etc.

We have a zero- tolerance approach to bullying.

14. Working with other agencies

NTC works with our stakeholders and external agencies to support the needs of our SEND pupils. We also have a qualified SENCo on site three days per week. Together we provide access to skills and resources which provide direct individual and small group support to students with social, emotional and behavioural difficulties.

Our provision is also supported by TFST, Social Services, YOT, CAMHS, BEMHS, BST, Ed. Psych, Autism Team.

15. Complaints about SEN provision

Complaints about SEN provision in our provision should be made to the Principal in the first instance. They will then be referred to the provision's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our provision has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. Contact details of support services for parents of pupils with SEN

The team is based at the Glenbrook Management Centre in Bilborough and can be contacted by email, telephone, or in writing.

Email: special.needs@nottinghamcity.gov.uk

Tel: 0115 876 4300

The Special Educational Needs Team
Glenbrook Management Centre
Wigman Road
Bilborough
Nottingham
NG8 4PD

17. Contact details for raising concerns

Lesley White, SENCo: 01158456404
Andy Messent, Principal: 01158456404