

Admiral Lord Nelson School SEND Information Report

At Admiral Lord Nelson School (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 foundations for a successful and happy adult life.

At ALNS staff are committed to providing a suitable curriculum to meet the needs of all 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.

Who is the school SENCO?

Mr S Fenner is the Assistant Head Teacher Inclusivity/ SENCO. He can be contacted through reception on 02392 364536 or via email on senco@alns.co.uk.

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 so that they:

- Achieve their best
- Make a successful transition to adulthood, whether into employment, further education, or training
- Become confident individuals living fulfilling lives

To achieve this the school will:

- Ensure all students requiring Special Education Needs provision are identified as early as possible in their school career.
- Ensure that students with Special Educational Needs and Disabilities take as full a part as possible in all school activities.
- Ensure that parents of students with Special Educational Needs and Disabilities are kept fully informed of their child's progress and attainment. We have a clear commitment to working with parents as partners, valuing their views and contribution.
- Ensure that students with Special Educational Needs and Disabilities are involved in identifying their own needs, reviewing their provision to meet these needs and contribute to decisions affecting their future Special Educational Needs Provision.

Our approach to teaching students with Special Educational Needs

Wave 1: Universal – this is the quality first teaching your child will receive from their class teacher which may include some adaptations to meet learning needs. Ensuring that all students have access to a broad and balanced curriculum. Provide an adaptive teaching approach within the classroom appropriate to the individual's needs and ability. Staff have access to appropriate information that informs their planning and delivery of lessons.

Wave 2: Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any barriers to your child's learning. This takes the form of a graduated four-part approach of:

- a) assessing your child's needs.
- b) planning the most effective and appropriate intervention.
- c) providing this intervention.
- d) reviewing the impact on your child's progress towards individual learning outcomes.

Sometimes this intervention may take place outside the classroom, as a 1-to-1 or with a small group of students. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Wave 3: Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional within the school. Such specialists may include Speech Therapists or Educational Psychologists. Sometimes the school will enlist the services of external professionals, such as occupational therapists, sensory advisory teachers or services provided by the Local Authority. The school may need to prioritise referrals to these services; however, for a very small number of students, access to these specialists may be through an Education Health and Care Plan.

Information on the School's graduated approach

The ALNS curriculum is delivered using our teaching and learning principles which underpin the adaptive teaching process.



More details of the teaching and learning principles can be found on our website alongside our SEND policy www.alns.co.uk.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality adaptative teaching for individual students, is the first step in responding to students who have or may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-school responsibility. Teachers are offered regular training sessions which focus on developing understanding and strategies to support young people who may have SEND.

Increased levels of provision and support

Despite high quality adaptive teaching, it may become evident that some students need increased levels of provision and support. In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed. A decision is then made as to whether this can be provided by adapting the school's core offer or whether something different or additional is required.

All teachers and support staff who work with the student are made aware of their needs via a student summary profile. The desired outcomes are carefully considered, and the support is provided. In addition, any teaching strategies or approaches that are required are put in place to support learning. This is recorded on the student's Individual Learning Plan, which is coproduced with parents and young people, reviewed termly and recorded on the school's information system; so that it is available to all school staff.

Where it is decided that a student has a special educational need, this decision is recorded on their school records, and the parents are informed. Subject teachers remain responsible for working with the student on a daily basis **and using the teacher advice and guidance sheets to appropriately plan**. Where the interventions involve group or one-to-one teaching away from the subject teacher, they will still retain responsibility for the student. Teachers are expected to work closely with any Teaching Assistants, or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The Assistant Head Inclusivity/ SENCO, Mr Fenner, and his team, will support subject teachers in the further assessment of the student's particular strengths and weaknesses, and advising on the effective implementation of support via quality first teaching.

If a student consistently requires an increased level of provision as part of their normal way of working, it may be appropriate to consider the use of support during exams. To support the application for access arrangements, it may be appropriate for the student to complete additional assessments and for the Assistant Head Inclusivity/ SENCO to evidence the support that they currently receive. Parents will be kept informed throughout this process if this applies to their child.

Review

The effectiveness of the support and interventions, and their impact on the student's progress are reviewed in line with the agreed review date. The views of the student and their parents are integral to this process.

The Assistant Headteacher Inclusivity/ SENCO, working with subject teachers, may revise the support considering the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

If a student continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies.

The school will provide reports for parents on their child's progress throughout the school year, as part of the normal reporting process.

Transition

Year 6 into Year 7

The SEND team will liaise closely with our primary partners to ensure that provision for young people who may have SEND is appropriately placed ready for your child's first day of school. If necessary, additional transition visits will be arranged to ensure that your child is prepared for their transition to Admiral Lord Nelson School. For a small number of students, this may include regular visits over a period of time, but for most, a couple of extra visits are appropriate.

All parents of children who have SEND are invited to attend a transition meeting prior to their child's start date.

Year 11 into College/ Apprenticeships

If your child has an Education, Health and Care Plan, their chosen college will be invited to their Annual Review in Year 11 to ensure that the appropriate provision is put in place ready for Further Education and that the student is supported to make appropriate decisions. With permission from parents our Assistant Headteacher Inclusivity/ SENCO Mr Fenner will share all appropriate SEND information with colleges, including the use of access arrangements which may be required during Further Education. It may be appropriate to meet with the college to ensure they have a detailed understanding of the student's learning needs.

Frequently Asked Questions

How will Admiral Lord Nelson School know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following: -

- Liaison with previous school
- Child performing below age expected levels
- Concerns raised by parent
- Through pupil progress meetings
- Concerns raised by teacher
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor

As a school we measure students' progress in learning against national progress expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at

Year 7 through to Year 11, using a variety of different methods including reading and spelling assessments.

What should I do if I think my child may have special educational needs?

Please talk to us. Firstly, contact your child's tutor or, if you require more information, contact the SEND team at senco@alns.co.uk. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they feel they can do the same with us.

How will the school staff support my child?

The Assistant Headteacher Inclusivity/ SENCO will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each student with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

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: Inclusivity/ SENCO visit Junior schools and meet Year 6 students coming to ALNS. They will meet key staff to discuss individuals and the plans required for a smooth transition.

ALNS staff will attend Year 6 Annual Reviews for 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 take place in the summer term prior to starting in the September.

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.

How will the curriculum be matched to my child's needs?

All work within class is adapted so that all students can access learning according to their specific needs. The benefit of this type of adaptative teaching is that all students can access a lesson and learn at their level. This is part of the Wave 1: Universal support.

How do we know if the support or strategies used have had an impact?

In school, we regularly set targets and review progress. We can use these targets to monitor students' progress academically against their individual progress.

Children may move off the SEN register when they no longer need additional provision, or they have made sufficient progress.

How will I know how my child is doing and how will you help me to support my child's learning?

In addition to the reports sent home, the subject teachers will meet with parents during Parents' Evening to discuss your child's needs, support, and progress. Parents are invited to attend termly SEN Reviews which provide an opportunity to meet a member of the Intervention Team and discuss your child's progress.

You are welcome to make an appointment to meet with either the tutor, subject teacher, or a member of the SEND team to discuss your child's progress. We can offer advice and practical ways for you to support your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Your child may have targets set that are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND, they may have an EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be completed during an earlier interim review if changes to circumstances occur, or concerns arise.

If your child is not progressing despite a period of interventions and support from outside agencies the school may consider Education Health Care Plan Needs Assessment if they do not already have an EHCP. This will be done in conjunction with all relevant parties including parents and the young person. You can read more on this on our SEND policy www.alns.co.uk.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council or the various student leadership groups across the school.

Children discuss their learning targets with their class teacher. If your child has an Education, Health and Care Plan or they receive additional support, their views will be obtained during a review of their support using the Local Authority 'This is me' form. All students on the SEN register complete a pupil passport of their views termly – this is available to their teachers.

What support will there be for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem to achieve positive well-being. We commit to our own values and ensure students can develop in a caring, fair, and understanding environment.

The tutor has overall responsibility for the care of every child in their tutor group, each tutor group as 2 co-tutors. Therefore, this would be the parents' first point of contact. If further support is required, the class teacher can liaise with the SEN Leadership team for further advice and support.

This may involve working alongside outside agencies such as Health and Social Services.

If students require medicines:

- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school's medical team to discuss this further and complete relevant forms. This may include medicines for life threatening conditions or required for a long-term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place according to the directions of the school nurse.
- School will generally not take responsibility for other medicines such as cough medicines; however, we may be able to administer prescribed medicines following discussions with parents.

Tutors will encourage all students to take part in extra-curricular activities, particularly those who have SEND.

What specialist services and expertise are available at or accessed by Admiral Lord Nelson School?

Our Assistant Head Inclusivity/ SENCO, Mr Steve Fenner, a fully qualified SENCO. Our 2 Deputy SENCOs Naomi Rendle training for the SENCO qualification 2024/26 and Olivia Dixon a fully qualified SENCO.

As a school we work closely with any external agencies that we feel are relevant to an individual child's needs within our school including School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT (Occupational Therapist), MABS (Multi agency behaviour support), **Neurodiversity team** and the Speech & Language Therapy service. We also work very closely with Social Care and the Education Psychologist. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

As a team, we have regular training and updates of SEND conditions, medication use and resources / interventions available for our students in order to ensure all staff are able to manage pupils accordingly.

How will my child be included in activities outside the classroom such as school trips?

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

Admiral Lord Nelson School can be accessed by a wheelchair using the lift. There are accessibility toilets on each floor. Staff are trained in the use of 'Evac' chairs in the event of a fire, to safely provide lift access to those with limited mobility. For any other resources, access may be assessed by OT (Occupational Therapist) and Physiotherapy for us to ensure ease of access and safety for all.

What are four main areas which cover Special Educational Needs?

The 'SEND' section of the school website explains the four main areas of need. If you have any further questions, please contact senco@alns.co.uk. All contact details can be found on the website.

What interventions do we offer at Admiral Lord Nelson School?

We offer a wide range of interventions to match individual learning needs. In addition to the interventions stated on our website, we may offer additional, personalised interventions where appropriate.

What should I do if I am not happy about the support that my child is receiving at Admiral Lord Nelson?

Stage 1: Informal Stage

It is hoped that most concerns can be expressed and can be resolved on an informal basis. Concerns should be raised with either the form tutor, subject teacher, Head of House / Curriculum Director or Headteacher. Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 3 of the procedure.

At the conclusion of their investigation, the appropriate person investigating the complaint will provide an informal written response within five (5) school days of the date of receipt of the complaint (by email or letter).

If the issue remains unresolved, the next step is to make a formal complaint.

Stage 2: Formal Stage

Formal complaints must be made to the Headteacher (unless they are about the Headteacher), via the school office. This may be done in person or in writing.

The Headteacher will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within two (2) school days.

Within this response, the Headteacher will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The Headteacher can consider whether a face-to-face meeting is the most appropriate way of doing this.

Note: The Headteacher may delegate the investigation to another member of the school's senior leadership team but not the decision to be taken.

During the investigation, the Headteacher (or investigator) will:

- if necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
- keep a written record of any meetings/interviews in relation to their investigation.

At the conclusion of their investigation, the Headteacher will provide a formal written response (by letter or email) within five (5) school days of the date of receipt of the complaint.

Stage 3: Panel Hearing

If the complainant is dissatisfied with the outcome at Stage 2 and wishes to take the matter further, they can escalate the complaint to Stage 3 – a panel hearing consisting of at least three people who were not directly involved in the matters detailed in the complaint with one panel member who is independent of the management and running of the school. This is the final stage of the Complaints Procedure.

A request to escalate to Stage 3 must be made to the Clerk, via the school office, within five (5) school days of receipt of the Stage 2 response.

The Clerk will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within five (5) school days.

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Clerk will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within fifteen (15) school days of receipt of the Stage 2 request. If this is not possible, the Clerk will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of three proposed dates, without good reason, the Clerk will decide when to hold the meeting. It will then proceed in the complainant's absence based on written submissions from both parties.

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 Data Summary

This section shows key data around SEND at ALNS.

Year	7	8	9	10	11	Total	Percentage of school	National(January 2025)
2025/26								
SEN Support	48	30	40	39	45	202	16.2%	14.2%
EHCP	13	8	12	12	4	49	3.9%	5.9%
Total	61	38	52	51	49	251	20.1%	20.1%

Attendance

	2025/26 ytd	2024/25	2023/24	2022/23
Year 7- 11	93.6% (93%)	91.6% (91.3%)	90.9%	88.20%
SEN Students	SEN K 91.4 (89) SEN E 76.3 (84.1)	SEN K 87.5 (86.1) SEN E 81.7 (80.4)	SEN K 88.9% SEN E 88%	SEN K 76.24% SEN E 80.28%

Exclusion

Number of students	2025/26 ytd	2024/25	2023/24	2022/23
All Students	5	36	40	84
SEN Students	2	16	19	31

Progress and Achievement

2024/25 Progress 8 Data – Year 11

Progress 8	SEN Support	EHCP
National		
ALNS	-0.53	-1.20

2023/24 Progress 8 Data – Year 11

Progress 8	SEN Support	EHCP
National	-0.36	-0.59
ALNS	-0.35	-0.58

2022/23 Progress 8 Data – Year 11

Progress 8	SEN Support	EHCP
National	-0.54	-1.02
ALNS	-0.528	-1.07

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