

Noel-Baker Academy

Special Educational Needs

Newsletter

Autumn Term 2021

Dear Parents, Carers and Students.

I would like to warmly welcome all new students to Noel-Baker Academy and to all existing students a big welcome back and a huge well done on what has been an amazing start to this academic year.

Our new Year 7 students have settled in really well, enjoying new subjects, meeting new friends and teachers and spending time in the SEND Hub. A huge well done to all our Year 8-11 students for a successful transition into their new year group.

As an Academy we are very proud of how our students have supported each other throughout the last year. There were many successes and achievements even with the challenges faced by us all. It was wonderful to see so many of our Year 11 students go onto study their chosen courses in their new post 16 settings.

As always, the SEND team are here to support you in any way we can. We are looking forward to hosting our annual SEND exhibition as well as reintroducing our SEND coffee mornings and meeting you all in person.

We would like to thank you all for your continued support

With Kind Regards,

Sarah Leach
Assistant Headteacher
for Inclusion

Helen Macleod
Operational SENCO

Meet the Team!

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Mrs S Leach
Assistant Head for Inclusion (SENCO)

I oversee inclusion across the Academy



Mrs H MacLeod
OPERATIONAL SENCO and Lead for Mental Health

I oversee the day-to-day running of the SEN faculty.



Miss N Parker
SEND Admin

I am a point of contact for parents.



Mrs H Pole
Senior Intervention Lead

I am the ASD CO-Ordinator.
I deliver intervention and provide support in lessons



Mrs D Sudar
Intervention Lead

I deliver Maths's intervention and provide support in lessons.



Miss N Hinchcliffe
Exams Concessions for Access Arrangements /Intervention Lead

I support in lessons.



Mrs L Sutcliffe
Intervention Lead

I deliver nurture intervention and provide support in lessons.

Meet the Team!

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Mrs S Pashley
Intervention Lead

I deliver intervention and provide support in lessons.



Mrs C Jones
Intervention Lead

I deliver intervention and provide support in lessons.



Miss Fearn
Intervention Lead

I deliver interventions and provide support in lessons.



Mrs Scott
Intervention Lead

I deliver interventions and provide support in lessons..



Mrs M Russell
Intervention Lead

I support in lessons and deliver interventions .



Miss S Faulkner
Intervention Lead

I provide support in lessons.



Mrs S Ghafoor
Intervention Lead

I deliver literacy intervention and provide support in lessons.



Mrs L Litherland
Librarian and Intervention Lead

I oversee the library and provide support in lessons.

Student Information Files

All of our students who are on the SEND register have a Student Information File (SIF).

This handy document is a snapshot of each learner, containing vital information which is accessible to all staff as well as outside agencies working with the child.

Each term Student Information Files (SIFS) are updated and the targets which have been set are reviewed. These will be shared with you as their parents/carers to also review.

If your child's SIF needs to be amended due to changes at any time, please do not hesitate to contact your child's keyworker.

SIF's are shared with all staff who work closely with your child, so, we can ensure that their individual needs are understood and met.

If you would like to know more about your child's SIF or would like a copy, please do not hesitate to contact your key Worker or our SEND Administrator Naomi Parker naomiparker@noelbakeracademy.co.uk.

The Role of a Keyworker

As well as a SIF, all students on the SEND register have a designated keyworker. Keyworkers meet regularly with each student so we can support with any barriers which may arise. Your child's keyworker is you and your child's point of contact. We value the strong relationships and partnerships that we build with our parents and carers.

Student Information File - Noel Baker Academy		Teacher: _____
Description of Need		
Date of birth:	ADHD	Code Of Practice Stage/Reading Age/Prior Attainment
Year group:	SENH	• SEN code - E • Reading age - 7.07 • L6
My Targets:		
<ul style="list-style-type: none"> I struggle to stay focused in lessons; I have difficulty with my memory; I can sometimes struggle with my speech. I may turn off switches that are not in use as this can make me feel uncomfortable; I may talk a lot if I feel comfortable with you. 		
<ul style="list-style-type: none"> To stay focused in class; To attend assemblies; To attend Maths, English and handwriting clubs. Use my quick exit card and 5 mins early pass. Use my visual timetables; Use my white board to make notes during lessons. 		
Strategies you could try:		
<ul style="list-style-type: none"> To check my understanding throughout the lesson; Providing additional support on a mini whiteboard; To provide sentence structures where appropriate; To break information down into small chunks; Please talk to me before issuing me with a CLJC2 and explain what I have done so I can stop. 		
Access Arrangements:		
<ul style="list-style-type: none"> All room Reader 		

SELF REGULATION

Many of our students find it difficult to self-regulate and may need to do this more at certain times than others.

Self-regulation both within school and at home is really important, what works for one person does not always help self-regulate another. Noise can impact for many students in different environments. Having a discussion about places they may find more difficult to go, can support and avoid meltdowns.

Some ideas to help self-regulate:

- Trampolining or a trampet
- Going for a walk or a run
- Rolling on the floor/ taking your socks off
- Using a soft blanket or a weighted blanket (this must be checked for the appropriate weight for your child)
- Changing clothes so they are comfortable – socks can sometimes be difficult for some of our students. (Bamboo socks are much softer)
- Fidget toys –different types give sensory feedback
- Colouring/ painting
- Using playdoh, Thera-putty. (Homemade playdoh you can add in different smells).
- Going into a darkened room, reducing the lights/Using sensory lights.
- Climbing/hanging on items such as the monkey bars

SEND HUB

After being in separate bubbles and send hubs for the last year, it is fantastic to have all students together in our new SEND HUB.

Students can access the HUB at break, lunchtime and for certain interventions. Students will often take this opportunity to socialize with peers, play games, read or to catch up with one of the Inclusion Team/ key workers. We have our new library where students can take out books during their break and lunch times.

SENSORY ROOM

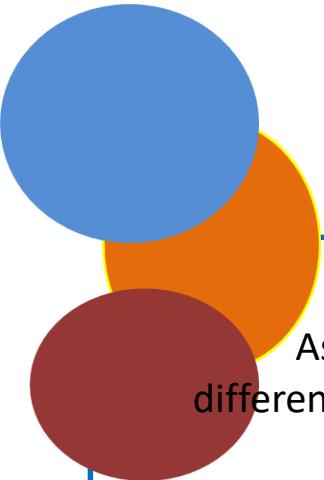
We have two sensory rooms, one of which is based in main school and the other in our ACE provision. Many of our students use these to support with their self-regulation throughout the day. Through interacting and exploring the different stimuli, this will help trial and build on different strategies which can be used throughout the day. This also helps students to engage and develop their senses with the different types of sensory equipment.

Some students have access to the room as part of their intervention groups with the Inclusion Team and other students can utilise these, if they are finding it difficult to regulate their emotions.



KS4 Careers Next Steps Evening

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As our Year 11 students begin their final year, there are different events both within school and at local Post 16 Providers which are on offer.

The Next Steps event will give you the opportunity to meet with Post-16 providers and discuss options for courses on offer for our Year 10 and 11 students.

On the 11th November we will be holding our Next Steps Evening.

Timings for the evening

Year 11 students from 5-6pm

Year 10 students from 6-7pm.

Top Tips

Further information will be sent out for this event nearer the time.

- Take the opportunity to visit a range of Post 16 Providers. Each setting is very different.
- Apply for more than one course if you are not sure which area you want to study.
- Ask for help from your keyworker if you are unsure of how or when you need to apply.

Support from Keyworker

After the Next Steps evening, key workers will be meeting with each year 11 student to discuss Post-16 and career options and support with applications if needed.

If you would like any support with their application, then please contact your child's keyworker.

Star of the Half Term

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Congratulations to the following students for achieving Star of the Term

y7

Eileen.C
Alex.G
Harry.P.K

y8

Thalia.B
Daniel.B
Leila.B

y9

Leighton.S
Ella.H



y10

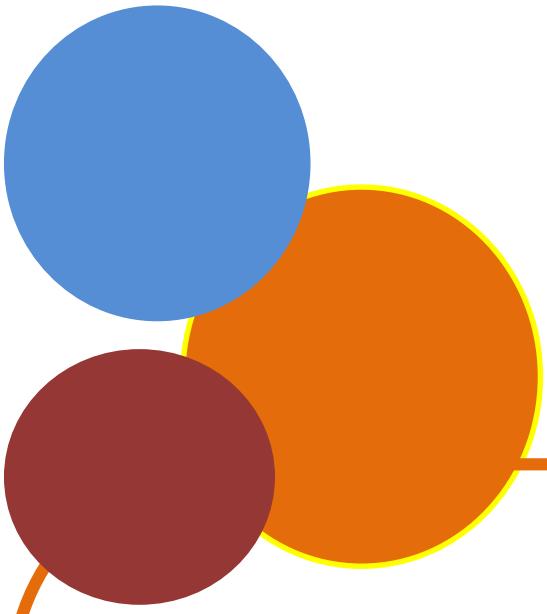
Thomas.F
Kacey.F

y11

Jake.R
Daniel.E



Noel-Baker Academy
A L.E.A.D. Academy



Annual Health Checks for children and young people with a Learning Disability Age 14 or over

Who can get a Learning Disability Health check?

A young person who is Age 14 or over can go on the Learning Disability (LD) register at their Doctors Surgery.

How can parents get their child on the LD register?

Talk to your GP as not all children and young people who have a learning disability will have a specific diagnosis, even though they may have other disabilities.

The official definition of a Learning Disability is someone who has all of the following:

- a significantly reduced ability to understand new or complex information, to learn new skills (impaired intelligence), with
 - a reduced ability to cope independently (impaired social functioning), which started before adulthood (under the age of 18), with a lasting effect on development.

What should you expect from the health check-up ?

- An easy read invitation to the surgery and/ or a telephone call to arrange the appointment.
- Appointment should be minimum 30 minutes with an extensive “top to toe” review.
- Not necessarily with GP – more likely to be practice nurse.
- Health action plan issued after appointment along with any “easy read” information.
- Any follow ups to be arranged at the health check appointment.

BENEFITS OF THE ANNUAL HEALTH CHECK

- Identifies any previously unmet health needs.
- Referrals can be made into adult services as your child gets older.
- Builds the young person's confidence when visiting their GP.
- Helps to inform the health part of the EHCP.

Homework tips for your child

Think about when and where to do homework:

The best time to start homework will depend on your child. You may want to give them some time for a break after the school day, rather than going straight into starting homework. Or you could try starting straight after school.

You may wish to start homework before a preferred or fun activity, using a visual timetable to show your child what will be happening. It can help to do homework at the same time each day, so it becomes part of a routine. (If you need support creating a visual timetable, please let us know)

If possible, keep an area of your home free for your child to use to do their homework. It might help to set up a desk or table that they can work at. Ideally, it should be away from any distractions like the television. It helps if you ask other siblings not to interrupt them while they are working. Let your child know you are available if they need your help.

If it is difficult for your child to complete their homework, please let their keyworker know, as there are homework clubs where we can support after school.

Help them with organisation and timing:

If your child finds it difficult to concentrate on work for a long time, you may need to sit with them first to help keep them focused. You could start by getting them to work for just a short time and then build up gradually. It could help to use a timer to show how long they need to spend on the homework.



Develop routines
Increase vocabulary
Reduce anxiety

Support available to you

The Local Offer tells you what support is available for children and young people with special educational needs (SEN) and/or disabilities, and their families.

The Local Offer has been developed in close partnership with Family Voice and with a wide range of service providers.

Please click here to be taken to the Derby Local Offer:

<https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>



The main Derby and Derbyshire website for advice and information on emotional health and wellbeing has added a range of new pages about neurodiversity. There are lots of resources to support if you are concerned about your child, explaining the assessment and supporting with mental health and behaviour.

<https://derbyandderbyshireemotionalhealthandwellbeing.uk/neurodiversity>

Support available to you

If your child has a new Autism Diagnosis and you would like further support. The Children's Centre Autism Champions are offering a blended service where appointments can be face to face or 121 telephone appointments.

Check Derby City's Local Offer for new sessions which are being offered.

Drop-in Sessions and telephone consultations are also available for Derby City Parents.

Boultons Children Centre 47b Holbrook Road, Alvaston Derby DE24 0DD. 01332 956500/574902. To book your place contact Alvaston Childrens Centre on 01332 757991 or email alvaston.childrenscentre@derby.gov.uk

Tuesdays 10-11.30 am

02 November

07 December

Derwent Family Youth and Community Centre, Monmouth Street, Derby, DE21 6BD. Contact on 01332 641010 or email derwent.childrenscentre@derby.gov.uk

Mackworth/ Morley Children's Centre, Reigate Drive, DE22 4EQ. Contact on 01332 208175 or email mackworth.childrenscentre@derby.gov.uk

Becket Children's Centre, 35 Stockbrook Street, DE22 3WR
Contact on 01332 640250 or email becket.childrenscentre@derby.gov.uk
16 November
21 December

Support and courses available to you

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Sunshine Support

Sunshine Support is a local Derby organisation that supports parents who have children with SEND. They have an online cuppa and chat every other Wednesday via zoom. <https://www.sunshinesupport.org/>



Bridge the Gap supports parents and students with mental health and have a range of different resources to support on their website.

They also have online sessions during the holidays, after school and in the evenings.

<https://www.jwbridgethegap.com/> or contact on 01332 600827



ADHDWiseUK was set up by Janine Harris who has a diagnosis of ADHD as do other members of her family. There are some helpful ways to support on her blog.

<https://www.adhdwise.uk/category/promoting-positive-outcomes/>

Free online course for Sensory Processing: Understanding sensory input, learning about the senses and introduction to Sensory Processing Difficulties

<https://www.griffinot.com/sensory-processing-disorder-training/>

Free Open University course which you can access and complete at your own pace. This covers Autism and ADHD

<https://www.open.edu/openlearn/science-maths-technology/understanding-autism/content-section-overview?active-tab=description-tab&fbclid=IwAR1LuV83yoFSBOXqhDJI9UwHievcequiAWfGJUf6o7p0G4o4-Mn5hPHpYo>

Co-Curricular Clubs

We are delighted as an Academy to be able to offer a wide range of co-curricular clubs throughout the week.

It is important to us that our students have the opportunity to have as many new experiences as possible throughout their time at Noel-Baker.

Monday	Tuesday	Wednesday	Thursday	Friday
Homework Club B1 Mrs Russell	Homework Club B1	Homework club B1	Homework Club Miss Faulkner B1	Book club B8
Gardening Club A3	Chess Club A12	Geography Guild Club A11	SEN book Club Mrs Litherland Library	Basketball Sports Hall
Drama Club A23	Maths Club B15	Diversity and Inclusion B8	Sewing /Knitting Club Mrs Sudar SEND HUB	Fitness Fitness Room
Duke of Edinburgh A11 Year 9 Only	Upbeat Dance Dance Studio	Cooking club B4	Handwriting Club Miss Sutcliffe SEND HUB	
Netball Club Sports Hall	Football Fixtures SVB	Choir Club B19		
Boxing Club Sign up only Fitness Room	Gymnastics Sports Hall	Recreational Football Fields		
	Wellbeing club Miss Pole SEND HUB	Football Fixtures SVB		