The Local offer will provide information about:	**SEND Information Report** In accordance with the SEN Code of Practise and Special Educational Needs and Disability Regulations 2014 **Updated: February 2026**
Aims of St. Nicholas School	**School Vision** **ENJOY ASPIRE ACHIEVE** *We aim to create a happy, vibrant and inspiring learning environment* *where students' individual skills and talents are valued, celebrated and developed.* *We offer an engaging, purposeful curriculum and a wealth of stimulating experiences* *so that students can make positive contributions to life in our diverse modern Britain.* **To achieve this aim the school will ensure a high quality school and service for young people with a wide range of learning difficulties and complex needs by:** ➢ Providing a learning environment that is happy, safe, stimulating and successful ➢ Ensuring that St. Nicholas School is an ambassador and leading force for SEND within the extended community ➢ Facilitating a learning that is distinctive and specialised and that supports a personalised learning pathway to fulfilment and active citizenship ➢ Developing a skilled, professional and dedicated team, providing support around the pupil and the family ➢ Working in partnership with other schools and services across Southend/Essex. ➢ Demonstrating and communicating progress and quality in all that it is involved in.
Identifying the particular special educational needs of a child or young person.	St. Nicholas is a Secondary Special school for students with a wide range of learning needs. There are currently 97 students aged 11-16 years on roll. St. Nicholas School is part of a Multi Academy Trust with 3 other Special Schools in the Southend area, these are The St Christopher's School, Kingsdown School and Lancaster School. All students at St. Nicholas have an Education, Health and Care Plan (EHCP). The EHC's cover 4 areas of need which are: ➢ Cognition and Learning ➢ Communication and Interaction ➢ Social, Emotional and Mental Health ➢ Physical, Sensory and Medical

Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs.	Consultation with parents/guardians is achieved through: ➢ An annual review which is held every year to which parents and all agencies involved with the child are invited to attend. These reviews are person centred and include the views of the young person ➢ Our Home/School liaison officer who regularly contacts parents and carers and provides links to external agencies or sources of family support. Our Home/School liaison officer also runs parent coffee morning sessions or parenting support groups. ➢ Home School contact, usually via email or telephone ➢ Regular opportunities for meetings with the class staff at quest drop ins to discuss ISARs (our own version of ISPs) and student progress ➢ Multi-agency meetings held on site ➢ Bi-annual parents' evening ➢ Annual Stakeholder Questionnaires (Pupil/Parent/Staff) ➢ Annual Curriculum reports to parents
Securing the services, provision and equipment required by children and young people with special educational needs.	Services that are provided within the school include: ➢ By Health ✓ School Nurse – we share a School Nurse and School Nurse Assistant with The St. Christopher's School ✓ Speech and Language Therapy and Occupational Therapy and Physiotherapy – via referral ✓ CAMHS (Child & Adolescent Mental Health Service) – via referral ✓ Staff trained in first aid/ Medical Room ➢ By Advisory Teams ✓ Educational Psychologist employed by the Trust ✓ Specialist teachers for Vision and Hearing Impairment ✓ Transitions Service (Connexions) and specialist Careers advice ➢ Social Services ✓ Early Help ✓ Disability Social Work Team ✓ Family Support Workers ✓ Youth Support Service ➢ Out of school activities ✓ After School Clubs ✓ Bowling/Cinema/Theatre visits/Eating out ✓ Residential opportunities ✓ Organised Social events throughout the year including school discos

Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood	Transition between phases or provision in Education is accomplished through: ➢ At St. Nicholas we can offer provision for students from 11-16 years. ➢ At the pupil's Statutory Annual Review the placement for their next phase will be identified. ➢ When students are moving from mainstream settings to St. Nicholas we timetable a programme of induction with the young person having a number of opportunities to visit and spend increasing time in their new setting. ➢ At Year 9 the review invites the Transition Team and the Specialist Careers Adviser to support parents in planning for future provision beyond 16. ➢ Post 16 Options/ Careers Evening for parents and students. ➢ For students who move to St. Nicholas from other settings, exchange visits are made by staff, transition meetings are held, visits by students and their families to St. Nicholas are encouraged. Families are invited to social occasions being held at the school. ➢ Links with the SENDIASS Parent Partnership Team are successfully formed. The team supports parents' choices of school. ➢ Our Home/School Liaison officer supports all of our parents in a wide variety of ways. ➢ Transition between phases in the school is supported by carefully planned and thorough transition over a period of 3 weeks at the end of the summer term.
St. Nicholas School adapts the curriculum/provision and additional learning support available to children and young people with special educational needs.	We use ICT Technology such as PCs, iPads, laptops and interactive whiteboards with specialist programmes such as: ➢ Cause and effect programmes ➢ Communication apps for students with specific speech and language needs ➢ Laptops and ipads for students' curriculum use, including supporting pupils with dyslexia. ➢ Interactive whiteboards in every classroom ➢ A range of gadgets including a drone in Computing lessons, talking tins in writing lessons. ➢ Our own esports team and gaming machines
The additional learning support available to children and young people with special educational needs.	The appropriate staffing to pupil ratios enables the engagement and access for students of whatever need to progress in their learning. This can be curriculum or life skills. Other professionals also provide advice and guidance to support this personalised learning including: ➢ The specialist advisory teachers for Visual and Hearing Impaired ➢ Sports partnership specialist coaches.

St. Nicholas's approach to teaching/ learning and development of children and young people with special educational needs.	The students at St. Nicholas are all provided with learning pathways such as: **Curriculum** ➢ All students access our bespoke St. Nicholas curriculum, built around half termly projects called 'Quests'. These are differentiated by class teachers to suit the learners' needs within each class but the quest will be the focus of learning in all subjects throughout the school. ➢ Small groups for English and maths enable students to develop reading, writing, communication and maths skills. ➢ Enrichment activities are included through our experiential curriculum and include theatre trips, excursions to relevant museums or other establishments that support the current quest. ➢ Classroom environments and classroom practice taking account of pupils with dyslexia or dyslexic tendencies. **Accreditations Offered** ➢ AQA GCSE (Art & Design only), Pearson BTEC L1 and L2 (Home Cooking only), Pearson L1 and L2 English and Mathematics Functional Skills, Pearson Entry Level English and Mathematics Functional Skills, OCR Entry Level Science, OCR Entry Level PE, ECDL (ICT) **Enrichment** ➢ Residentials, outward bound adventurous experiences and trips encourage real, experiential learning and cultural experiences ➢ Enterprise in which students sell goods as part of the Healthy Schools curriculum and to develop economic awareness. ➢ Vocational enrichment programme which includes cookery, DIY skills and bicycle maintenance. **Physical Education** A large number of sports are offered which engage and include students with a variety of special needs, such as: ➢ Boccia ➢ Swimming ➢ Sports competitions with other specialist settings ➢ Athletics ➢ Rugby / Football ➢ Rounders ➢ Trampolining ➢ Multi Gym **Accommodation** ➢ Meeting room /Conference Room ➢ Library containing fiction and information books and teachers' resources, as well as dyslexia friendly texts. ➢ Large outdoor space, including field, outdoor gym, all year multi-use games area and traverse wall. ➢ Home Economics Room ➢ Art, Design and Technology room ➢ Science Laboratory ➢ Computing suite and an esports suite ➢ High-tech Sensory room ➢ KS4 common room ➢ DIY workshop 'Artisan' ➢ Fully equipped gym ➢ Large sports hall ➢ Music studio

How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.	Assessment at St. Nicholas School is relevant and rigorous. It includes: ➢ Regular assessment against curriculum and EHCP targets ➢ Teachers create ISARs on a half-termly basis to match with the quest, using targets from students' EHCPs and from our own in-house assessment system known as 'St Nicholas Steps'. Students regularly self-assess these targets and these are shared with parents at parents' evenings and /or quest drop-in sessions. ➢ In KS3 and in our life skills classes, Quest Qualities are also used alongside ISARs with more 'student friendly' language. They include the same targets as ISARs but take a selection of the key targets for the quest and present them in student friendly language. This makes self-assessment and self-evaluation for students with more limited language and comprehension skills much more accessible. ➢ Tracking and monitoring is done termly using our own bespoke assessment system called 'St. Nicholas Steps', including tracking students with dyslexia or dyslexic tendencies. ➢ Students are assessed in the core subjects using our unique system which aligns to the National Qualifications Framework. Data is analysed termly. ➢ Moderation takes place between the 4 schools in the MAT to ensure consistency of assessment. Where possible, we also moderate with other special schools through our links within the FLSE.
How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation.	See above and also: ➢ Parents and students are fully involved in the annual statutory review, recording and sharing their views within the meeting. ➢ Regular feedback is sought from parents and carers through surveys and questionnaires. ➢ A parent forum has been created with a dual purpose 1) to raise funds to support the school 2) to offer specific feedback to the school on hot topics
What activities are available for children and young people with special educational needs in addition to the curriculum?	➢ As indicated above, enrichment activities are wide and varied ➢ The community is used as an environment to learn in. ➢ After School clubs run until 4 -4.15pm most days (Tue – Thurs). ➢ Lunchtime clubs are available most days with a variety of choices. ➢ All classes are represented on the School Council which convenes every half term or more depending on the projects they are working on ➢ Regular school discos throughout the year to forge social and independence skills.

How facilities that are available can be accessed by children and young people with special educational needs.	➢ St. Nicholas School endeavours to pursue the principles of inclusion at all times by providing all students with an education that allows for them to achieve, progress and be happy. ➢ Equality of Opportunity means that physical barriers are removed and adjustments made so that all students with disabilities, such as being in a wheelchair or with sight or hearing impairments or with ASD or any other special needs, can be supported to access opportunities and activities that they can benefit from. ➢ Good staffing ratios enable access to a greater range of activities and facilities. ➢ School has 2 minibuses and a smaller car van that allows wheelchair access. A number of staff are Midas trained so they can drive the minibuses to enable community experiences to be accessed easily. ➢ Building works (2020-2021) took accessibility into account e.g. ramped access, use of contrasting colours to support visual impairments, use of appropriate lighting etc.
What support is available for children and young people with special educational needs?	➢ St. Nicholas has a staff team of highly experienced and skilled professionals. ➢ Staff have continuing professional development linked to special needs. ➢ Some staff are trained in specialised areas such as Restorative Practice, Essex Steps, counselling and mentoring. ➢ Staff have continuing professional development around the areas of Essex Steps: Therapeutic Thinking, Child Protection and Safeguarding. ➢ Staff members are trainers of Essex Steps: Therapeutic Thinking for all staff and deliver regular updates. ➢ We have a part-time dedicated Home/School liaison officer who supports our young people and their families in a wide range of areas.
How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people.	➢ Each week staff meetings/directed time are used at least in part for training purposes ➢ All staff can attend the weekly staff development meetings ➢ CPD (Continuing Professional Development) is monitored by the Headteacher and Deputy Head and is targeted at identified areas of skill needs, the School Improvement and Development Plan and also relates to teachers' and LSA's appraisal needs. ➢ All staff undergo yearly appraisal procedures which identify training needs and interim meetings to ensure targets are on track. ➢ Annual training is given by the medical team for administering emergency medication and we regularly update staff on the administering of medication. It is also part of the induction of new staff members. ➢ Whole staff training is regularly organised for training days on specific conditions e.g. Autism, ADHD, Dyslexia
How the emotional and social development of children and young people with special educational needs will be supported and improved.	➢ Appropriate curriculum and provision underpins the social and emotional wellbeing of the students ➢ Positive support plans are drawn up to support individual students ➢ Restorative Practice has been embedded as a fundamental aspect of our relationships work with children. ➢ Zones of Regulation is embedded within our curriculum ➢ PHSCE is a subject with a high profile throughout the whole school ➢ Achievement and success is regularly celebrated in the form of half termly celebration assemblies, where awards are linked to our quests and our identified learners' attitudes and values. ➢ Epraise reward system to motivate and incentivise students on an individual basis ➢ We are a partner school with 'When the Adults Change, Everything Changes' due to the fact relational practice is embedded within our day to day operational work.