

SEND Information Report - Netherhall School

The Special Educational Needs and Disability Regulations 2014 requires the school to publish certain information regarding provision for pupils with SEND. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

We provide for the following kinds of special educational needs and disabilities (SEND):
<ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, mental and emotional health• Sensory and/or physical
We identify and assess pupils with SEND using the following methods:
Year 6-7 transfer <ul style="list-style-type: none">• Discussions with feeder schools including meetings with primary SENCo and class teacher• SEND focus group sessions with primary feeder schools.• SENCo attends annual reviews of EHCP students from year 5 onwards• Extended transition for those students identified by primary feeder schools• Discussions with pupils and parents/carers• GL assessment benchmark testing at beginning of year 7, and then at regular intervals throughout key stage 3• Teacher assessments• Observations, teacher feedback, learning walks, work scrutiny In year admissions <ul style="list-style-type: none">• Discussion with prior school• GL assessment benchmark testing• Discussions with pupil and parents/carers• Teacher assessments• Observations, teacher feedback, learning walks, work scrutiny
We evaluate the effectiveness of our SEND provision in the following ways:
We make regular assessments of all pupils to ensure that teaching and interventions: <ul style="list-style-type: none">• Ensure the child's progress is similar to that of peers• Matches or improves on the child's previous rate of progress• Closes the attainment gap between the child and their peers• Prevents the attainment gap growing wider Expected progress measures are used to determine the success of the provision for students with special educational needs.
Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:
<ul style="list-style-type: none">• SEND student progress regularly reviewed and analysed by the SENCo and the Assistant Headteacher of SEND• All pupils progress monitored by heads of department and subject leaders.• Annual parents evening for each year group where the SENCo is available• Annual review for students with an EHCP• Termly attainment and effort subject data reports to students and parents• Some pupils require closer monitoring, which may include weekly or daily contact via Edulink, telephone, home-school diary, or letters as appropriate• The learning support department operate an 'open door' policy and parents/carers are able to contact the SENCo and the rest of the team via telephone or face-to-face as and when required
Our approach to teaching pupils with SEND includes:
<ul style="list-style-type: none">• We are an inclusive school whereby all students have full access to the curriculum, enrichment and extra-curricular activities• Every teacher is a teacher of SEND and every leader is a leader of SEND.• Subject teachers are responsible for differentiating and scaffolding lessons to meet the needs of all students.• Shared information about students with SEND and their needs are collated and shared with staff via SIMS and Edukey - Provision Map• Recommended strategies for quality first teaching shared with teaching staff including recommendations to remove barriers to learning.• Additional numeracy and literacy intervention is provided for selected pupils with an identified need for support.• Additional SEND and pastoral interventions to reduce barriers to learning including ELSA interventions
Teachers respond to students needs by:
<ul style="list-style-type: none">• Reviewing and acting upon the advice, recommendations and additional information provided by the SENCo and the Assistant Headteacher of SEND• Using the student specific information available to differentiate and scaffold learning to meet the needs of all.• Planning to develop students' understanding.

<ul style="list-style-type: none"> • Planning for students needs to remove barriers and allow full participation and inclusion within lessons • Differentiation of resources • Support from teaching assistants within class - directed by the class teacher. • Additional interventions as appropriate to improve progress and outcomes for students • Personalised timetables as appropriate • Amendments to the timetable/rooming if required for students with physical disabilities • Ensuring a positive and productive learning environment which accounts for student needs e.g. seating arrangement, noise levels or light sensitivity. • Communicating and highlighting any concerns to the SENCo and the Assistant Headteacher of SEND
<p>We enable pupils with SEN D to engage in the activities of the school in the following ways:</p>
<ul style="list-style-type: none"> • Students with SEND have full access to the enrichment and extra-curricular opportunities available within school, including breakfast club, after-school clubs, lunchtime activities, field trips, residential visits. • Staff receive specialist training to support pupils with medical needs • Students with SEND are represented upon the School Council • Regular student voice with students with SEND to share good practice. • Specialist sports participation e.g. table top cricket, boccia • Upgrades made to the school in summer 2022 including ramps, wider doors, and railings to ensure students with physical disabilities are able to move around school with ease, and participate fully
<p>The following support for learning is available for pupils with SEN D:</p>
<p>Provision is allocated according to the 'Assess, Plan, Do, Review' cycle:</p> <ul style="list-style-type: none"> • Literacy interventions e.g. paired reading, reciprocal reading or phonics • Use of technology e.g. reader pens, screen enlargers, laptops • Numeracy intervention e.g. TT Rockstars, am registration sessions, Sparx Maths • Curriculum support - in class support identified through an EHC plan. • Social interventions e.g. ELSA • Access to learning support department and structured tasks before school, during breaks and lunchtimes. • Supported work experience within year 10 and year 12 • Extended transition from KS2 to KS3, and post-16/18 • Examination Access Arrangements (where assessed as required) e.g. additional time, coloured paper, use of laptop or rest breaks. • Other support including additional guidance within key stage 4 options process, other reasonable adjustments to lessons/school-day
<p>The following emotional, mental and social support is available for pupils with SEN D:</p>
<ul style="list-style-type: none"> • Pastoral teams including heads of year and tutors • Learning Support department • Learning Support team • ELSA • Mental Health Practitioner • Other external organisation referrals
<p>Our learning support team:</p>
<p>SENCo - Beverley Johnstone Assistant Headteacher of SEND - Sheila Shipton HLTA's, STA's and TAs based within curriculum areas and the Learning Support department</p>
<p>In addition, we use the services of the following specialists:</p>
<ul style="list-style-type: none"> • Children's Services Inclusion Officer (attendance) • Educational psychologists • CAMHS • Specialist Teaching Service • Alternative providers • Young Carers • Family Action • Mental Health practitioners • Social Worker in Schools (SWIS) • Health professionals • SAFA • Inspira • Youth Offending Service
<p>Arrangements for consulting parents of children with SEND:</p>
<ul style="list-style-type: none"> • Annual parents evening • Annual reviews (EHC plan students) • Communication to parents/carers when students begin a new intervention. • Face to face meetings/emails/telephone calls as and when appropriate • Use of home-school diaries for some students

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| <ul style="list-style-type: none">• Extended transition from year 6 to year 7• Induction evening during year 6, prior to starting in year 7 |
| Arrangements for consulting young people with SEND: |
| <ul style="list-style-type: none">• Students are consulted at the start of any interventions to explain aims and purpose• Students with EHC plans participate within their annual reviews.• Students with SEND are represented within the School Council• Regular student voice and joint work scrutinies with students with SEND |

Appendix 1 - Accessibility Plan

The school's Accessibility Plan is a requirement of the wider Disability Equality Scheme, which in turn is part of our Single Equality Plan. The Disability Equality Scheme includes the following at its heart:

- As well as students it includes disabled staff, parents, carers and others
- The involvement of a disabled person is a requirement
- The gathering of information is a requirement

The governing body is required to plan to increase access to education for disabled students in three ways, outlined in the accessibility plan:

1. Increase the extent to which disabled students can participate in the school curriculum (including extra-curricular activities)
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
3. Improving the delivery to disabled students of information which provided in writing for students who are not disabled

The plan has to be resourced, implemented, reviewed and revised, and contributes to three duties:

1. Not to treat disabled students less favourably for a reason related to their disability
2. To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
3. To plan to increase access to education for disabled students

Netherhall School Accessibility Plan

Introduction

Netherhall School is committed to providing a full, inclusive curriculum for all students and for all students to feel valued. We want all our students to achieve their full potential academically, emotionally, physically and spiritually.

In particular the Governing Body recognises its responsibility under the Disability Discrimination Act (DDA) and the amendments by the SEN and Disability Act 2001 to cover Education. This prevents discrimination against people with disabilities in their access to education.

The Governing Body recognises its duty under the DDA (Part 4):

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students so they are not at a substantial disadvantage
- To publish an Accessibility Plan to increase access to education for disabled students.

The plan has three interlinked elements required by the planning duties in the DDA:

1. Increasing the extent to which disabled students can participate in the school curriculum by:

- Providing for all students a curriculum which is appropriate to their needs
- Ensuring that the curriculum is taught in such a way that all students, regardless of any disability may benefit fully from it.

2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services by:

- Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other disabilities (impairments)
- Providing appropriate educational equipment and physical aids to ensure that the curriculum can be accessed fully by all students.

3. Improving the provision of information in a range of formats for disabled students and their parents/carers by:

Providing for students and their parents/carers information about the school and its curriculum in a format that takes account of any disabilities.

It is a requirement that the school's accessibility plan is resourced, implemented and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address our priorities.

IMPROVING ACCESS TO THE CURRICULUM

(Increasing the extent to which disabled students can participate in the school curriculum NB: This must be read in conjunction with other policies: Teaching and Learning, Inclusion, Equal Opportunities)

Content- Short Term	Process	Staff Involved	Impact	Timescale
Continue to improve differentiation in lessons to ensure inclusion of all learners through high quality teaching	Through teaching and learning.	RMS SENCo All staff	A curriculum which is more inclusive for all students Schemes of Work reflect differentiation Staff feel more confident in differentiating for all Students with SEND achieve expected progress	Ongoing
Improve classroom experiences for students with visual and hearing impairment	All staff receive training from Specialist teachers Liaise with the local authority regarding needs of individual students	All SENCo	All staff aware and using differentiated approaches All equipment in place in line with needs of student	Ongoing
Increase staff skills, knowledge and expertise in Autistic Spectrum Condition	Staff training, in class support and advice from Specialist teacher Update information on pupils circulated to all staff	SENCo Specialist Teacher- ASC	All staff aware of common features of ASC and how to support students within their classes or at social times	Ongoing
Increase staff skills, knowledge and expertise in Dyslexia and associated difficulties	Produce a 'Guide to Dyslexia friendly Classrooms'	SENCo	All staff aware of features of dyslexia and how to support students within the classroom	

IMPROVEMENTS TO THE ENVIRONMENT

(Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services)

Content- Short Term	Process	Staff Involved	Impact	Timescale
Improve environment for visually and hearing impaired learners	Local authority advice on adaptations required.	Site Manager SENCo	Environment improved	Ongoing
Ensure students with physical difficulties have easy access to classrooms	Timetabling of ground floor rooms where possible Handrails maintained on stairs Ramps maintained Local authority advice as and when required	SENCo Site team	Physical access improved	Ongoing
Audit of all classrooms to check they are accessible and DDA compliant	As and when required	SLT, HODs Site team	Physical access improved for learners	When required

IMPROVING PROVISION OF INFORMATION

(Improving the delivery to disabled students of information which is provided in writing for students who are not disabled)

Content- Short Term	Process	Staff Involved	Impact	Timescale
To improve communication with disabled students/ users; ensuring that all written material is available in alternative format	<ol style="list-style-type: none"> 1. to ensure the school website is clear, simple and easy to use for all users 2. to ensure parents and students have wider access to information in a variety of formats 3. all school publications (and website) to denote availability in alternative formats available on request 4. to determine through the LA, the mechanics for converting information into alternative format 	Website manager, Admin staff manager, HODs SENCo	Information for disabled students and adults is improved	Ongoing
Improve access to website for users with visual impairment	Website manager to investigate improvements	Web site manager	Website has high visibility version available	