



NETHERTHORPE SCHOOL

SCIENCE AND MATHEMATICS COLLEGE

Learn · Enjoy · Succeed

SEND Policy and Information Report

Netherthorpe School

Approved by: CLT Trustees **Date:** September 2021

Last reviewed on: September 2021

Next review due by: September 2022

Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	3
5. Principles of Inclusion at Netherthorpe School.....	3
5. SEND Information.....	4
6. Derbyshire's Local Offer	10

1. Aims

Our SEND policy and Information Report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.
- Explain how Netherthorpe School will ensure all students with SEND are offered full access to a broad, balanced and relevant curriculum that is student focused and provides a wealth of opportunity for personal, social and emotional development.
- Set out how the culture, management and deployment of resources in school is designed to ensure all student's needs are securely met and promote a sense of belonging and inclusion within school.
- Highlight how Netherthorpe School works in collaboration with primary schools, parents, students and teachers to ensure early identification of SEND.
- Explain how intervention opportunities are identified, implemented and how impact is measured.
- Outline how Netherthorpe School will involve parents/carers and students as partners in the child's education and highlight their roles in the 'assess, plan, do and review' process.
- To explain the continued effective liaison between all support agencies and feeder/ network schools.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is **Mrs Claire Banks**.

They will:

- Work with the headteacher and Senior Leadership Team to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

4.2 The Trustees

Trustees will:

- Help to raise awareness of SEND issues at meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the trustees on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Head of Academy/Head teacher

The headteacher will:

- Work with the SENDCO and Senior Leadership Team to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class and identify students who are showing signs of having SEND or requiring additional support.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- **All staff have a responsibility for the education of students with special educational needs within their classes as per the Teachers Standards and SEND code of practice (2014).** Where a member of the learning support staff is present they will work collaboratively with the teacher, sharing tasks within the classroom to ensure access for all students and particularly those with SEND.

4. Principles of Inclusion at Netherthorpe School

- Netherthorpe School is committed to providing all students with equal access to a broad and balanced curriculum which best meets their needs and to secure the best outcomes for each individual child.
- Our school is committed to promoting a sense of belonging and provide equal opportunities to all students; our admissions policy makes no reference to protected characteristics, such as gender, ability or religious values.
- Netherthorpe School views parents as partners in the education of their children. We value parents and students as 'experts' and we will consult regularly to ensure that a full picture of need is generated, progress is reviewed and the next steps for the student can be generated through person centred planning. We are committed to working collaboratively with students, parents/carers and external agencies to achieve the best outcomes for each individual student.
- At Netherthorpe, all teachers are committed to, and responsible for, the progress of students with special educational needs in their class. A comprehensive CPD programme has been developed as a 'Responsive Teaching Programme' to provide staff with the skills and strategies needed to best meet the needs of student through Quality First Teaching.
- The objectives of the school's SEND and Inclusion policies are to ensure appropriate access for all, raise the levels of literacy and numeracy, develop self-esteem, develop personal and social skills and to provide support for those students with special educational needs in order that they may respond more effectively to the demands of the curriculum and show progression in their personal, social and emotional development over time.
- All students, regardless of ability, are taught in mainstream classes with learning support available where necessary. Students with significant difficulties in literacy and numeracy will have access to additional teaching time in order to address and remediate these difficulties, balanced with maintaining their right to a broad and balanced curriculum.
- The SENDCO and Learning Support Department are readily available to offer advice and support to departments, the teachers, students and parents/carers.
- In order to promote the effective learning of all its students, Netherthorpe School will work in collaboration with other professionals including those of the LA.
- The SENDCO is a member of the Senior Leadership Team at Netherthorpe and is responsible for reporting the progress made by students with SEND. Reports will be made to the Trustees as required.
- Support staff will be placed in those groups where there are students with Education Health and Care Plan (EHCP).
- The school environment has been adapted in various ways to support disabled students in having full access to the school site, e.g. tactile paving to support visually impaired students and a hoist and therapy room for physically impaired students.

5. SEND information

	Number of students Y7-13 (September 2021)	Percentage of students Y7-13 (September 2021)	National Average - For Secondary Schools only Jan 21. (All schools Nat average)
M - Monitored Students <i>(Students known to the Learning Support Department, but whose additional needs are being met in mainstream lessons through Quality First Teaching)</i>	48		-
K - SEND Support	132	11.42%	11.49% (11.95%)
E - EHCP	22	1.9%	1.96% (3.58%)
ALL STUDENTS WITH SEND		13.45%	13.32% (15.53%)

The Learning Support Team

The Learning Support Team at Netherthorpe is made up of our SENDCO, Assistant SENDCO and 6 Teaching and Learning Assistants, as well as specialist support staff.

SENDCO

- The Learning Support Department is led by **Mrs Claire Banks**, Director of SEND.
- Mrs Banks has achieved the National Award for Special Educational Need Co-ordination from Sheffield Hallam University.
- Mrs Banks is registered with British Psychological Association and has achieved a Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A). As such, Mrs Banks is qualified to conduct relevant educational testing to explore a range of learning needs and also to assess for GCSE access arrangements at Netherthorpe School.
- Mrs Banks has taught at Netherthorpe since 2012, working as Head of Department and finally moving into the SENDCO role in April 2019.

Assistant SENDCO

- Our Assistant SENDCO is **Mrs Samantha Cundy**.
- Mrs Cundy has a wealth of experience and knowledge supporting SEND students and has completed various courses to support her practice, including a Diploma in Supporting Students with SEND and ongoing training with CAMHS to support students with Social, Emotional and Mental Health difficulties.
- Mrs Cundy is responsible for the day to day running of the SEND team, supporting our Teaching and Learning Assistants and maintaining the administration aspects of the SEND Department at Netherthorpe.
- Mrs Cundy is one of the Social, Emotional and Mental Health Leads within the Learning Support Team, as well as supporting with our Communication and Interaction Pathway.

Teaching and Learning Assistants

We are fortunate to have 6 highly experienced and qualified Teaching and Learning Assistants working within the team.

- **Mrs Sally Wright:**
 - Mrs Wright is a dedicated Teaching and Learning Assistant who primarily works with our EHCP students in Year 8.
 - Having undertaken a variety of courses to develop her understanding of Autism, Mrs Wright is passionate about supporting students with ASD and has run social skills and communication interventions at Netherthorpe.
 - Mrs Wright is one of our IDL leads within the Learning Support Team, who along with Mrs Russell, supports small group intervention for students requiring over-learning strategies to support their literacy skills.

- **Mrs Sarah Worrall**
 - Mrs Worrall works across all year groups supporting students high needs or an EHCP and is passionate about supporting each child as an individual.
 - Mrs Worrall has taken the time to get to know each of her students, and their families, individually and is a fantastic support for both students and their parents.

- **Mrs Nadine Holmes**
 - Mrs Holmes supports primarily within our Y10 groups and is experienced in supporting students with a range of social, emotional and mental health difficulties.
 - Mrs Holmes is experienced in delivering interventions to support students with communication and interaction difficulties and leads our Bridges in Social Understanding intervention.
 - Mrs Holmes is one of the Social, Emotional and Mental Health Leads within the Learning Support Team, as well as supporting with our Communication and Interaction Pathway.
 - Mrs Holmes also leads 1:1 English and Maths catch up sessions and Preparation for Adulthood Sessions also.

- **Mrs Aileen Russell**
 - Mrs Russell is an experienced Teaching and Learning Assistant and primarily supports our students across KS4 & KS5, in lessons and in individual and group based supported study sessions.
 - Mrs Russell has experience in delivering the ASDAN curriculum and supporting students to develop their handwriting and typing skills also.
 - Mrs Russell is one of our IDL leads within the Learning Support Team, who along with Mrs Wright, supports small group intervention for students requiring over-learning strategies to support their literacy skills.

- **Mrs Sarah Gray**
 - Mrs Gray is a qualified teacher and has experience in teaching students with a range of complex needs, including those with social, emotional and mental health difficulties.
 - Mrs Gray primarily supports our students across KS3 & KS4 and leads precision teaching sessions to support students' literacy and numeracy development.
 - As an extra college teacher, Mrs Gray is able to offer careers support as part of our Preparation for Adulthood Pathway, supporting students with SEND to identify their post 16 and post 18 options. Mrs Gray has been able to offer support with travel training and independent living skills also.

- **Mrs Julie Emeny**
 - Mrs Emeny is an experienced Teaching and Learning Assistant and primarily supports our students in Y7 and 8.
 - Mrs Emeny has worked closely with our Speech and Language Therapist (Let's Verbalise) and is able to lead small group interventions focusing on vocabulary acquisition and social communication to develop speech and language skills.
 - Mrs Emeny is committed to supporting students in their study, whilst also developing their independence where possible.

5.1 The kinds of SEN that are provided for

Netherthorpe School 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. For example:
 - Social Bridges
 - Let's Verbalise Speech and Language Therapist – **Genna** (1 day per week)
 - Talkabout Teenagers Social Communication Groups
 - Lego Therapy
 - Autism Outreach Support
 - Commando Joes
 - Secondary Language Link
- **Cognition and learning:** for example, dyslexia, dyspraxia, students with a lower reading age.
 - Personalised 1:1 Reading Intervention (**Mrs Connelly**)
 - Specialist Literacy Tuition (2 days per week) (**Mrs Jerram**)
 - Functional Skills Tuition (1 day per week) (**Mr Fletcher**)
 - Catch up Tuition in English and Maths
 - Kip Mcrath Tutoring after school for identified students.
 - IDLS Literacy and Numeracy Intervention
 - Hackney Lit Y7 Withdrawal Group (**Mrs Banks**)
 - Paired Reading Support
 - Inference Training
 - Laptops (and software)
 - Reading pens
- **Social, emotional and mental health difficulties:** for example, attention deficit hyperactivity disorder (ADHD), attachment difficulties.
 - In school counselling with Inclusion Manager (**Mrs Catlow**)
 - In school counselling with Professional Counsellor (**Mrs Newton**)
 - CBT Strategy Support from Maria Collins Donnelly Consultancy (**Kim Holden**)
 - Anger management, anxiety management, emotional support.
 - Time out cards
 - Safe spaces
 - Educational Psychology Support
 - Behaviour Support Service Support.
 - Ongoing Pastoral Manager Support
 - Referrals to external agency support as necessary

Sensory and/or physical needs: for example, visual impairments, hearing impairments, processing difficulties.

- Visits from Physical, Visual and Hearing Impairment Services
- Radio aids
- Overlays
- Visual Impairment Support
- Laptops and other equipment to increase access to learning.
- Adjustments through Quality First Teaching

Further detailed information about the SEND provision and interventions offered at Netherthorpe School is available on request. The information above are examples and not intended to be an exhaustive list.

5.2 Identifying students with SEN, assessing their needs and consulting with students and parents

At Netherthorpe, we are committed to identifying students' barriers to learning as early in their school career as possible as we know this early intervention is key to student success. 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 SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly and the student and parents will be consulted throughout the planning and review process to ensure a child-centered approach.

We will assess each student's current skills and levels of attainment on entry to year 7, using CATs and progress tests, which will build on our understanding of their prior learning at previous settings and Key Stages, where appropriate.

In the summer term of year 6, the SENDCO and Head of Y7 will make contact with our local primary schools to identify which students have been in receipt of or may require additional support based on their prior learning. The SENDCO will be available to meet with primary schools to discuss individual student needs and develop support plans in consultation with their primary school teachers, leaders, the student and their parents/carers. The SENDCO will meet all Y6 EHCP and GRIP funded students during the summer term of year 6. As part of our person-centered approach, the SENDCO will discuss the student strengths, barriers to learning and strategies to best meet the student's needs. This will be an opportunity to collaborate and plan the steps needed to best meet the student's needs in a multi-agency approach.

The SENDCO will arrange an enhanced transition package for these students, including visits to school to meet key staff and a personalised tour of the site, arranging a Y7 pen pal to support transition, where appropriate and any other steps that the team around the student feels necessary. This transition package is personalised to the needs of the student and is available for all EHCP and GRIP funded students, although can be arranged for other students where appropriate.

At Netherthorpe, all teachers are committed to the continual monitoring of student progress. Class teachers will make regular assessments of progress for all students 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 student is recorded as having SEN and we are committed to supporting each student's individual needs on a case by case basis. Once alerted to a concern, the Learning Support Team may:

- Discuss the student needs with the class teachers and collect examples of work.
- Discuss the Quality First Teaching strategies the teacher has implemented and the impact they have had.
- Collect student and parent voice to investigate the teacher concerns.
- Conduct Educational Testing to explore specific areas of difficulty, e.g. WRAT test, Dyslexia screener, CTOPP2.

When a full picture of the student's 'need' has been identified and upon deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress, and the views and the wishes of the student and their parents. We will use this information to determine the support that is needed and whether we can provide it by adapting our core offer (i.e. though Quality First Teaching in the classroom), or whether something different or additional is needed, e.g. reading intervention. At Netherthorpe, we are committed to only delivering additional provision that is impacting, measurable and evidence based in our drive to ensure that all students receive timely, supportive and effective interventions to best meet their needs.

Students who are placed on SEND support will have the opportunity to create a Student Passport which will be accessible to all staff on their SEND profile on Edukey Provision Map. This passport will be used as a means of communication between the students and their teachers and detailing the following areas to support staff in meeting student need more effectively:

- What I enjoy at home and at school:
- What I find challenging and what my teachers can do to support me in lessons:
- What I will do to support my own learning:
- What I would like my teachers to know:
- Access Arrangement Information:

In addition to their Student Passport, all students in receipt of provision, additional to, or different from, their peers will have a Learning Plan which details the objectives and intended outcomes of their interventions. Their learning plan will show details of:

- The student's strengths
- The student's barriers to learning
- Their SMART targets for the next term, including the intended outcome and strategies to support staff in meeting these targets.
- A student voice contribution opportunity
- A parental voice contribution opportunity
- An opportunity for any external agency contribution e.g. CAMHS, Behaviour support.

Progress on the Learning Plan will be reviewed termly in consultation with the team around the child.

Detailed SEND information for each student is available on Edukey Provision Map with each student having their own SEND profile with details of strategies to best support their needs, their Student Passport, Learning Plan and any other relevant SEND information the SENDCO feels is appropriate to share with staff.

Students EHCPs and Learning Plans are readily available on students' Edukey profiles and staff can access the Learning Plans to identify student's termly targets, reviews and provisions being accessed. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.3 Consulting and involving students and parents

At Netherthorpe School, we are committed to involving parents as partners in their child's education at every opportunity. In addition to the role of 'parents as partners' shared in the previous section, we will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student'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

We will notify parents when concerns relating to a SEND have been identified and parents will be consulted in the development of the student's Learning Plan. If it is decided that a student will receive SEN support, parents will be invited to discuss the targets and outcomes we hope to achieve from this intervention. Parents will be given the opportunity to contribute towards their child's Learning Plan, as well as providing the same opportunity to the students.

All students in receipt of SEN Support, and those on our Monitoring List, will be given the opportunity to create a Student Passport, as a means of communicating the strategies they find useful and benefit their learning. All Passports and Learning Plans will be available for staff to view on Edukey Provision Map and regularly updated in response to feedback received from the Parents and/or student.

Learning Plan targets will be generated in collaboration with parents each term in our commitment to maintaining parents as partners in their child's education. At the end of each term, parents will receive a review document of their child's progress against their Learning Plan targets and, it is deemed appropriate for the plan to continue, parents will be consulted to set the student's targets for the next term. Parents will have opportunities to discuss progress regularly with the SENDCO and consult on the student's next steps.

5.4 Supporting students moving between phases and preparing for adulthood

When students are moving between phases, i.e. onto college or an external sixth form, we will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this and parental consent will be sought prior to the student's SEND information being shared, in line with GDPR.

The SENDCO and Learning Support staff will be available to meet with colleges and sixth forms, as well as other post 16 providers to guarantee an enhanced and supported transition to the next phase in the students' education.

All Y11 students with EHCPs and High Needs funding will be prioritised for a Careers' appointment in the Autumn Term of Y11 and the student's annual review will be conducted in the Autumn term also, to ensure that support can be implemented for college visits and/or enhanced transition packages. An enhanced transition package includes travel tuition to college, support for applications, induction days or interviews, as well as supported interview preparation and practice.

5.5 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class, in line with the SEND Code of Practice (2014).

At Netherthorpe, we are committed to ensuring that all students, irrespective of their SEND, have the opportunity to experience and broad and balanced curriculum that best meets their needs.

- **Universal Provision (All students)**
 - The first stage of this approach is to ensure high quality teaching for all students. We will ensure that learning is scaffolded for individual students and teaching strategies and resources are adapted to best meet student need. Teachers will adapt their planning and delivery to best meet the needs of the students in their lessons.

- **Targeted Provision (Some students)**

- Where student need cannot be met in lessons, or more intensive intervention is identified as being required, there will be careful consideration paid to weigh up the impact of the student being withdrawn from a lesson, against the intended benefit. Students will only be withdrawn from a lesson if all of the following criteria can be met:
 - The intervention would have significant benefit and impact on the student's learning needs
 - The intervention has a clear intent, implementation plan and clear success criteria to measure impact (SMART targets)
 - The intervention is measurable, timely and responsive to specific student needs
 - The intervention is part of a statutory requirement (for EHC plans)

Examples of targeted provision might include IDLS Literacy, Social Communication Group and/or Bridges in Social Understanding for ASC.

- **Specialised Provision (Few students)**

- When a student's needs extend beyond our targeted provision or where a child is experiencing difficulties across the curriculum, specialised provision may be appropriate, e.g. an independent speech and language therapist or an independent Dyslexia tutor.

All interventions offered to students are personalised and carefully planned to meet the needs of the individual student. At Netherthorpe School, we may provide the following interventions, in response to student need, although this is not an exhaustive list.

Cognition and Learning Needs

- TA support in class
- IDLS Literacy and IDLS Numeracy
- 1:1 Personalised Reading Intervention
- Inference Training
- Personalised small group Literacy and Numeracy intervention
- Specialist Literacy Tuition

Communication and Interaction Needs

- Lego Therapy
- Let's Verbalise Speech and Language Therapy
- Bridges in Social Understanding - ASC
- Talkabout Teenagers
-

Social, Emotional and Mental Health Needs

- In school counselling service
- Anxiety and/or emotional support
- Anger management
- Mental Health First Aid
- External CBT, Anxiety, Anger Management & Resilience support
- Social Communication Group – talkabout teenagers and social think sheets
- Bridges in Social Understanding - ASC

Physical and Sensory Needs

- Safe spaces and time out passes to prevent sensory overload
- Fiddle toys, noise reducing ear plugs, overlays to reduce sensory stress
- Adapted walkways and access ramps for physically impaired students
- Enlarged text and braille for visually impaired students
- Radio mics for hearing impaired students
- Regular visits from external agencies to support students in school.

5.6 Working with other agencies

Netherthorpe School is committed to working with outside agencies, including specialist providers from both within and external to Derbyshire's local offer.

We currently work in collaboration with:

- Derbyshire Educational Psychology Service
- Autism Outreach
- NHS Speech and Language Services
- The Hearing Impairment Service: Derbyshire
- The Visual Impairment Service: Derbyshire
- The Physical Impairment Service: Derbyshire
- 'The Den' at Chesterfield Royal Hospital
- CAMHS at Chesterfield Royal Hospital
- Let's Verbalise Speech and Language Services
- The Derbyshire SSEN Service
- Tailor Made Programmes
- OOST
- SEND Intervention Tutor
- Therapist from Collins Donnelly Consultancy
- Functional Skills Tutor
- A range of independent tutors and SEND Support Workers

5.7 Complaints about SEN provision

Complaints about SEN provision in our school should be made to Mrs Claire Banks (SENDCO) in the first instance. They will then be referred to the school's complaints policy.

6. Derbyshire's Local Offer

Our local authority's local offer is published here: www.localoffer.derbyshire.gov.uk