The Netherhall School │ Inclusion Faculty

SEND Information Report 2021/2022

What are special educational needs and disabilities?

The SEN Code of Practice (2014) states that a child or young person has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

What is the Local Authority Local Offer?

This is a resource developed by the Cambridgeshire Local Authority to signpost services and provision for young people with SEND in the local area. You can access this at www.cambridgeshire.gov.uk/send

What kinds of special educational needs and disabilities might students at Netherhall have?

There are 4 broad areas of SEND:

- Communication and interaction (C&I)
    - Speech, Language & Communication needs (SLCN)
    - Autism Spectrum Disorder (ASD)
- Cognition and learning (C&L)
    - Profound and Multiple Learning Difficulties (PMLD)
    - Severe Learning Difficulties (SLD)
    - Moderate Learning Difficulties (MLD)
    - Specific Learning Difficulties (SpLD)
- Social, emotional and mental health (SEMH)
- Sensory and/or physical (P&S)
    - Hearing Impairment (HI)
    - Visual Impairment (VI)
    - Multi-sensory Impairment (MSI)
    - Physical Disability (PD)

The following descriptions are taken from the SEN code of practice (2014: 97-98)

Communication and interaction

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where

children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What provision is available for students with SEND at Netherhall?

Area of need	Provision
General	• High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. • The Netherhall Data System allows all staff to access information related to the special educational needs and disabilities of individual students. This includes student profiles, EHCPs and information on students with SEND • Teaching assistants work alongside teachers to provide additional support in some lessons and during intervention sessions • Break and lunch time provision includes supervised rooms for smaller groups of students to eat and interact • Comprehensive bespoke provision provided for students through in-school provision in the Hub. • The Intervention Team meet and assess students to learn more about their needs, working with them to develop strategies that can be implemented by teaching staff and the students themselves to support their individual learning needs. • Access arrangements such as extra time or a reader to those that qualify. These are overseen by the Intervention Team in conjunction with the Exams Office to ensure that these students feel safe, secure and supported during their examinations.

Area of need	Provision
Communication and Interaction	• Targeted programs to improve communication and interaction skills, usually in small groups or individually working with a Teaching Assistant. Support programmes delivered by our ELKLAN trained specialists include: Sound Training, WordShark, Direct Phonics and PiXL code. Referral to SLCN team.
Cognition and Learning	• Small group and individual programs for students with literacy and numeracy difficulties • Study Support lessons to allow pre-learning and over-learning of concepts. Support programmes include: NumberShark, WordShark, Lexia, Lexoniks.
Social, Emotional and mental health needs	• Targeted programs to support social and emotional development including access to the Hub if/when an adapted timetable is appropriate. Specific interventions include Art therapy, K9 confidence and 121 ELSA support sessions. • Extensive pastoral support, including form tutors and mentors, school achievement leaders, pastoral support workers and SLT link staff who provide emotional support for students who need it, who may refer to specialist mental health support, including counselling, through the Locality and Child and Adolescent Mental Health (CAMH) teams, Key workers in school, mentoring (where appropriate) `and providing a quite 'safe' space for children to find peace at social times during the school day. We use the Zones of Regulation strategy across the school and particularly in the Inclusion department.
Sensory and Physical needs	• Close liaison with multi-disciplinary teams, including physiotherapy, occupational therapy and hearing and visual impairment specialist services • Individual and small group programs • Adaptation of teaching resources where needed, including the use of ICT and accessible equipment

How are students with SEND identified?

Students and their parents/ carers should speak to the form teacher/ mentor or subject teacher if they have a concern. The teacher may refer to the SENCO if there are still concerns.

Procedures for identifying students with SEND include extensive liaison with primary or other transfer schools, literacy assessments including reading and spelling ages, MidYIS testing, collaboration between teachers and the Inclusion Faculty and additional assessments, including access arrangements for exams, which are carried out by the Inclusion faculty on a needs basis.

How is progress reviewed and shared with students and their parents and carers?
- Communication as needed via phone calls, emails and through the student planners
- Parents evenings and additional SEND focus-parents evenings
- Confirmation of exam access arrangements is via letter
- Annual Reviews for students with Education, Health & Care Plans
- Through the Netherhall Data System and Provision Mapping software

What training or expertise do staff have?
- In house and specialist training is provided for all staff
- Key staff have specialist training in a range of SEND areas, including Speech and Language, Social, Emotional & Mental Health, Dyslexia, Autism and Hearing Impairments
- SENCO/Assistant SENCO attends county networking and other SEND forums as appropriate

How will the school know that its provision for SEND is effective?
Progress of students is regularly assessed and reviewed in order to determine the effectiveness of any additional intervention programs through the use of pre- and post-tests related to the intervention. The data system allows tracking of data and interventions. The Inclusion Faculty also regularly self-evaluates its provision through weekly meetings, liaison with external agencies and discussions with focus groups of students. Feedback is regularly collated for annual reviews of students with EHCPs regarding both the progress of students and the impact of TAs on their learning. Observations of TAs are carried out to reflect on their effectiveness in supporting students.

Who is involved in supporting students with SEND?
Form tutors / mentors and subject teachers, in liaison with year leaders and heads of faculty, are the first point of contact. The Special educational needs coordinator (SENCO) is responsible for overseeing the provision for SEND. The SENCO works closely alongside the team who are responsible for the operational delivery of SEN provision across the school, the Deputy Principal and other members of the Inclusion team.

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What specialist services are available?
The school liaises extensively with other bodies, including health and social services, local authority support services and voluntary organisations, in order to seek specialist advice and provision.

How are students supported in moving between different schools?
Transition for all students from primary schools include the following: staff information- sharing meetings, primary class activities and visits, SENCO liaison meetings, ongoing liaison work between subject departments and primary schools, parents evenings, student induction days.
The Inclusion faculty has recently allocated Higher Level Teaching Assistants to work with specific feeder primary schools around transition for SEND students.
For some students, there are extra transition opportunities, including: individual parental and student visits, additional taster sessions, liaison and observations with teaching assistants, summer school
Transition for students moving to post-16 providers include individual visits and taster days, liaison meetings between SENCO, pastoral team and post-16 providers.

How are students supported in preparing for adulthood and independent living?
All students have work-related learning programs and work experience opportunities.
Some students have additional targeted work experience, which can include weekly placements in a variety of settings.
Some students have adapted timetables to include life skills within the local community.

What are the procedures for making a complaint?

Please contact the SENCO, or follow the whole school complaints policy as detailed on the school website.