

SEN Information Report

The Special Educational Needs and Disability Regulations 2014 requires the school to publish certain information regarding our provision for pupils with SEN. 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 (SEN):
<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 SEN using the following methods:
Year 6-7 transfer <ul style="list-style-type: none">• Discussions with feeder schools• Reading and spelling tests• Discussions with pupils and parents/carers• English and maths examinations• Teacher assessments In year admissions <ul style="list-style-type: none">• Discussion with prior school• Reading and spelling tests• Discussions with pupils, parent/carers• Teacher assessments
We evaluate the effectiveness of our SEN 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 that the child's progress is similar to that of their 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 SEN are as follows:
Progress and attainment data is scrutinised and evaluated by curriculum and pastoral staff, the Senior Leadership Team, and the Scrutiny sub-committee of the Governors.
Our approach to teaching pupils with SEN includes:
Lessons are differentiated to meet the needs of individuals, recognising that pupils learn at different rates, and require different strategies for learning.
Teachers respond to students needs by:
<ul style="list-style-type: none">• Planning to develop student's understanding• Planning for students full participation in learning, and in physical and practical activities
We enable pupils with SEN to engage in the activities of the school, in the following ways:
<ul style="list-style-type: none">• Staff receive specialist training to support pupils with medical needs ensuring these pupils are fully able to participate in school activities.• The School has a learning council, and the views of pupils are actively sought and acted upon.• Specialist sports participation, in a variety of sports, is encouraged.
The following emotional, mental and social support is available for pupils with SEN:
<ul style="list-style-type: none">• Pastoral support, tutors, heads of year and teaching assistants
The name of our SEN Co-ordinator (SENCo) is:
Beverley Johnstone
In addition, we use the services of the following specialists:
<ul style="list-style-type: none">• Children's Services Inclusion Officer – Attendance• Educational Psychologists• CAMHS• Specialist Teaching Service• Alternative Providers• School Nurses• Young Carers• Barnardos• Amaze• SAFA• Inspira• YOS
For further information please refer to the SEN Policy, SEN Offer and Admissions Policy.

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 it's' 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 3 ways, outlined in an Accessibility Plan

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

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

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- 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	
Content- Medium Term	Process	Staff Involved	Impact	Timescale
Content- Long Term	Process	Staff Involved	Impact	Timescale

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
Content- Medium Term	Process	Staff Involved	Impact	Timescale
Content- Long Term	Process	Staff Involved	Impact	Timescale

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	
Content- Medium Term	Process	Staff Involved	Impact	Timescale
Content- Long Term	Process	Staff Involved	Impact	Timescale