



## **Netherwood Academy SEND Information Report September 2023**

To be reviewed September 2024

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Associate Assistant Principal Director of SEND and Inclusion

Netherwood Academy has an inclusive ethos where every child, regardless of any potential barriers to learning, is supported to attain their full potential. We believe that outstanding classroom teaching is fundamental to achieving this. We also believe that targeted interventions provide a powerful tool for supporting students and enabling them to access the curriculum.

We work closely with CAMHS, the EHC team, Speech and Language Therapists and Social Communication and Interaction Team (SCI), as well as a range of other external agencies, to ensure that provision is in place for students with higher level needs.

The academy supports the principles of the Equality Act 2010, and will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent students being put at a substantial disadvantage.

### **The name and contact details of the SEN/DCo (mainstream schools) and further contacts**

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## **The kinds of Special Educational Needs that are provided for in school**

At Netherwood Academy we make provision for students who have been identified as having any of the needs listed below as highlighted in the SEN/D Code of Practice. We know that some students will have difficulties in more than one of these areas and we will always do our best to meet their needs. We will target the support accordingly for each student. All students in school have support within lessons through differentiation and quality first teaching strategies (Wave 1 Intervention). This means that activities are planned accordingly to the level the student is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Broad areas of needs:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

### **Definition of SEN/D:**

A pupil has SEN/D where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (Special educational needs and disability code of practice: 0 to 25 years – section 6.15) 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the

differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. Children may be identified as having long term and significant SEN/D if they are not making adequate progress despite good quality, differentiated Quality First Teaching and all relevant and purposeful interventions and strategies being in place. (Special educational needs and disability code of practice: 0 to 25 years)

### **Arrangements for consulting parents of children with SEN/D and involving them in their child's education**

There are regular data collections annually in which discussions will be held between the class teacher and parents where concerns have been raised regarding students on the SEND register. Wherever possible, this will be in collaboration with the SENDCo and Student Managers, to discuss the progress towards the outcomes set in the SEND Support Plan or via the Student Passport. If appropriate students will also attend these meetings and be included in the development and agreement of desirable outcomes and further targets. The SENCo is available at all Parents' Evenings and offers SEN review meetings termly with parents and the student to review their passport, progress and provision.

For students with an Education, Health Care Plan, an additional yearly meeting will be held in collaboration with all other agencies involved with the student. Education Health Care Plans are Person-Centred Reviews in which the students play an integral part in discussing their outcomes and targets.

### **Arrangements for consulting young people with SEN/D and involving them in their education**

Students with SEND will create a pupil passport with their Key Worker, Form Tutor or Student Manager; this will be reviewed and updated at least each term per year. Students also are provided with an opportunity to be part of the SEN review meetings termly with parents where they can review their targets from their School Focused Plan. Parents have access to these via Edukey and a personal and secure invite provided.

**Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review**

CATS, a baseline test is carried out in Y7 and gives measures of students' underlying potential, and their strengths and weaknesses across the four sub-scales: Vocabulary, Maths, Non-verbal and Verbal skills. All students also are screened using Lucid LASS to identify any possible Dyslexic like tendencies, reading difficulties and/or poor working memory.

External agencies also carry out assessments and recommend research based interventions.

Targeted Interventions are informed by these results; these include:

- Language Behaviour and Emotions
- Language Behaviour and Thinking
- Language Legends
- Read, Write Inc
- IDL Literacy
- IDL Numeracy
- Colourful semantics
- Comic strip conversations
- Social stories
- Cognitive Behavioural Therapy
- Emotion Coaching
- Zones of Regulation
- Lego Therapy
- 101 ways to teach social skills

Students with an ECHP attend Annual Reviews along with their parent, carers or guardians where appropriate. During the review SMART targets are set, as well as Medium and Long-term targets that are measured and reviewed half-termly.

Netherwood embrace the opportunity to work with parents and parents are welcome into school to work collaboratively with the SEN/Dco, Progress Leaders or Student Managers to discuss targets and to support students in achieving their potential.

In Key Stage 4, an additional lesson 6 is offered to students in all core and a range of optional subjects to support students who may require additional or individualized learning support after the



school day has finished.

The school has a programme of student voice in place and holds yearly Parents Evenings for all Year Groups to give students and parents the opportunity to discuss student progress and attainment in each curriculum area with key members of staff.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

All SEND Students in KS4 are targeted for Careers interviews beginning at the end of Y10 into early Y11. This includes students with EHCPs whom will also have a TIAG member from the local authority attending.

Virtual Teams meetings throughout the academic year incorporates information on higher education, employment, apprenticeships and partnerships with wider society and are fully inclusive and accessible to all students who can access the information in a way that is appropriate and accessible.

### **Approach to teaching children and young people with SEN/D**

If a student is identified as SEN/D we will provide support that is 'additional to' and 'different from' what is delivered through everyday Quality First Teaching. Students with SEN/D will have a personalised Support Plan or Student Passport which will inform Wave 1 intervention. This will form part of 'what' and 'how' the curriculum is delivered in different curriculum areas.

When providing support that is 'additional to' and 'different from' the approaches normally provided through Quality First Teaching, Netherwood engages in the four stage process:

Asses/Plan/Do/Review, which is outlined in the SEN/D Code of Practice.

Therefore, strategies to support SEN/D students will vary according to need. Examples of support include :

- Wave 1 (Differentiated Quality First Teaching)



- Wave 2 (Small Group Intervention)
- Wave 3 (Individualized Learning Support)

**How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN**

For a small number of students in school there may need to be adaptations to the curriculum in order to allow all students to access the broad and balanced, yet exciting and engaging curriculum that we offer.

Every teacher, with support from the SENDCo, Curriculum Leaders, Inclusion Manager and the SLT members of staff that leads on both Teaching and Learning and Time Tabling are required to adapt the curriculum to ensure access to learning for all students, in all lessons and in all curriculum areas, that are on the SEND Register.

Some students with complex needs may require further adaptations in the form of specialist equipment and resources, or a specialist provision within school that has been specifically designed to meet the needs of those individuals.

This support is described on a provision map, which describes the interventions and actions that we undertake at Netherwood Academy to support students with SEN/D across the year groups.

Whilst the majority of students with SEN/D will have their needs met in this way, some may require an EHCP Needs Assessment to determine whether it is necessary for the local authority to make provision in accordance with an EHC Plan. More information about this process can be found in the SEN/D policy.

The expertise and training of staff to support children and young people with SEN/D, including how specialist expertise will be secured

The Academy regularly provide CPD to all staff. This is also delivered in school by outside agencies such as:

- Educational Psychologist
- LINGO: Speech and Language Therapists
- Social, Communication and Interaction Team (SCI)

However, Netherwood Academy also provides bespoke CPD packages dependant on staff and

student needs (ASD,ADHD etc). All ECTs and new staff receive training on supporting students with SEND and how to access key information.

## **Evaluating the effectiveness of the provision made for children and young people with**

### **SEN/D**

We continually review the interventions we put in place to support students. We use an outcome based approach to evaluate impact. By working closely with other schools across the Academy and Key Stages as well as our feeder schools, we can share our experiences and expertise, which helps us to make informed decisions about the interventions we use for:

- Wave 1 (Quality First Teaching)
- Wave 2 (Small Group Intervention)
- Wave 3 (Individualized Learning Support)

Baseline assessments are conducted at the beginning of an intervention. This provides us with a starting point for measuring the progress made by a student. From this, targets will be set and progress measured. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/ or intensity via the Assess/Plan/Do/Review approach. Where Wave 2 Interventions are necessary, the termly reviews will involve students and their parents or carers, as well as class teachers, (and SEN/DCo where possible) and a record kept of the agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech & Language Therapy services, Occupational Therapist, Physiotherapist, an Educational Psychologist or health service professional, such as a Paediatrician.

Where a student has a Statement of Special Educational Need or Education, Health Care Plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the student, their parent or carer and all other professionals involved with the student.

An assessment of the targets made at the previous review will be conducted and further steps agreed by all parties.

How children and young people with SEN/D are enabled to engage in activities available with children and young people in the school who do not have SEN/D

We actively encourage students with SEN/D to participate in all aspects of the school curriculum, as widely as all other students. This includes our regular participation in sporting team events and

extra-curricular clubs, participating in Adventure Day visits and in community events and performances.

We ensure that our school environment is adjusted and adapted to meet the specific needs of any individual students.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN/D and measures to prevent bullying

A student with emotional and social development concerns may be classified as having SEN/D, however if not, he/she may require additional support and therefore a Student Support Plan or Student Passport may still be written to provide bespoke support for the student. During the period that the support is put in place, the student will be required to be added to the SEND Register.

Pastoral Support Plans, like SEN/D Support Plans, will be written by the class teacher in consultation with the SEND Team, Inclusion Manager, Student Manager and where possible the SEN/DCo.

The Support Plan will be reviewed at least 3 times per year on a termly basis, or sooner if required.

Netherwood Academy utilises a variety of agencies/strategies to support students with emotional and social development concerns, such as:

- Emotional Literacy
- Lego Therapy
- Mentoring

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN/D and supporting their families

We work very closely with other schools in the area through EHA meetings and many external agencies and professionals.

During SEN/D support meetings and reviews we may, with consent from parents/ guardians request the attendance of other professionals. In order to ensure that the needs of the student are being met, it may be necessary to involve professionals from:



- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychologist
- Mindspace
- Target Youth Service (TYSS)
- Therapies for Anxiety, Depression and Stress (TADS)

### **Access Arrangements**

Students who require access arrangements are assessed at the end of Year 9 and beginning of Year 10 to ensure these can be implemented for mock exams. Students are assessed by an external professional who is a Level 7 qualified assessor.

### **Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

<http://www.netherwoodschool.com/information/complaints-procedure/>

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

<http://www.netherwoodschool.com/information/send-school-offer/>

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEND.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEN/D support, and to enable the Local Authority to identify pupils who have or may have SEN/D.

Such data, collected through the School Census, is also required to produce the national