



---

# NETHER STOWE SCHOOL

---

**School Information Report**  
**2022-2023**

*Next review date: January 2024*

# NETHER STOWE SCHOOL

## School Information Report

### Staffordshire Marketplace

<http://www.staffordshiremarketplace.co.uk/marketplace/childrenand-families.html>

The ethos of the school is to emphasise and promote positive achievements, as well as actively seeking to remove barriers to learning and participation

Nether Stowe is an inclusive school and may offer a range of provision to support children with one or more of the following needs as identified under the 2014 Code of Practice:

- communication and interaction
- cognition and learning difficulties
- social, mental and emotional health problems
- sensory or physical.

The range of support deployed will be adapted to meet individual's need following thorough assessment by internal or external agencies. It is designed to promote students working towards becoming independent and resilient learners and should not be seen in isolation.

<b>Information and Guidance:</b> <i>Who should I contact to discuss the concerns or needs of my child?</i>	
<p><b>Form Tutor</b> <b>Pastoral Head</b> <b>College Head</b> (Details of how to contact staff available on school website)</p> <p><b>SENCo:</b> <b>Miss D Sullivan</b> <a href="mailto:dsullivan@netherstowe.com">dsullivan@netherstowe.com</a></p> <p><b>Assistant SENCo:</b> <b>Mrs L Findlay</b> <a href="mailto:lfindlay@netherstowe.com">lfindlay@netherstowe.com</a></p>	<p>He / she is responsible for: Checking on the progress of your child and identifying, planning and delivery of any additional support.</p> <p>She is responsible for: Coordinating provision for children with SEND and developing the school's SEND policy. Ensuring that parents are:</p> <ul style="list-style-type: none"> <li>▪ Involved in supporting their child's learning and access</li> <li>▪ Kept informed about the range and level of support offered to their child</li> <li>▪ Included in reviewing how their child is doing</li> <li>▪ Consulted about planning successful movement (transition) to a new group or school</li> </ul> <p>Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties.</p>

<p><b>Head teacher:</b> <b>Mr G Langston-Jones</b></p> <p><b>ATLP Vulnerable Children Advocate</b></p>	<p>Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</p> <p>Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.</p> <p>Responsible for: The day to day management of all aspects of the school, including the provision made for students with SEND</p> <p>Responsible for: Supporting school to evaluate and develop quality and impact of provision for students with SEND across the school.</p>
--	--

### **Assessment, Planning and Review**

#### ***How can I find out about how well my child is doing?***

On-going monitoring takes place by students' teachers to identify students who are not making progress.

All students are assessed throughout the year, via Progress Checks and Milestones.

Students with SEND have additional standardised tests at the end of the Summer term.

Students with SEN form one of the focus groups when data is analysed and reported upon

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration at this stage.

This additional support is documented in an individual Classroom Support Plan.

In consultation with the SENCO and parents, short term targets may be agreed which prioritise key areas of learning to address and by which progress can be measured.

Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each student's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held as required. Parents, relevant external agencies and when appropriate, students are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

### **Tests and Examinations: Access Arrangements**

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks, access to a Reader or Reader pen or the use of a scribe or laptop. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations and evidence must be provided that this has been normal classroom practice for the student identified.

### **Curriculum and Teaching Methods (including groupings and interventions)**

#### ***How will teaching be adapted to meet the needs of my child?***

The school will provide good Quality First Teaching for your child.

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.

Daily planning of takes into account individual student's needs and requirements.

Differentiation and adaptation are approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

The school has a dyslexia friendly approach in all lessons / classrooms

Grouping arrangements are organised to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual students with a long -term goal of developing independent learning skills.

#### **Appropriate and effective teaching and learning:**

- Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum
- All staff will receive appropriate training so that they have the knowledge and confidence to support children's needs
- A range of resources will be available in all learning areas to support learning for children operating at different levels
- Where necessary, resources will be available to support the learning of children who have social and/or communication needs
- The school will provide support for children if they need support managing their own behaviour and/or build up skills and confidence in dealing with social situations.
- The school will try to make sure that children with additional needs and their families are able to take part fully in school trips, performances and social events.

## Intervention

### *What further support might my child receive?*

*Support from Teaching Assistants may be available :*

In core subjects

In practical subjects

For small group work

Rolling programme of literacy and numeracy intervention

*Strategies to support/develop literacy including reading :*

Focused reading lessons, with group or paired reading

Small group intervention programmes - focusing on comprehension and / or spelling

Access to specialist programmes and precision teaching

*Strategies to support/develop numeracy :*

Ability setting in Key Stage 3 (based on KS2 prior attainment)

*Strategies/support to develop independent learning :*

Mentoring by peers, support staff or teaching staff

Study club - at lunch time and after school

Pastoral support

Visual timetables for class/and or individual students

Access to the Learning Support Unit

Traffic light cards to identify difficulties

*Strategies to support social / emotional & mental health difficulties:*

Access to mental health first aider

Pastoral staff

Time out card

Referral for in house counselling

Access to the Learning Support Unit

*Additional equipment / facilities:*

Overlay transparencies for students with dyslexia

Agreed short term access to iPad to support extended writing difficulties

Access to the Learning Support Unit to support emotional / social needs

Application for additional funding if required

## **Transition**

### ***How will the school help my child move to a new group/year group or to a different school?***

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

**When moving to another school:** We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve his / her learning goals

We will ensure that all records are passed on as soon as possible

**When moving groups/forms in school:** Information shared with new teacher

**Year 6 - 7 transition:** The SENCO will attend the Primary/Secondary Transition day meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

**In Years 11 / 12 /13:** These are key transition points for your child, with preparation for adulthood and independent living often a stressful and challenging time. Transition meetings take place to ensure your child has fixed plans in place for the next stage of his / her education or training.

Our Entrust careers' advisor attends the meeting ([mike.gilbert@entrust-ed.co.uk](mailto:mike.gilbert@entrust-ed.co.uk)) and will track your child's progress once he / she has moved on from school.

## **Partnerships with External Agencies**

### ***What support from outside agencies does the school use to support my child?***

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

These include:

School Nurse

CAMHS (Child and Adolescent Mental Health Service)

LST (Local Support Team)

Speech and language Therapist (SALT)

Educational Psychologist (EP)

AOT (Autism Outreach Team)

CYP Autism Service

Visual Impairment team

Hearing Impairment team

Occupational Therapy

## ***Where can I find more information or advice?***

Careers and Participation Services <http://nationalcareerservices.direct.gov.uk/jobprofiles>

• Staffordshire website <https://www.staffordshire.gov.uk/education/home.aspx>

• Staffordshire Marketplace

<http://www.staffordshiremarketplace.co.uk/marketplace/childrenand-families.html>

- Parent Partnership

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

- Council for Disabled Children <http://www.councilfordisabledchildren.org.uk/>
- Independent Parental Special Education Advice (IPSEA) <http://www.ipsea.org.uk/>
- British Dyslexia Association (BDA) <http://www.bdadyslexia.org.uk>
- National Autistic Society (NAS) <http://www.autism.org.uk/>
- RNIB <http://www.rnib.org.uk/>
- National Deaf Children's Society <http://www.ndcs.org.uk/>

**Please contact school if there is any further support / advise you need.**

**We always welcome opportunities to meet with parents to discuss concerns / queries.**