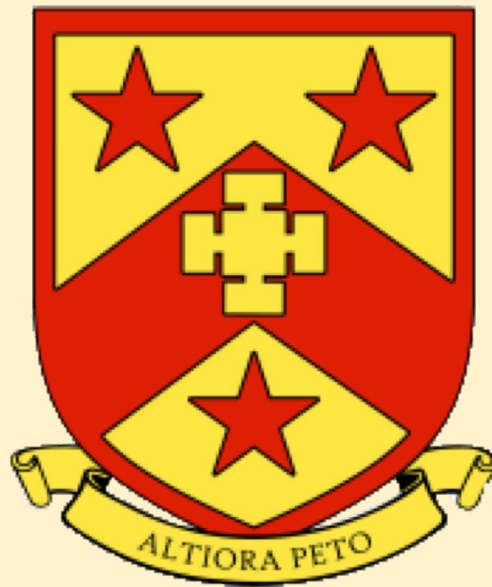


SEN Information Report

Nether Stowe School 2024 - 25



Approved by:	Sara Goscombe	Date: 7/11/24
Last reviewed on:	November, 2024	
Next review due by:	October, 2025	



Dear Families,

The aim of this information report is to explain how we implement our ATLP Special Educational Needs policy at Nether Stowe School. In other words, we want to show you how SEND support works in our school.

We support all learners with Special Educational Needs and Disabilities in any of the four areas of need outlined in the code of practice: (1) Cognition and learning (2) Communication and Interaction (3) Social, Emotional and Mental Health (4) Sensory and / or Physical.

You can also find out more information about the 'Staffordshire Local Offer' via their website:

[Staffordshire Connects](#)

If you want to know more about our arrangements for SEND, please also read our ATLP SEND policy. You can find it on our website in the Policies section:

[ATLP Special Educational Needs Policy](#)

[ATLP Equity and Diversity Policy](#)

[ATLP Supporting Pupils with Medical Conditions Policy](#)

We have also provided a referral form and related guidance which you may find useful:

[When should I make a referral to NSS SEND team?](#)

[How do I access the SEND referral form?](#)

If you still have questions please get in touch with us

Many thanks,

Nether Stowe School Inclusion Team

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1. What types of SEN does Nether Stowe School provide for?

Our school provides for pupils with the following needs as a mainstream setting. In some cases your child may have more complex needs that span across more than one of the areas.

AREA OF NEED	CONDITION (EXAMPLES)
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child?

Nether Stowe Team

Our special educational needs coordinator (**SENCO**) is Mrs Sara Goscombe. She can be contacted at sgoscombe@netherstowe.com or via the [SEND referral form](#). We have a number of staff who may respond to you to support your child.

Our inclusion team consists of a number of staff who have a wealth of experience and knowledge across all areas of SEND as mentioned in section one. We have trained staff in a number of specialist areas to cater for individual student needs, but also based on personal areas of interest and academic study.

The team also consists of an **assistant SENCO** and **teaching assistants** (TA's). We also work together with a much wider team of admin, pastoral and teaching staff to provide the best possible experience for our students.

All of our teachers receive in-house SEN training, and are supported by the inclusion and pastoral team to meet the needs of pupils who have SEN.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families where need is identified. These may include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- CAMHS
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

First and foremost, get in touch! This can be a worrying time for families, however we can support you through the process and discuss a path moving forward. Raise your concerns with us, initially via your child's form tutor or head of college.

You can contact staff through the office@netherstowe.com email address and your concern will be passed on to the relevant person.

If necessary, you can contact our Inclusion team via the [SEND referral form](#). By providing us with an overview of your concerns we are follow up on them immediately, saving valuable time.

We will then discuss your concerns by speaking with colleagues, your child and yourselves to identify and better understand what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next. We will make a note of what's been discussed and add this to your child's record. You will also be provided with a copy of this on request.

If we feel that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register. We will then discuss the specific support we and our external agencies may be able to offer.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will adapt their teaching strategies to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. This is typically monitored for 6-10 weeks and is often referred to as Quality First Teaching.

[Staffordshire Connects - Quality First Teaching](#)

If the student is still struggling to make the expected progress, the teacher will refer them to the SEND team. Our initial investigations may include a discussion with your child and some informal observations. We will contact you to discuss the possibility that your child has SEN and any outcomes from initial investigations.

A member of the inclusion team may observe the pupil in the classroom and in unstructured areas (such as the playground, canteen) to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

A member of our team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician providing the family consents to this. This would typically be once all other in school support options are exhausted.

Monitoring of a student may take place over a period of weeks, in line with the [NSS Graduated Approach](#) which reflects best practice outlines in the [SEND Code of Practice](#).

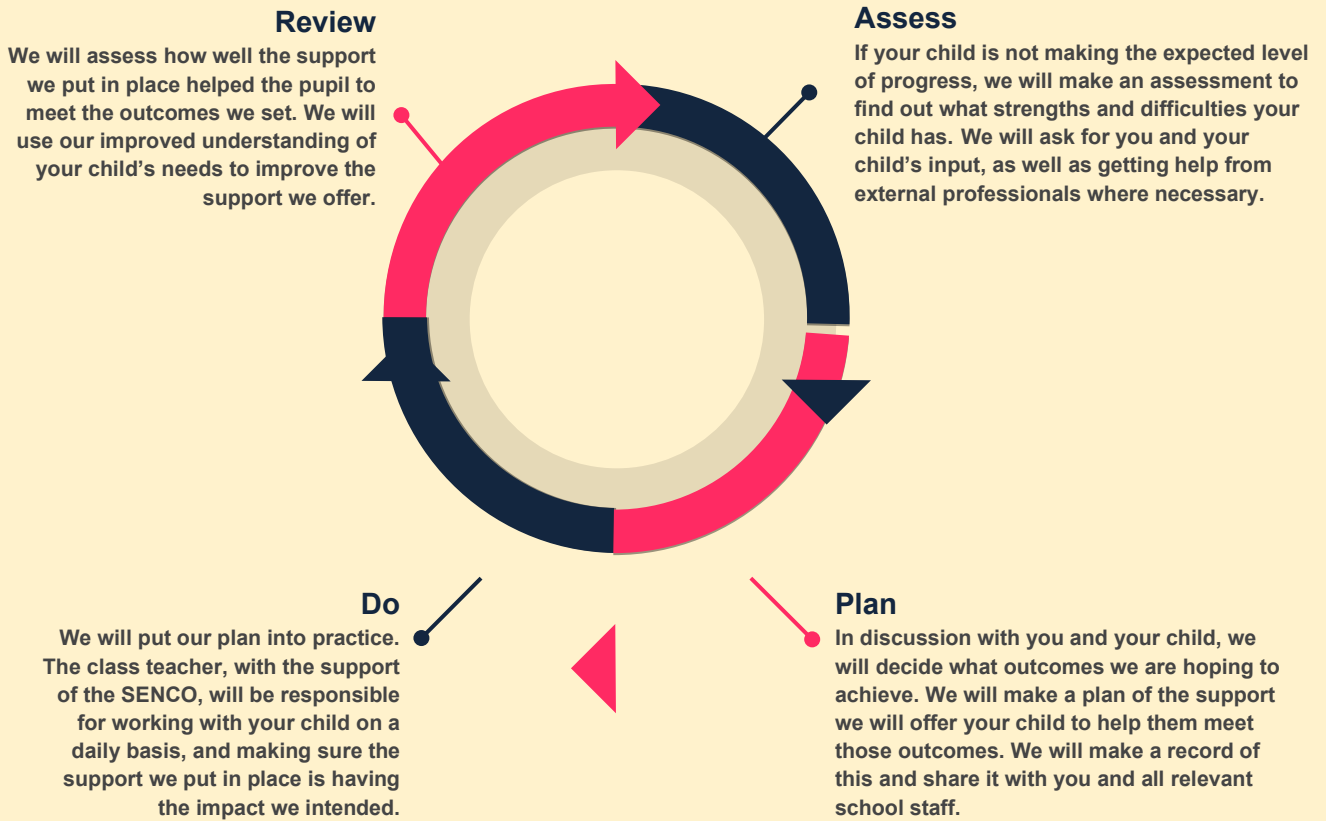
On reviewing this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

All students will receive reports at key points in the academic year highlighting their progress and attitude to their learning. This helps to inform our monitoring of a pupil's progress. For children with an identified need, we will follow the 'graduated approach' to meeting their needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. An intervention could be as simple as colour coding a timetable through to weekly sessions or reviewing handwriting, based on the identified need. The initial assessment is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and if necessary adapt the support as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress. You will receive two progress reports per year and be invited to meet with our class teachers annually through 'parents evening'. Students with an EHCP will meet with our inclusion team and their families annually and targets reviewed. Dependent on the need of your child, we may meet more often and share information with you more regularly. During these times we aim to;

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. How your child is progressing at home is also useful to share with our team, so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy on request.

If you have concerns that arise between these meetings, please contact your child's class teacher as highlighted in question 2.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a trusted adult / member of staff who can act as a representative during the meeting
- Complete a survey
- Respond to and review their own passport

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way your child works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as iPad accessibility features, visual timetables, larger font, etc.
- Teaching assistants may support pupils when in lesson or as part of an intervention

We may also be able to provide the following interventions where appropriate for your child:

- Access to the quiet 'Den' during breaks
- Meet and Greet
- Access to the 'Hub' for academic support
- Small group support sessions
- Academic coaching
- Reading and Literacy Intervention
- Handwriting and Touch-typing support

Exams Access Arrangements

Access Arrangements (AA) are pre-examination adjustments for candidates based on evidence of need and normal way of working. AAs allow candidates with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make reasonable adjustments. This is overseen by the Joint Council for Qualifications (JCQ) and more information on this can be found here:

[Joint Council for Qualifications](#)

When students are in Year 9, information will be gathered and if felt necessary will be assessed by an external specialist teacher who will provide us with guidance as to whether access arrangements need to be implemented. These may include extra time, a word processor or a reader/computer reader and in some case an Oral Language Modifier (OLM).

In some circumstances, the school must provide evidence to JCQ to demonstrate the adjustment is needed and it is at their discretion as to whether this is necessary and appropriate for the child.

9. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils. As mentioned previously, staff are trained to adapt activities to ensure that no student misses out.

All pupils are encouraged to go on our school trips, including our residential trips. We liaise closely with the venues and companies to ensure that appropriate provision is in place on arrival to ensure all students can take part. Where appropriate pre-visits are made to ensure suitability of venue and activities, and reasonable adjustments are made to ensure that all students are able to participate.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

10. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please refer to our admissions and accessibility policies that are available on our website for further information

11. How does the school support pupils with disabilities?

Please refer to our accessibility policies that are available on our website for further information

12. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development which includes:

- Pupils with SEN are encouraged to be part of the school community such as being part of school council, running events, and joining teams and clubs.
- We deliver a PSHCE curriculum to support students development and understanding in these areas
- Students have access to pastoral support team where they can share their concerns, including their form tutor and achievement coordinator.
- We run a club through our 'Den' during breaks and lunch for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

For some aspects of a child's mental health and emotional and social development, it may be more appropriate for our pastoral staff to lead on the interventions provided based on the expertise and knowledge within the team.

13. What support will be available for my child as they transition between settings or in preparing for adulthood?

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. If your child is joining our school, a support package will be put in place by the inclusion and pastoral team tailored to their individual need. This could include a buddy system or a staff check during the first week.

Between phases (Primary to Secondary)

The SENCO of the primary school meets with our inclusion team to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome your child into our community. This is very much on an individual basis.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education. We have a very strong careers team and programme and your child will have access to this early on in their time with us.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We will also support your child in completing their applications if required.

14. What support is in place for children in care and previously looked-after children with SEN?

At Nether Stowe we have a designated member of staff who liaises with families and agencies of children in care who will work with staff across the school, to make sure that all teachers understand how a child in care or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Where appropriate information is shared with teachers to enable them to adapt their lessons such as through a student passport.

Children who are in care or previously looked-after will be supported much in the same way as any other child who has SEND. However, children in care will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEN support?

We are proud of our positive relationships we build with our parents and carers. However, if you have concerns about our school's SEND provision, you should first raise your concerns informally with your child's form tutor and SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve your concerns, families are welcome to submit their complaint formally.

Formal complaints about SEND provision will be handled in line with the school's complaints policy available via the 'Policies' section on the school website

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#)

16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Staffordshire's local offer;

[Staffordshire Connects](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations is accessible here:

[SEND IASS – Staffordshire Family Partnership](#)

Parent /carers can contact the Health Visiting and School Nursing services directly, or referrals can be made through school.

[Health Visiting and School Nursing services](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

17. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages