# SEN Information Report

Nether Stowe School 2025 - 26

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| **Approved by:** | Steven Bembridge | **Date:** 13/10/25 |
| **Last reviewed on:** | October, 2025 | |
| **Next review due by:** | October, 2026 | |

## What type of SEN does Nether Stowe school provide for ?

Nether Stowe provides for a wide range of Special Educational Needs and Disabilities (SEND). This includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. It also includes physical and sensory difficulties, such as visual or hearing problems. We support children with ADHD and ASD (autism) as well as children who do not have a diagnosis but who may have difficulties with communication and interaction. We also support children with mental health difficulties.

## What staff will support my child ?

Our special educational needs coordinator (**SENCO**) is Mr Steven Bembridge. He can be contacted via the school website Contact – Nether Stowe School.

The team also consists of an **assistant SENCO,** Mrs Lorna Findlay. She can be contacted again via the school website, and seven **teaching assistants** (TA's). We also work together with a much wider team of administration, 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.

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.

## What should I do if I think my child has special needs ?

First and foremost, get in touch! you can contact our SEN department via the Contact – Nether Stowe School . By providing us with an overview of your concerns we are able 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 is best for your child and agree on next steps. 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 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.

## How will school know if my child needs extra 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 SEN department. 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 SEN department 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 pediatrician providing the family consents to this. This would typically be once all other support options in school 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.

## How will school know that my child is making 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**

**Assess**: when a child is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff and the pupil.

**Plan**: together we make a plan about what actions need to be taken and what support needs to be put in place and a date is set for review.

**Do**: the plan is put in place as agreed.

**Review**: the impact of the provision for the pupil is evaluated. Next steps are established. The cycle may begin again.

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 best to. 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 altered.

## How will I be involved in decisions 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 SENCO and their parents annually to review targets the plan. Depending on the needs 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

## How will teachers support my child ?

Your children'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 every year they are at our

school. We will adapt how we teach to suit the way your child works best. There is no 'one 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 can 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 lessons or as part of an intervention

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

- Access to the 'LSU' during social times
- Meet and Greet
- Small group support sessions
- Academic coaching
- Reading and Literacy Intervention
- Handwriting and Touch-typing support

Access Arrangements (AA) are exam 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.

## How will school make sure my child can be involved in all activities ?

All our extracurricular 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 work 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 can 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.

## What support does my child get when moving or leaving school ?

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 pastoral team tailored to their individual need. This could include a buddy system or a staff check during the first week.

From Primary to Secondary school - The SENCO of the primary school meets with our transition lead and SENCO 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.

Finishing school - We provide all our pupils with appropriate advice on paths to work or further education. We have a strong careers team and programme and your child will have access to this early on in their time with us. We work with the pupils to help them achieve their ambitions, which can include goals in further education, employment, independent living and participation in society. We will also support your child in completing their applications if required.

## What support is there for children in care ?

At Nether Stowe we have a designated member of staff who works with families and children's agencies and will communicate with staff across the school, to make sure that all teachers understand how a child in cares circumstances and their SEN might interact. Where appropriate information is shared with teachers to enable them to adapt their lessons such as through a student provision map.

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.

## 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.

## What further support is there for me and my family around SEN ?

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