







SEND Information Report

The Nethersole CofE Academy Primary School

To be light (living in our community and reaching out beyond it) bringing out the God-colours in the world.'

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' **Matthew 5:16**

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The Nethersole C of E Academy
Special Educational Needs and Disabilities Information Report
Reviewed September 2025

Introduction

The Nethersole Church of England Academy values all children and aims to ensure that every pupil with Special Educational Needs and Disabilities has an entitlement to fulfil his/her potential. Every teacher in our school is a teacher of every child, including those with SEN.

The SEND Code of Practice, 2014 describes the 4 broad categories of special educational need as:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health difficulties
- Sensory and/or physical needs

1. Who do I talk to at The Nethersole Church of England Academy about my child's difficulties with learning, special educational needs or disability?

In the first instance - speak to the class teacher or the SENDCO about any difficulties that your child may be experiencing.

Sendco – Miss Asilah Deakin (Deputy Head): office@nethersole.bdmata.org.uk

2. How will the school let me know if they have any concerns about my child's learning, special educational need or disability?

Class teachers will discuss any concerns that they have with you at parents' evening throughout the year. As well as this, if teacher's have concerns they will meet with you as and when needed so that you are fully informed of how your child is being supported. You will be informed by the class teacher if your child is receiving additional support.

If your child has an Education, Health and Care Plan (EHCP) an annual meeting will take place to discuss your child's progress and a report will be written.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational need or disability?

We will always listen to the views of parents and children and take action when needed. You will be involved in every stage of the decision making process. This could be face to face meetings or phone calls.

- 4. How does The Nethersole Church of England Academy ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?**
All staff are trained to support a range of children within the classroom. If your child has complex needs it may be necessary for the class teacher and teaching assistant to attend a specific training course. We work with a number of outside agencies to support meeting the needs of all children. We will consider this as and when situations arise.
- 5. How will the curriculum and the school environment be matched to my child's needs?** All work within class is pitched at an appropriate level so that all children are able to progress according to their specific needs. This might mean that in a lesson a child might need a specific scaffold to enable them to access their work. In time the scaffold will gradually be reduced when they are secure with their learning.
- 6. What types of support may be suitable and available for my child?**
At the Nethersole Church of England Academy we adopt a graduated approach to SEN support. We have 3 stages of provision – universal, targeted and specialist - these have been provided to support the child to achieve in all areas of the curriculum. Parents can discuss any concerns that they have regarding their child's progress with their child's class teacher or the school's SENDCO. We have termly pupil progress meetings with the headteacher, SENCO and classteacher so that we can monitor progress of every pupil and put targetted interventions in place if necessary.

Universal Provision

- High quality teaching, differentiated for individuals, is the first step in responding to pupils who have or may have SEN.
- If inadequate progress has been made at this stage we consider whether children need the support of targeted interventions.

Targeted

- Additional timely targeted interventions and support is planned by teachers and provided to meet the specific needs of the child. This may be in small groups or on a 1:1 basis provided by the class teacher or teaching assistant.
- If inadequate progress has been made in the targeted provision we consider whether children need to move onto SEN support.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Early Intervention Service (EIS) and Integrated Disability Service (IDS) Specialist teacher service (STS) Health teams including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational and physiotherapists, visual and hearing impairment teams; Social Care teams and Educational Psychologists (EPs).

7. How will you support my child to reach his/her learning goals?

If your child is on the SEND register they will have an learning plan which will have personalised targets. These plans are discussed on a termly basis (with parents) and parents are given a copy of the plan. Teachers will use the targets to inform their planning and will be reviewed continuously. The targets set on the learning plans are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. Where we can, your child will work on these targets within the classroom however additional time is allocated for your child to work with an adult on a 1:1 or small group basis in order for them to achieve their targets.

8. What is an EHC Plan and who can request one for one for my child?

The purpose of an EHC Plan, which replaces Statements of SEN, is to make specific educational provision to meet the special educational needs of a child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare for adulthood. *An EHC Plan will contain;*

- the views and aspirations of you and your child,
- a full description of their special educational needs and any health and social care needs,
- establish desired outcomes for your child's progress,
- the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You or the school, usually the SENDCO, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

9. How will you help me to support my child's learning?

We will listen and respond to the suggestions you make as well as offering our own professional view. We may suggest strategies or activities for you to do at home to support your child's learning.

10. How is support allocated to children and how do they move between the different levels of support in school?

The Head Teacher and the SENDCO discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn. The Nethersole Church of England Academy follows the ASSESS - PLAN - DO - REVIEW cycle. This enables us to determine whether the additional support

is having a positive effect on a child's achievement. If we determine that the assess, plan, do, review cycle proves that the provision has been ineffective we may consider placing the child on the SEN register. After consultation with outside agencies and further cycle of the assess, plan, do review we may consider referring a child to the local authority for an Education and Health Care plan (EHC plan).

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

Your child's progress will be assessed in a number of ways: through the whole school assessment procedures used for every child and with regard to any specific intervention programmes or learning plans targets that they have. We use continuums to track the small steps of progress and these are shared with parents during SEN reviews.

The impact of support is carefully measured, and considered, to review whether the learning outcomes have been achieved. Adaptations will be made where necessary and it may be decided that a further period of support would be beneficial for your child.

Learning plans are reviewed every term you will be invited to attend a review with your child's classteacher and SeNCO

Your child's views will be included in this review process.

12. What support will there be for my child's happiness and well being at The Nethersole Church of England Academy?

At The Nethersole Church of England Academy we are an inclusive school and committed to providing equal opportunities for all children. We believe that the well being of all our pupils is crucial in enabling them to do their very best. We have a caring, understanding team looking after our children and they take this aspect of school life very seriously providing support to match your child's needs. We have our own family support worker in school who works closely with children and families to support all aspects of well being in school.

13. How is my child included in all the same activities as his/her peers at school?

The Nethersole Church of England Academy is an inclusive school committed to providing equal opportunities for all children. When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities. We will seek advice from external agencies so that all children are included. Prior to educational visits, where it is deemed necessary, a member of staff will visit the site and complete a risk assessment to ensure accessibility for all.

14. How will the school support my child in transition stages?

We liaise with the school or nursery from where your child will transfer to or from. We have discussions with the relevant staff members on any individual needs and how best to support your child in our school.

While at The Nethersole Church of England Academy we take care to ensure that during transition points (between classes each year and at the end of Key Stages) staff are aware of individual pupils needs, learning progress and best support strategies.

- 15. Who can I contact if I have a complaint about the SEN provision made for my child?** The Nethersole Church of England Academy operates an 'open door' policy and encourages parents to discuss any concerns they may have initially with their child's class teacher.

The following complaints procedures should be carried out if a concern has been brought forward:-

- Class Teacher
- SENDCO
- Head Teacher
- Governors
- Department for Education

The school endeavours that any complaints are handled quickly and efficiently. Great sensitivity and careful handling needs to be adhered to at all times.

- 16. If I have any other questions about my child at The Nethersole Church of England Academy, who can I ask?**

You should initially speak to your child's class teacher who should be able to answer any questions about your child. We operate an open door policy where you are welcome to arrange a meeting at any time to discuss any concerns you may have with the class teacher, SENDCO or Head Teacher.