



## *Netherton C of E Primary SEN Information Report*

<b>1. School provision:</b>	Netherton C of E Primary is a mainstream school that is committed to the development of an inclusive school that maximises the life chances of all individuals, children and young people. The school will enhance and extend existing good practice, expertise and skills to ensure that all children, whatever their disability or level of educational need, are welcomed into this local community school for all or part of their education. The school's admissions criteria does not discriminate against pupils with SEN, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the Children and Families Act 2014
<b>2. Identification and assessment:</b>	Early identification of SEN is key. All staff are well trained in key aspects of SEN and use this knowledge to identify pupils with SEN. The SENCO and SEN team liaise closely with staff to ensure the correct support is implemented for identified pupils. Pupils are identified through a range of ways including classroom observations and analysing pupil progress. Where necessary external agencies assess the pupils and identify area of need ensuring the correct strategies can quickly be put into place. Parents/carers are consulted at all stages of the process.
<b>3. School policies for all pupils with SEN:</b>	At Netherton C of E we follow the guidelines identified in the SEN Code of Practice 0-25, 2014. Our 'SEN Policy' identifies how we take a graduated approach in making provision for pupils with SEN. We have a rigorous identification, planning and assessment process throughout the school ensuring the needs of pupils with SEN are addressed. We regularly review provision and implement changes to ensure continued pupil progress.
a. Evaluating effectiveness of provision for SEN pupils:	The progress of pupils with SEN is tracked on a termly basis by The Senior Leadership Team and SENCO. This includes progress data from the class teacher, intervention groups and IEP [Individual Education Plan] reviews. It is through this rigorous process we are able to ensure the current provision is impacting on pupil progress. Amendments to the provision are made, where necessary, to ensure maximum impact. Our SEN Governor takes an active role in the process, meeting SENCO to discuss/analyse provision and progress.
b. Arrangements for assessing and reviewing progress:	Accurate judgements on the progress of pupils with SEN, are achieved through our rigorous systems. We value the importance of sharing this information with parents. Relationships with parents are strong and we are happy to discuss their child's needs / progress with them on an informal basis. We hold regular pupils reviews with parents and discuss pupil needs at parents evening where IEPs are shared. We often tailor our liaison with parents depending on the child's needs. For example, sending home a home/schoolbook has proved useful or meeting with parents weekly.
c. Approach to teaching pupils with SEN:	Quality first teaching is key at Netherton C of E Primary. Class teachers adapt lessons to ensure the needs of all pupils including those with SEN are met. Individual tasks must be appropriate to the individual's needs, for example of a more practical nature. They must also, where appropriate, address IEP targets. Class teachers and teaching assistants support pupils with SEN appropriately whilst ensuring they also become independent learners and are not too reliant on adult support. When appropriate, pupils with SEN are withdrawn by an SEN Teaching Assistant to specifically address their IEP targets. Regular monitoring of SEN provision takes place.
d. Adapting the curriculum/learning	We seek to provide a broad, balanced differentiated curriculum and offer a wide range of exciting, challenging activities and experiences to all pupils irrespective of ability. We acknowledge that people learn in many ways, and we recognise the need to develop strategies that allow all children to learn

environment for SEN pupils:	in ways that suit them. Opportunities are planned to cater for a range of different learning styles to ensure that all children can access the curriculum. During the lesson planning process, the needs of pupils with SEN are considered and addressed. Reasonable adaptations to lessons, activities or resources are made to aid inclusion. Throughout the school the learning environment supports pupils with SEN and includes visual timetables, language for learning cue cards and practical resources.
e. Additional support for learning available for SEN pupils:	During our identifying, planning and reviewing process we closely analyse the type of additional support individuals with SEN require to make good progress. We ensure individuals have the appropriate resources, for example, angle boards, coloured reading strips, pencils grips, social stories etc. Pupils with SEN receive in-class support from the teacher and teaching assistant. The amount of withdrawn support is allocated after consideration of the child's individual need and following advice from External Agencies including Learning Support Service, Speech and Language Services, Communication, Interaction, Physical and Sensory Advisory Service (CIPS), Educational Psychology and other appropriate agencies. When applicable, access arrangements are made to ensure pupils have additional support / time during examinations.
f. Enabling SEN pupils to engage in all school activities:	As we are an 'Inclusive School' we ensure that pupils with SEN are able to participate in activities outside the classroom. We carry out risk assessments according to their needs and make the adjustments / preparations necessary for a successful trip / activity. Parents are informed and their consent sought. Where necessary additional adult support is allocated for activities throughout the school and during school breaks and lunchtimes.
g. Supporting emotional, mental and social development of SEN pupils:	Pupils with SEN are included in all aspects of school and encouraged to contribute to school life through taking on roles of responsibility, including School Council, Wellbeing Ambassadors and Sports leaders. We have a strong pastoral ethos and children's emotional needs are often addressed through specialist work done by our Counsellor. We aim to avoid exclusion, increase attendance and nurture good behaviour through positive role models and rewards. Where sanctions are necessary, these are explained clearly. Children are always given another chance in line with our value of 'forgiveness'. The school takes many steps to ensure and mitigate the risk of bullying of vulnerable learners. It has a comprehensive anti-bullying policy available to staff and parents. As a church school we teach our children about rights and responsibilities through our shared values. Children who require medicines to be administered or who have specific medical conditions are listed for class teachers. Prescribed medicines are given following agreement between parents and the school. Health care plans are written for serious or complex health issues.
<b>4. The SEN coordinator's name and contact details:</b>	SENCO – Mrs Lisa Ryall-White <a href="mailto:info@netherton.dowmat.education">info@netherton.dowmat.education</a> Tel : 01384 431810
<b>5. Staff expertise, SEN training, specialist support:</b>	The SENCO has achieved the Accredited SENCO Award. As all staff have a responsibility for pupils with SEN, a great deal of whole school training, including Dyslexia Friendly School, Autism Awareness and Positive Behaviour Management have been delivered by specialist agencies. As new SEN needs arise, we arrange for specific training for Teachers or Teaching Assistants where applicable or seek advice from relevant external services. We also hold regular SEN Team meetings where ideas and resources from training are shared. Most SEN TA's have been on Language for Learning Training, delivered by The Speech and Language Service and as a result this is used consistently throughout the whole school. Emotional issues are supported by external agencies and our Learning Mentor.

<b>6. Equipment and facilities to support pupils with SEN:</b>	Netherton C of E Primary is fully accessible. Ramps enable access to all areas of the school. We also have an internal lift system for wheelchair users. Parking is available at the front of the school for disabled access, with agreement, and we have a disabled toilet and changing area. We routinely follow advice from external agencies, for example Communication, Interaction, Physical and Sensory Advisory Service (CIPS), to ensure we provide the right support and equipment for pupils with disabilities. Parents are made aware of our facilities and specialist equipment their child may be using. The school complies with all the relevant accessibility requirements. Please see the school Accessibility Plan for more details.
<b>7. Consulting and involving parents of pupils with SEN:</b>	In-line with the new SEN Code of practise we understand that communication with the parents of SEN pupils is paramount. We generally have an 'open house' policy and are happy to speak to parents as and when the needs arise. More formally parents have the opportunity to discuss their child's SEN at parent's evenings, reviews, transition meetings and new parents visits. Parents are also invited to attend meetings with external agencies including, Learning Support Service, Educational Psychology and Speech and Language Service.
<b>8. Consulting and involving pupils with SEN:</b>	Pupil voice is an integral part of Netherton C of E. Children have the opportunity to express themselves through School Council and questionnaires. Pupils with SEN are encouraged to take on roles of responsibility such as: Anti-bullying ambassadors, Wellbeing Warriors, Church Team and class helpers. Support is available to ensure equal opportunities. Pupils are consulted as part of the SEN review process and older children often attend review meetings.
<b>9. Governing body arrangements for complaints concerning SEN provision:</b>	Any complaints to the school are taken seriously. Parents can have an informal discussion with the teacher, Phase Leader or Assistant Head. More formal complaints will be dealt with by the Head teacher. At a more serious level School Governors will be involved.
<b>10. Involvement of other bodies (health, social care, external agencies and voluntary organisations):</b>	The governing body, represented by a link governor, works closely with the SENCO to ensure quality provision for pupils with SEN. This includes outside agencies: school nurse, Sycamore Behaviour Team, Learning Support Service, Communication, Interaction, Physical and Sensory Advisory Service (CIPS) and an Educational Psychologist. Voluntary organisations such as Barnardo's are utilised when appropriate. The school employs a qualified Counsellor and a Family Support Worker to support parents and pupils. Child protection guidelines are regularly reviewed, and all staff trained in line with guidance.
<b>11. Contact details of support services:</b>	If parents have concerns about their child, they can initially speak to the class teacher. If further discussion is required, an appointment can be made with the SENCO. Parents of pupils with specific SEN are signposted to key events / meetings usually via flyers that are provided to the school by a range of external services, for example, CIPS. Parents considering their child with SEN joining the school can arrange a visit through the School Business Manager. During this visit they will be able to discuss / assess what provision the school can make for their child. Dudley LA have compiled their 'Local Offer' which highlights a range of external services / support networks that can be accessed. <a href="#">Dudley Local Offer   Dudley Council</a>
<b>12. Transition arrangements for SEN pupils:</b>	Transition between phases in school involves teacher discussions, sharing of pupil progress and IEP targets. Relevant specialist equipment is transferred to the next class. As pupils enter Netherton C of E from other settings, we contact the previous setting to ensure relevant paperwork / IEPs are transferred to ensure the correct strategies, resources and staffing is put into place. We have strong links with our local secondary schools. Year 6 pupils have the opportunity for transition visits in the Summer Term. Additional visits are provided to support those pupils with SEN. Meetings between the

	SENCO and secondary school SENCOs take place in the summer term to verbally discuss individual pupils with SEN and to pass on relevant paperwork.
<b>13. Link to the authority's local offer:</b>	Dudley LA have compiled their 'Local Offer' which highlights a range of external services / support networks that can be accessed. <a href="#">Dudley Local Offer   Dudley Council</a>

**Date Written:** September 2025

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