



# Netherhall Learning Campus

## Special Educational Needs (SEN) Information Report

<b>Approved by:</b>	Michael Kent	<b>Date:</b> 01/07/2025
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Netherhall Learning Campus consists of;  
Netherhall St. James CofE (VC) Infant & Nursery School,  
NLC Junior School,  
NLC High School,  
The Creative & Media Studio School

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Netherhall Learning Campus](#)

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

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

## 2. Which staff will support my child, and what training have they had?

### Infant & Nursery School

Our SENCO is; **Sarah Greenwood**

They have **7** years' experience in this role and have worked as SENCO at NLC for **7** years. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2018.

They have also completed: PGCert Autism in Children, Intensive Interaction, ELKAN, Diagnosing and managing ARFID, ACES, Supporting children with Pathological Demand Syndrome, Supporting children with foetal alcohol syndrome, Team Teach, Sensory Integration Training, Developmental Dyspraxia, Emotion Coaching, Good Autism Practice, Zone of Regulation.

They are allocated 0.5 days per week to manage SEN provision.

### Junior School

Our SENCO is; **Trish Hudson**

They have **13** years' experience in this role and have worked as SENCO at NLC for **13** years. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2012.

They have also completed: National Professional Qualification for Senior Leadership, Screening for Dyslexia, Stammering awareness, Epilepsy training, Diabetes training, Emotion Coaching, Zones of Regulation, The Engagement Model, Understanding Autism, Asperger's and ADHD, Adverse Childhood Experiences, Talking Sense Supporting Sensory Needs in School, Supporting children with developmental language disorder in school, Bradford Toolkit, Supporting children with selective mutism, PACE training.

They are allocated 2 days per week to manage SEN provision.

### High School

Our SENCO is; **Paul Kent**

They have 15 year of experience working in challenging Schools with high levels of SEND need. They are a qualified teacher.

He is currently working towards achieving the National Award in Special Educational Needs Co-ordination.

They have also completed NPQ Leading Behaviour and Culture.

They are allocated 3 days a week to manage SEN provision.

## **Campus**

### **Class/Subject teachers**

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

A significant Campus teachers have undertaken specific training around reading such as read, write Inc. and Oracy with Voice21.

The SENCO along with the Campus' senior management team ensure that all staff receive continuous, up-to-date training and have easy access to high quality advice and support, to ensure the best possible support for your child. All teaching staff understand their responsibilities under the SEND Code of Practice and know how to seek advice from specialists on less common types of special educational needs and

All Primary staff have had specific Thrive training to identify levels of and specific needs and tailor support to individual children.

### **Campus teaching assistants (TAs)**

We have a dedicated team of ETAs, including Senior ETA's, Advanced ETA's and higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Our teaching assistants who are trained to deliver interventions such as;

- A number of our ETAs have been trained in delivering Speech & Language programmes from Speech & Language therapists.
- A number of ETA's have completed level 3 programmes of study focusing on a range of different needs such as Autism Spectrum Disorder (ASD), Complex Communication and Interaction (CCI), Visual Impairment (VI), Hearing Impairment (HI) and Physical Impairments (PI).
- The Primary phase of NLC adopt the Thrive approach, ETA's have had specific training to deal with social, emotional and mental health needs of children at a more in depth level. A significant number of staff are qualified and licensed Thrive practitioners. All staff have had specific Thrive training to identify levels of and specific needs and tailor support to individual children.
- Many of our ETAs have had training in delivering reading, spelling and phonics such as Read, Write Inc.
- Have a constant awareness of the diverse range of needs that could affect the health/learning of your child.

### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support 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. These include:

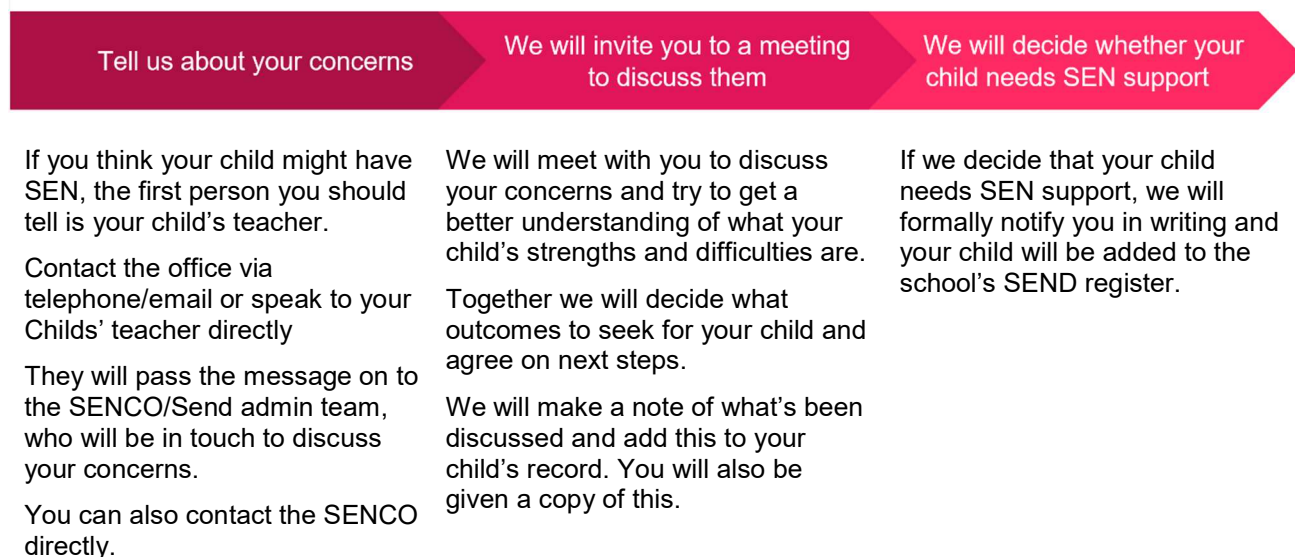
- EHCP Team
- Specialist Outreach
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses

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- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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



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

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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. This might include

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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 give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground 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.

The SENCO 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.

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

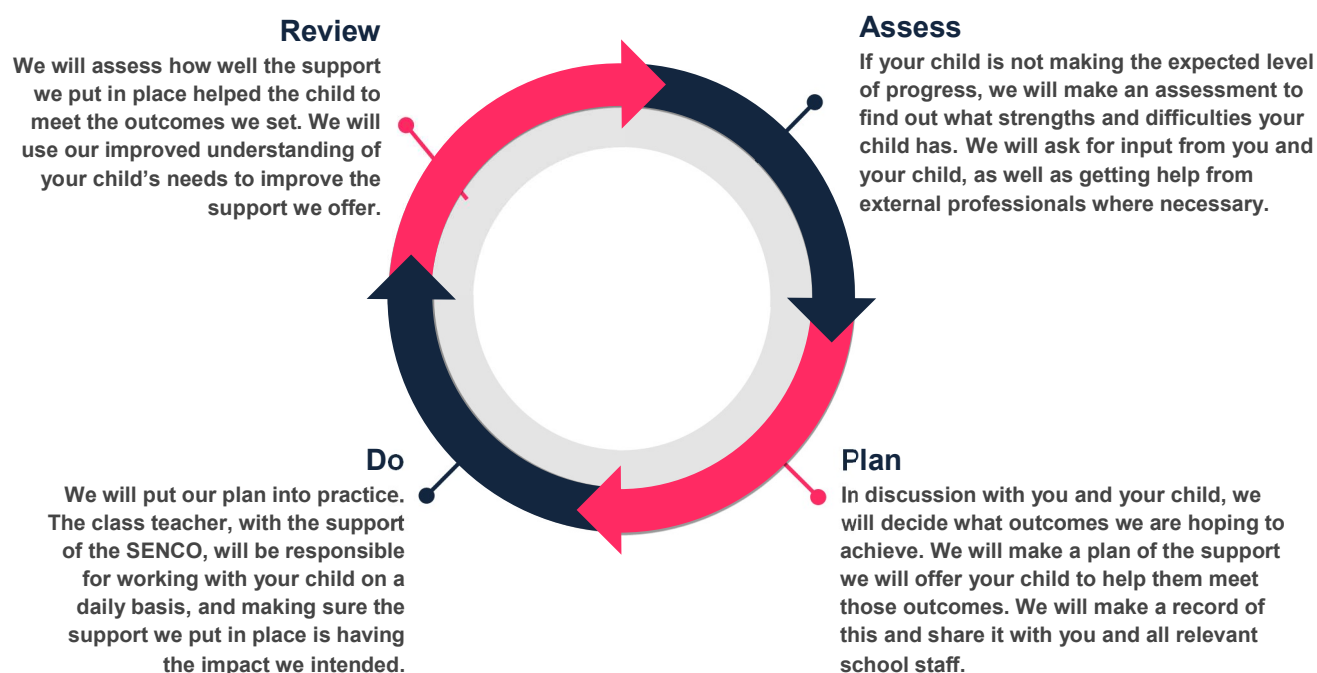
If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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

We will follow the 'graduated approach' to meeting your child's SEN 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. This 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 improve our offer 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 annual reports and hold parent meetings on your child's progress.

Infants & Nursery – one written report and two face to face meetings within the academic year,

Junior School – one written report and two face to face meetings within the academic year,

High School & CMSS – two digital reports sent and one face to face meeting within the academic year

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The reports and the meetings will;

- 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

The SENCO may also attend these meetings to provide extra support if deemed necessary.

We know that you're the expert when it comes to your child's needs and aspirations. So 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.

We also want to hear from you as much as possible 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.

If you have concerns that arise between these meetings, please contact your child's class teacher or the school directly by the emails below;

Infant and Nursery School – [Infants@nlconline.org.uk](mailto:Infants@nlconline.org.uk)

Junior School – [juniors@nlconline.org.uk](mailto:juniors@nlconline.org.uk)

High School – [info@nlconline.org.uk](mailto:info@nlconline.org.uk)

The CMSS – [cmss@nlconline.org.uk](mailto:cmss@nlconline.org.uk)

## 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 two 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 member of staff who can act as a representative during the meeting
- Complete a survey

## 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 differentiate (or adapt) how we teach to suit the way the pupil 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:

- Differentiating 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.



- Differentiating 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 laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing subject teachers with individual pupil profiles that highlight barriers to learning and teaching strategies to overcome these.
- Providing bespoke interventions for pupils requiring extra support with literacy, numeracy, speech and language and social, emotional and mental health.
- We have student support assistants who support children in the classroom and who also deliver specific interventions such as literacy, reading and speech and language.
- We also have an HLTA SEMH specialist who provides bespoke support for students with social, emotional and mental health difficulties.
- Teaching assistants will provide enhanced support when a pupil has an EHC plan or requires a specific 1:1 instruction around a particular skill.
- Teaching assistants will support pupils in small groups when delivering certain interventions such as literacy or social skills. We may also provide the following interventions:

Example of strategies that may be used (this list is not exhaustive, strategies will be used on an individual basis;

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories Speech and language therapy Writing slope Seating Plans, Writing templates Zones of Regulation Quiet workstation Nurture groups Limiting class displays Adaptation to font size Use of overlays Reduced timetable Adapted curriculum offer
	Speech and language difficulties	
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	
	Moderate learning difficulties	
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	
	Adverse childhood experiences and/or mental health issues	
<b>Sensory and/or physical</b>	Hearing impairment	
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Kirklees's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions termly (as a minimum – will be reviewed when appropriate)

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- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Meeting with parents

Where a child is looked after by the local authority, we follow the same process as above, with their carers, alongside Virtual School and Social Care.

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports days, school plays, workshops, etc.

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 they can be included.

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

This school will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan;
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan;
- Considering applications from parents of children who have SEND but do not have an EHC plan;
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs;
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

### 13. How does the school support pupils with disabilities?

- All students will be treated equally regardless of their disability
- The facilities and resources will be adapted/supplied where it is possible and reasonable to do so.
- The Campus's accessibility plan can be found on the school website.

### 14. 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 in the following ways:

- Pupils with SEN are encouraged to be part of the school community
- Pupils with SEN are also encouraged to be part of all clubs, activities and teams to promote teamwork and building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

### 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

#### Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both current class teacher and the next year's class teacher to meet to discuss the students/pupils SEND need.
- Schedule a transition period with the incoming teacher towards the end of summer term

#### 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.

#### Between phases (Primary)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Having an extended transition period
- Becoming familiar with movement around secondary
- Learning how to get organised independently

#### Between phases (Secondary)

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

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy to help them get settled in and make friends.

#### Moving to adulthood (Secondary)

We provide all our pupils with appropriate advice on paths into work or further education.

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.

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

The Infant and Nursery School Designated teacher for looked-after children and previously looked after teacher is;

- Kirsty McGrath; [mcgrathk@nlconline.org.uk](mailto:mcgrathk@nlconline.org.uk)

The Junior School Designated teacher for looked-after children and previously looked after teacher is;

- Zoe Lowe; [lowez@nlconline.org.uk](mailto:lowez@nlconline.org.uk)

The High School Designated teacher for looked-after children and previously looked after teacher is;

- Sam Diskin; [diskins@nlconline.org.uk](mailto:diskins@nlconline.org.uk)

The Designated Teacher will work with the SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils 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.

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

The SENCO will be pleased to meet parents or carers who have a concern about their child's SEN in general, or in relation to the curriculum. If the situation is not resolved, the complaint should follow the school complaints procedure.

### [NLC Complaints Policy](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 18. What support is available for me and my family?

If you have questions about SEN, 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 Kirklees local offer. This can be found at; [www.kirkleeslocaloffer.org.uk](http://www.kirkleeslocaloffer.org.uk)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Local SEND services, charities and information to support families of children with SEN can be found via; [Search results | Kirklees SEND Local Offer](#)

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

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

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's 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 (EHC) 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
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **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 that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. 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 that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages