Dereham Neatherd High School

Special Educational Needs Information Report 2025-2026

Responsible: N.O'Brien (SENDCO)

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Dereham Neatherd High School:

Special Educational Needs Information Report

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Introduction

Welcome to our SEND information report, which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). It has been published under the new Code of Practice, with reference to the Equality Act 2010, the Children and Families Act: Section 69, the Special Educational Needs and Disability Regulations 2014, the 0-25 Special Educational Needs and Disability Code of Practice, Statutory Guidance of Supporting students at school with medical conditions April 2014, Safeguarding Policy, Accessibility Plan and Teachers Standards 2013.

This report will set out what is available in our school to help children with SEND, as well as the options available to support families who need additional help to care for their child. It is a working document and will be reviewed annually, or when there are significant changes in practice or staffing. We welcome feedback on this document especially around how we can make it more accessible.

At Neatherd High School, we are fully committed to working together with all members of our school community. We value all of our SEND students and are proud of their many successes. We wish to underline our commitment to the Equalities Act and it's legal status in embedding rights for our young people. This document has been produced with students, parents/carers, governors and members of staff.

Key contacts:

- **SENDCO and LAC Designated Teacher**: Nick O'Brien (member of leadership team)
- **Link Manager and Deputy SENDCO**: Fiona Parker.
- **SEND and Mental Health Governor:** Martin Mayega
- **Designated Teacher with Safeguarding Responsibility**: Nick O' Brien and Alison Thompson
- **Headteacher:** Jaime Mallett

To contact any of the above, please contact the school on 01362 697981.

What is our approach to teaching learners with SEN?

Dereham Neatherd High School is committed to providing high quality education to all the students who attend our school. We believe that all students, including those identified as having special educational needs or disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them, and they are entitled to be fully included in all aspects of school life. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We believe that all students should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all students can flourish and feel safe. We take a proactive approach to educating students about disability, the Equalities Act and anti-bullying via assemblies and form-time. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We regularly deliver training on Quality First Teaching to our teaching staff. This means delivering lessons which are personnalised to the leaners in the classroom – planning carefully and in a collaborative way with colleagues to elimate obstacles for SEND students. We recognise that all teachers are teachers of children with special educational needs. Teaching SEND children is a whole school responsibility. We are not fond of the differentiation by task, this can be discriminatory and limiting for SEND students – for us the key thing is teaching staff knowing their students, planning well and the high levels of behavior and routine that underpin all we do in school. We aim to the top and support.

This approach has been developed through relevant training, including mental health, Autistic Spectrum disorder and Attention Deficit and Hyperactivity Disorder training, attending conferences and working with other schools and professionals in our community. We also keep up to date with recent research and reports, e.g. Sutton Trust/Education Endowment Fund research findings, Maximising the Impact of Teaching Assistants and the Deployment and Impact of Support Staff report. We ask our TAs to "do the least first" -observing the students and doing all they can to avoid doing the work for the SEND student. The TA must not replace the teacher for the SEND student. Over the past six months, the focus has been on Norfolk STEPS training with training and support at several different levels within school.

We believe that students with SEN needs can thrive at Neatherd. We encourage our SEN students to be themselves and apply for whole school leadership positions. We have also recently developed the role of Link Leader, a role for aspiring SEN student leaders. SEND pupils have played in a key role in recent school leadership and pupil voice opportunities.

The Definition of SEN

"SEN" describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. Children who have temporarily fallen behind are not deemed to have SEN, as their need is short term; the needs of children with SEN are long term.

Pupils are referred to the SEN team by parents/carers; school staff; Drs and other professionals. We track progress closely and will intervene if limited progress is being made. We will also look into why a child may suddenly change their behaviour or progress, and what we can do to help.

Upon starting school In Year 7, every young person sits CAT tests and GL assessments. We collate data from Year 6 teachers and visit SEND students in their primary school. We use the PASS/ GL assessments and data for every student once a year. If issues relate to social, mental or emotional health, we use a range of tools including PI- ED (Paediatric Index of Emotional Distress), the Emotional Literacy Assessment and the Social Skills Group Rosenberg Self-esteem Questionnaire, CORE 10 Surveys, ACES questionnaires and PASS surveys. We support new SEND diagnosis via observations, assessments and referrals.

We use the **Graduated Approach** (Assess-plan-do-review) and set up learning plans or passports which involve feedback from teaching staff, data analysis and pupil and parent views.

Should students still not be making appropriate progress at an acceptable level at SEND support, the formal assessment procedures for an Education Health and Care Plan may be started by the SENDCO in conjunction with the parents, Cluster SENCO and other specialist services, following the legal assessment procedures outlined in the Local Offer by Norfolk Local Authority,

We liaise with other departments in the school to support students who do not have SEN but may have issues that affect progress and attainment. These could include a disability requiring a reasonable adjustment, attendance and punctuality, health and welfare, English as an Additional Language (EAL), students with Pupil Premium status, looked after children and / or children of servicemen/women.

Who helps us?

We use the help and support of many outside organisations.

- Child and Adolescent Mental Health Services (CAMHS).
- CSF - Community Sports Foundation
- Ormiston Mental Health Support Teams
- Nelson's Journey -support for bereavement
- Norfolk Social Services
- CEPP SEMH team – they work at Neatherd one day per week.
- The Norfolk Virtual School for Looked After Children
- Sensory Support
- Respectrum
- School and communities team

- Within school, we have dedicated teaching assistants for the English, maths and science departments. In addition, we have eight classroom assistants. We also have a literacy assistant (who heads up our literacy intervention) and a Deputy SENCO who runs our learning support base, the Link, which offers literacy, numeracy, learning, emotional and social support, and also supports the SENCO with planning meetings and provision.
- We have a Mental Health Practitioner who works full-time and many members of the student support team have Mental Health First Aid training.
- The SENDCO is a Mental Health Champion and has also completed Trauma Informed Schools training. Students give their support as mentors, buddies and role models. We are developing our own model of "what Trauma Informed means to us".
- The Gateway is a Pupil Premium funded resource which supports students who need help with literacy and numeracy.
- We are becoming a THRIVE school and beginning training and delivering intervention.

What is an Education Health and Care Plan (EHCP)?

We make applications for an EHCP when after several cycles of SEND support progress is not being made and/ or we need to engage more specialist support.

What are the categories of SEN identification?

There are four categories:

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

How do we support learners with SEN?

We have a curriculum that responds to the needs of all our students, and lessons are tailored to their strengths and challenges. There are Life Skills lessons to respond to the needs of students who require additional support with literacy and numeracy. We have a wide range of options at Key Stage 4 (KS4), including construction, graphics, hospitality and catering, and a Life Skills course which offers functional English and maths and the Unit Award Scheme administered by the exam board, AQA. We also adapt the curriculum on an individual basis, based on the needs raised at provision planning meetings with the child and parents/carers. We are continually looking at other options, such as alternative provision (AP).

Subject teachers are ultimately responsible for meeting the learning needs of their students, and we are fully aware how essential outstanding "quality first" teaching is. Teachers are advised of students' needs through our data system CPOMS, by e-mail and through conversations or meetings with the SENCO. Teachers can contact the SENCO or a member of the SEN team for advice or support whenever needed. They are sent and expected to follow Learning Plans and Passports made by the SEND team.

In a few individual cases, students follow an adapted timetable. This may be for a range of reasons, including learning and emotional needs. Students work in our learning resource base called The Link, where they may receive support for literacy, numeracy or memory skills delivered by trained staff, or social, emotional or mental health support, including cognitive behaviour therapy.

The Link is our SEND resource base supporting our students before school, during and after school.

This is funded by the school's SEN budget with additional exceptional funding bids.

You can find out about the SEN local offer here: https://www.norfolk.gov.uk/children-and-families/send-local-offer

Information on some of the support offered

Link Literacy Support

Literacy Intervention, 2 hours per week for Year 7s; 3 hours per fortnight for Year 8s.
Phonics, high frequency words, basic spelling patterns – taught in a multi-sensory, dyslexic-friendly way.
Assessed for spelling at start (standardised score below 85 - well below average)
Assessed at the end of term – intervention continues if score is not 85 or above.
Students within the 'very weak' range (spelling age of around 5 years) may continue for the whole of Year 7.
Interventions logged on Bromcom.

Gateway Literacy and Numeracy Support

In addition to the above - The Gateway offers support via the Thinking Reading Programme. This is a literacy decoding intervention with the pupils that have the biggest gaps between their reading age and chronological support.

How do we find out if our provision is effective?

Monitoring progress is an integral part of teaching and learning within the school. Students take regular assessments throughout the school year. There are three school reports home a year and data is analysed after each cycle. On entry, children take a range of Cognitive Abilities Tests (CATs), and GL assessments which we use to inform us as to next steps. Any child who has been a cause of concern from Junior / Primary School, has not reached the expected standard, or who has been highlighted from the CATs or STAR tests, will be given an individual reading, spelling or numeracy assessment.

Parents/carers and the children involved in interventions are informed of progress each term. The results are reviewed by the SENDCO and relevant support staff, and next steps are planned; the parents/carers are informed by letter, and the results are talked through with the children at school. Progress is reviewed by Learning plan and EHCP meetings, and next steps are agreed.

Regular reports on the level, quality and effectiveness of SEN provision in the school are given to our governors.

Our interventions and support are effective, resulting at times in students no longer needing statements/EHCPs or intervention. These decisions are only taken after assessing data and liaising with students and their families.

Mental Health Support

We have a Mental Health Practitioner in school who triages Mental Health need in school and makes referrals to external agencies. She is able to provide 1:1 emotional support. We have a close relationship with the **Mental Health Support Teams** who offer support to students and strategic help to us.

Complaints

If you disagree with any of our provision or reporting, please feel free to contact the school. If a particular subject is concerned, please contact the subject teacher; if it is a more general concern, please contact your child's head of year; if it is concerning intervention data, please contact the SENDCO. Where concerns remain in spite of these informal attempts at resolving problems, please consult the school's Complaints policy. A link is provided at the end of this document.

Supporting students at school with medical conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled, and where this is the case, the school complies with its duties under the Equality Act 2010. We send extra, trained staff on trips specifically to support students with medical conditions. We have a school health practitioner on site full time.

Some students may also have special educational needs and may have a statement or EHCP, which brings together health and social care needs, as well as their special educational provision, following the SEND Code of practice (2014).

To support students with a medical condition, we have a Health Care Practitioner who oversees first aid, is trained in diabetes, epilepsy and using an injector pen, and is a first aid trainer herself. We have a dedicated first aid area and a team of first aid qualified staff. We have a medication policy and a team of staff members to implement this. When necessary, staff will undergo specialist training to meet individual need. We have lift access to the vast majority of the school, and can adjust room settings according to need. Further details can be found by following the link to the relevant policy at the end of this document.

The policy for health care plans has changed, and the school nurse is no longer involved. Health care plans are now led by parents and the health service, and are only necessary if the school is required to take significant action to support a child's medical condition within school.

SEND and high standards

We are proud that we work in a school that has relentlessly high expectations. We are also inclusive. We believe that clear routines and a calm classroom supports SEND students. We understand that some students with SEND needs may need reasonable adjustments, laid out on a learning plan to meet these high expectations.
We are wary of the over-use of the term "differentiation" and believe that this can limit the aspirations of SEND students. Instead we ask teachers to teach to the top but get to know the students well, predict any barriers that may occur and support to reach that level.

How do we ensure facilities at the school are accessible to all?

We do an annual audit of the school for accessibility. This is on the school website. We also tour the school with students with individual physical needs and make adjustments. We take the advice of occupational therapists. There are three lifts in the school, giving full access to all areas except part of the science block, but this is overcome by timetabling in science rooms which are accessible. Further details can be found by clicking on the relevant link at the end of this document. We consider best practice adjustments rather than just reasonable adjustments.

How do we ensure that extra-curricular activities are accessible to all?

We will always make reasonable adjustments to ensure that all our students are able to make the most of our extra-curricular activities. This may include using staff or volunteer support, careful timetabling of rooms and adapting tasks.

How can parents/carers find out what's on in our area?

We use our reception area and the Link to display information. We also e-mail parents with information on events that we have received. Parents are encouraged to make contact with the Link to find out more about what's on

How do we prepare students for high school?

Before students with SEND start at Neatherd, the SENDCO will have visited the junior school. The SENDCO attends transition reviews to meet both parents/carers and the student whenever possible. The SENDCO also talks through individual needs with the SENCOs from the junior schools.

We offer the opportunity for as many visits before starting as the individual child needs. We also have two extra transition mornings in addition to the five intake days that all students attend, followed by an intake evening attended by parents/carers. This is always an excellent opportunity for students to familiarise themselves with the school surroundings and to meet new friends and members of staff.

When the students start in September, their first port of call is the sports hall, where they gather in their form groups. The first morning is held in form groups. Timetables and essential information such as how to use the canteen are covered in these sessions, and they are very well supported by members of the SEN team. Students are then eased gently into lessons, going to the sports hall between each lesson in order to be collected by their teacher to show them where the classroom is.

How do we prepare students for transition in school?

In early February for those students in year 9, we have an options evening, where members of school staff and careers advisory staff talk to students and parents/carers in order to give as much information as is needed for students to make informed choices of GCSE courses and other options. All SEND and LAC students receive a 1:1 careers meeting with our Careers Advisor during the options process. The SEND team are always on hand to give extra help and advice at this time, as we know how important it is to make the right choices.

How do we prepare students for moving on?

Our Careers Advisor will attend every year 11 review and will also have meetings with the student at school. She gives information about qualifications needed, and when college and sixth form open days/evenings take place. We liaise closely with Sixth Forms and Further Education colleges to ensure important information regarding students' needs is communicated.

Training for staff

A full programme of twilight (after school) sessions covering a wide range of subjects is offered to all support staff; they make their choices depending on their own individual needs, under the guidance of their line manager. SEN staff attend all in school training days, and training is once again based on whole school need. We also aim to make the department as self-sufficient as possible, funding training for CBT and diagnostic testing, for example.

New staff follow an induction programme. The induction programme covers systems and structures, SEND provision and practice, and the needs of individual students.

Have your say:

Neatherd High School is a community school. We can shape and develop provision for all our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess, plan, do and review' provision for SEN.

Useful links (correct as of 21/09/2016)

Norfolk Local Offer[1]
Department for Education SEND information[2]
Advisory Centre for Education (ACE)[3]
Young Minds[4]

Policy linked to this report:
Administration of Medicines Policy
Admissions Policy
Behaviour Policy
Complaints Policy
Data Protection and Freedom of Information Policy
Equality Policy (including information on site accessibility)

All policies can be found on our school website:
http://neatherd.org/Policies

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1 www.norfolk.gov.uk/SEND

2 www.gov.uk/schools-colleges-childrens-services/special-educational-needs-disabilities

3 www.ace-ed.org.uk

4 www.youngminds.org.uk