



## School Offer

### Netherhall Learning Campus High School & The Creative and Media Studio School

The  
Creative and Media  
Studio School

Part of the Netherhall Learning Campus  
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**At The Netherhall Learning Campus** we make every effort to achieve maximum inclusion of all pupils. The Governing Body ensures that appropriate provision is made for all children whether it is SEND, Vulnerable or Gifted and Talented.

*"My son has been challenged and this has enabled him to maximise his potential"*

*"My son's challenges are appropriate for him where he receives great support; we are very pleased with our choice of NLC"*

**Parent quotes – June 2014**

## Netherhall Learning Campus High School

### School Aims

- To provide a stimulating, caring environment where students feel happy, confident and enthusiastic about learning.
- To deliver a broad and balanced curriculum, which promotes fully inclusive teaching and learning to ensure the health, safety and wellbeing of all.
- To develop positive attitudes to learning and high standards of behaviour where everyone is valued, respected and treated equally.
- To work closely with parents/carers and the community, communicating clearly with them whenever possible, to enhance the attainment and personal development of students.
- To develop all students' spiritual, moral and cultural development, building on our school ethos and extending the students' knowledge and understanding of other faiths and cultures.

### Practice within school

Our teachers are extremely skilled in differentiating lessons to suit the needs of all students to ensure they can achieve their full potential. If at any time a teacher is concerned about an aspect of a students' progress a meeting will be arranged to discuss this with the parent/carer. Equally if at any time a parent has worries or concerns about their child then they are encouraged to discuss their concerns with the teacher or another member of school staff (See people in school who can support your family).

We have a dedicated team of inclusion workers who support all students with identified additional needs, working through programmes of planned, personalised and targeted interventions.

Throughout school classroom teachers and support assistants work closely together to ensure the needs of individual students, small groups and targeted groups are met.

### Once a concern is raised

For a variety of reasons a child may be experiencing more difficulties than most children their age with schoolwork, communication or behaviour.

Once a need has been identified it can be addressed through our additional needs team, including our onsite school nurse and strategies can be put in place to help children to get back on track.

Any interventions will always be dealt with in a sensitive manner and parental consent is always required.

### Medical Needs

If a student has medical needs we ask that parents/carers inform school and a meeting will be arranged for the specific needs to be discussed.

The meeting is held to ensure school staff are fully aware of the need and to ensure adequate provision is in place this may include:

- procedures for the administration of medication
- intimate care plan
- adaptations to the classroom environment
- specialist equipment
- procedures required in the event of an emergency.

All information gathered is strictly confidential and will be dealt with sensitively.

### **How will school support my child?**

#### **Who will oversee, plan, work with my child and how often?**

- The SENCO oversees all support and progress of any student requiring additional support across the school.
- The subject teacher will oversee, plan and work with each student with SEND in their class to ensure that progress in every area is made.
- There may be an Educational Teaching Assistant (ETA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher.

#### **Who will explain this to me?**

- The subject teacher will liaise with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENCO is available to discuss support in more detail.

#### **How are the governors involved and what are their responsibilities?**

- The SENCO reports to the Governors every term to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.

One of the Governors is responsible for SEND

- The Governors agree priorities for spending within the SEND budget with the overall aim that all students receive the support they need in order to make progress.

#### **How will the curriculum be matched to my child's needs?**

#### **What are the school's approaches to differentiation and how will that help my child?**

- All work within class is planned at an appropriate level so that all students are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all students can access a lesson and learn at their level.

#### **How will I know how my child is doing and how will you help me to support my child's learning?**

#### **What opportunities will there be for me to discuss my child's progress?**

- As a parent you are welcome any time to make an appointment to meet with either the subject teacher, form tutor and or Head of Year, along with the SENCO to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- When considered appropriate we operate a home / school link book which your child will bring home regularly so that comments from parents and teachers can be shared and responded to when needed.
- If your child is on the SEND register they may have a Provision map which highlights any extra support they may be receiving or an Additional Needs Plan (ANP) which will have individual targets matched to their specific area of need. This is discussed on a termly basis and parents are given a copy of the Provision map or ANP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the student will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have a Statement of SEND, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

#### **How does the school know how well my child is doing?**

- As a school we measure students' progress in learning against National expectations and age related expectations.
- The subject teacher continually assesses each student and notes areas where they are improving and where further support is needed. Students' progress is monitored and tracked on a regular basis.
- Students who are not making expected progress are picked up through review meetings with the subject teacher and Head of Department. In this meeting a discussion takes place concerning why individual students are experiencing

difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed.

- When the students ANP is reviewed comments are made against each target to show what progress the student has made. If the student has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the student does make progress.

**What support will there be for my child's overall well being?**

**What is the pastoral, medical and social support available in the school?**

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our students.
- The teacher has overall responsibility for the pastoral, medical and social care of every student in their class, therefore this would be the parents' first point of contact. If further support is required the subject teacher liaises with the SENCO and pastoral team for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

**How does the school manage the administration of medicines?**

- The school has a policy regarding the administration and managing of medicines on the school site.  
(Attached to this document)
- Parents need to contact school if medication is recommended by Health Professionals to be taken during the school day.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a student has behavioural difficulties an Additional Needs Plan (ANP) is written alongside the student and parents to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident we expect the student to reflect on their behaviour with an adult, This helps to identify why the incident happened and what the student needs to do differently next time to change and improve their behaviour.
- Attendance of every student is monitored on a daily basis. Lateness and absence are recorded and reported upon to the pastoral team. Good attendance and punctuality are actively encouraged throughout the school. School actively works to promote high levels of attendance and to encourage punctuality.

### **How will my child be able to contribute their views?**

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Students who have ANPs (Additional Needs Plans) discuss and set their targets with their pastoral mentor.
- There is an annual pupil questionnaire where we actively seek the viewpoints of students especially concerning being able to speak to an adult if they have a worry.
- If your child has a Statement of SEND their views will be sought before where appropriate before any review meetings.

### **What specialist services and expertise are available at or accessed by the school?**

- Our SENCO is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual students needs within our school including: - Behaviour Intervention; Health including - GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

### **What training have the staff had for supporting children with SEND had or are currently having?**

- Some members of staff have had training in delivering Speech & Language programmes from Speech & Language therapists.
- Many of our ETAs have had training in delivering reading and spelling / phonics programmes.

### **How will my child be included in activities outside the classroom including school trips?**

- All students are included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

### **How accessible is the school environment?**

- The school endeavours to adapt the environment and resources to meet specific needs e.g. provision of ICT, enlarging scripts, use of alternative methods of communication.
- The school has disabled toilets and facilities.

### **How will the school prepare and support my child when joining the school and transferring to a new school?**

- We encourage all new students to visit the school prior to starting when they will be shown around the school. For students with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may also visit them in their current school.
- When students are preparing to leave us for a new school, typically college, we support additional visits. In conjunction with a number of Kirklees based colleges we run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring students to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then a Statement review will be used as a transition meeting during which we will invite staff from both schools to attend, along with the Kirklees careers service.

### **How are the school's resources allocated and matched to children's sen needs?**

- We ensure that all students who have Special Educational needs are met to the best of the school's ability with the funds available.

- We have a team of ETAs who deliver programmes designed to meet groups of student's needs.
- The budget is allocated on a needs basis. The students who have the most complex needs are given the most support often involving an ETA.

**How is the decision made about what type and how much support my child will receive?**

- The class teacher alongside the SENCO will discuss the students' needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents

**How do we know if it has had an impact?**

- By reviewing students targets on ANPs and ensuring they are being met
- The student is making progress academically against national/age expected levels and the gap is narrowing - they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Students may move off the SEND register when they have 'caught up' or made sufficient progress.

**WHO CAN I CONTACT FOR FURTHER INFORMATION?**

**Who should I contact if I am considering whether my child should join the school?**

Contact the school office to arrange to meet the Deputy Head teacher, Mr Kent or Assistant Headteacher/SENCO, Miss Mattock who would willingly discuss how the school could meet your child's needs.

**People in school who can support your family**

Joan Young  
Principal

Michael Kent  
Deputy Headteacher

Suzy Mattock  
Assistant Head/Senco

Sue Lockwood  
School Nurse

Pastoral Lead  
Lucy Eastwood

Safeguarding Officer  
Sam Diskin

Personal Coaching Manager – Studio School  
Angela Shufflebottom

Attendance  
Lesley Rhodes

Governor for SEN  
Patrice Curtis

For further information regarding students with special or additional needs please follow the attached link:

[www.kirkleeslocaloffer.org.uk](http://www.kirkleeslocaloffer.org.uk)