



## Netherhall Learning Campus The Creative and Media Studio School FAQs

The  
Creative and Media  
Studio School

### **How does Netherhall Learning Campus know if young people need extra help?**

Young people may be identified as having additional needs through a variety of ways including the following:

- Information from previous schools and academies
- The young person is performing below age expected levels
- Concerns raised by parent or carer
- Concerns raised by teacher or tutor
- Liaison with external agencies
- Health diagnosis through paediatrician or doctor
- Entry testing for students arriving from other countries

We continually track the progress of our students through classroom based assessments and measure progress in learning against national and age related expectations.

### **How will Netherhall Learning Campus support my child with additional needs?**

Additional needs means any child or young person with a physical, sensory, communication, or learning disability, or a long-term or life-limiting condition. This may also include children with social, emotional health and wellbeing needs, alongside mental wellbeing, where there is an impact on their daily life, including those with more significant mental health problems.

The SENCO will ensure that all students with additional needs are supported in order to access the curriculum; this is closely monitored and interventions or alternative teaching strategies are used where necessary. Teaching assistants work with young people individually or as part of a group in the classroom and the SEND teacher can provide more specific intervention on a one-to-one or small group basis, modify resources, provide additional classes and offer targeted programmes for example accelerated reader.

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

The curriculum is designed to be accessible for all students and work is adapted appropriately to meet the needs of the individual. All young people can access the lesson and learn at their level and teachers plan work that challenges yet allows for progress gains to be made. Work is designed to raise aspirations and develop confidence in their ability to learn.

### **How do we know if the support or strategies used have had an impact?**

Student progress is regularly monitored and support or strategies reviewed and adapted where appropriate.

Where students are not making expected progress we:

- Involve parents/carers to meet and discuss how your child is getting on.
- Liaise with staff to discuss existing strategies and further plan ways to support the student.
- Consider the need to involve outside agencies through the additional needs team meetings that take place twice every half term.

The team base their support on an '*Assess, Plan, Do, Review*' process to measure impact.

If your child has complex needs, they may have a "Education, Health and Care Plan" (EHCP) in place, which means that a formal annual review will take place to discuss progress and a report will be written. This can also be done at increased intervals if changes to circumstances occur or concerns arise.

### **What support will there be for my child's overall wellbeing?**

All staff appreciate and understand the importance of young people having high self-esteem in order to achieve positive wellbeing and in turn progress with their learning and development, each year group is led by a head of year. Your child will also have a form tutor who should be your child's first point of contact for any worries or concerns. The form tutor can liaise with the SENCO through the additional needs pathways if they feel your child requires additional intervention or support; this may then involve working with outside agencies where appropriate.

If your child has a recognised medical need, a health care plan will be created to ensure this need is managed effectively.

### **What specialist services and expertise are available at Netherhall Learning Campus?**

Our SENCO is fully qualified and accredited and liaises with all other staff across our campus. All staff within the campus are qualified to devise strategies and identify appropriate methods of teaching, so students can access the curriculum. Teaching staff are required to provide the SENCO with feedback on the student's progress as part of the process of reviewing his or her needs. We work closely with any external agencies that we feel are relevant and necessary to the wellbeing of the child.

### **What training have staff had or going to have?**

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 have a constant awareness of the diverse range of needs that could affect the health/learning of your child.

### **What are the Governor's responsibilities?**

The campus has a dedicated governor whose responsibility it is to monitor the effectiveness of SEND and inclusion across the campus. They regularly receive reports on the progress of students with SEND and ensure they maintain an up to date knowledge of statutory changes and requirements.

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

All children are included in all parts of the campus' wider curriculum and will be included on any trips. If necessary, we provide support to ensure this is successful and their needs are met. Risk assessments are provided for any off-site activity with briefing session held beforehand to involve parents and allow for any queries to be answered.

### **How will you prepare and support my child to move between the different phases of education?**

A programme of induction is in place which provides students with an opportunity to visit the different phases across our campus before their transition. The SEND department link closely with feeder schools to ensure the best support for your child at this time.

Peer mentors are on hand to advise students and offer support when needed.

Transition from the high school to college is supported by taster days and the SEND department have strong links with further education providers and provide information to ensure success after the campus is maintained.

The careers service attends annual reviews from year 9 onwards for those students with an EHCP in place.

### **How are decisions made about what type and how much support my child will receive?**

A student arriving with an EHCP will receive the level of support suggested in the document. This is overseen by the SENCO.

Students with an additional need but without an EHCP will be assessed by the SENCO, SEND teacher or senior TA in conjunction with parental/carers discussions and possible advice from outside agencies to accurately establish the level of support provided by the campus.

Parents/carers are actively encouraged to contribute to and attend meetings about their child's wellbeing and provision.

### **What arrangements are there for supporting children or young people who are looked after by the local authority and have SEND?**

Looked after children are nine times more likely to have an EHCP than the general student population. It is important that all children with SEND receive the educational provision which meets their needs.

However for looked after children, many of whom may have had potentially difficult and unstable home backgrounds and education before coming into care, it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their education is reduced to a minimum. The local authority educational psychologist has statutory duties associated with the identification and assessment of SEND within looked after children.

To support the young person Netherhall Learning Campus

- Ensures that all looked after children of compulsory education age

have an effective and high quality personal education plan (PEP)

- Ensure that, in partnership with relevant educational professionals, there is a robust assessment of the child's learning styles
- Ensure that the relevant local authority representative as specified in the PEP attends parents' evenings and other relevant meetings, such as the annual reviews of the EHCP
- Ensures that the funding and processes are in place
- Mediate on behalf of a looked after child when he or she faces problems at the campus
- Ensure that social workers, carers and, where appropriate, parents actively promote opportunities for looked after children to participate in high quality learning experiences, including out of campus hours learning activities
- Supporting educational achievement and aspirations of looked after children by giving carers maximum support to provide help to children in terms of campus homework and wider educational opportunities

**What support is there for improving emotional and social development, including extra pastoral support for listening to the views of young people with SEND and measures to prevent bullying?**

We will explore the dynamics and interaction between victim, perpetrators with a special focus on SEND and disability. Students have opportunities to express their views on bullying through questionnaires, interviews and by representing the student voice through student leaders. Students will be supported through a targeted pastoral plan should this be deemed appropriate.

**How is attendance monitored?**

Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the pastoral team. Good attendance is actively encouraged throughout the campus and rewarded through campus initiatives. We will contact you via text/telephone if your child is absent from the campus.

**Who can I contact for further information?**

Your first point of contact to discuss your child's needs would always be the form teacher and then following this you may need to speak to the SENCO.

**What arrangements are there for handling complaints from parents of children with SEND about the provision made across the Campus?**

Netherhall Learning Campus takes any concerns raised by parents and carers seriously. Any parent or carer who wants to make a complaint should follow the campus' complaints procedure on the campus website. This policy ensures that any issues are resolved in a fair, balanced and transparent manner in line with our aim of providing a safe environment for learning.

**How is the local offer reviewed?**

Our local offer is reviewed and updated on a regular basis to reflect the changing needs of the children who join and are developing in our campus. Part of this review process will involve contributions for parents and carers