



Netherhall Learning Campus

SEND FAQ's



The FAQ's are updated annually with involvement and input from the parents and carers of our pupils.

Last updated: April 2026

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 Higher Able.

Parent Quotes:

"Wonderful school, staff go above and beyond to help SEND children achieve their full potential, my son has exceeded any expectations we had since he started at NLC"

"I feel like he is getting the best support now. He has come on such a long way and I am happy with the progress they are making. I am happy with the communication from school and I feel like any issues about his needs are dealt with well. He is happy enough to go to school. Staff are very approachable and friendly. We are grateful for everything that you have done."

"She has been supported, yes, definitely. I am happy with the support. I feel quite comfortable. She has made progress. It is not consistent but it is not that straight forward with her needs. She has come on. She feels safe in school. I have no issues. Staff have been brilliant with her. That's why I want her to stay at Netherhall."

Pupil Quotes:

"Grown-ups help me to stay calm and learn. She helps me if I am feeling angry or upset"

"My support is good. She helps me in Literacy. We talk about my ideas and then she helps me by writing them down. Also, I have a laptop and my own workstation in class. They help me with my work so I can concentrate better."

"I need help with my learning, my support helps me every day to get better at reading. It really helps me to feel more confident with hard words."

"My support is good because I have lots of help. I have extra English & Maths support. The Fresh Start helps me with my reading & spelling, I think I am getting better with this. I can concentrate more in the Hub. If I have any problems the Hub staff help me sort it out. They will talk to me and other pupils about what is happening. Everything is good with the support I get. I like the staff here."

"Staff in the Hub calm me down and let me talk to them about what is wrong. It helps me get out how I'm feeling so it's not sticking on my chest. I know who I can go to for help if I need support. The best thing about the Hub is that it is quite and there are not a lot of people in there. This helps me to not get distracted."

"I do get loads of support from teachers, they help me out and do extra sessions with me. I get support from my key adult when I need it. It helps me lots and I get better at my work. In Maths I was not very good but now I am better because I like doing it and I enjoy it. If there is a problem I tell a teacher and they help me to work things out. My key adult supports and encourages me to do well."

Practice across our Campus

Our teachers are extremely skilled in adapting teaching strategies to suit the needs of all pupils to ensure they can achieve their full potential. If, at any time, a teacher is concerned about an aspect of a pupils' 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 class teacher or another member of school staff (see people in school who can support your family).

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

Throughout the Campus, classroom teachers and educational teaching assistants work closely together to ensure the needs of individual pupils, 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 accessing the curriculum alongside their peers. The many present with additional needs in the areas of Cognition and Learning, Communication and Interaction, Social and emotional or sensory and physical.

Once a need has been identified it can be addressed through our additional and special educational needs teams and personalised strategies and potential interventions can be put in place to help children succeed. Any interventions will always be dealt with in a sensitive manner and parental consent is always required.

Medical Needs

If a pupil has medical needs, we ask that parents/carers inform their respective school in our Campus 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 through personalised evacuation plans.
- Any Health Care Plans that are in place
- Any additional training that will be required in order for staff to competently meet the needs of the pupil

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

Exceptional Needs

At Netherhall Learning Campus we recognise that some of our pupils display a range of complex needs that require an individual and personalised approach in order to meet their needs within a mainstream school setting.

What is meant by the term 'exceptional needs?'

- Exceptional level of needs will mean that an underlying issue/concern is having a highly detrimental impact on a pupil's learning, emotional wellbeing and their ability to self-regulate and in turn cope with the demands of the mainstream classroom; even alongside additional

and personalised support. At NLC we would consider a pupil with exceptional needs to have presented with a concerning number of dysregulated behaviours leading to further periods of withdrawal, and potentially isolation, and or exclusion from the school environment.

- Any judgement made around a pupil's exceptional needs will be reviewed at a leadership level across the Campus and a standardised approach including joint feedback and observations will be adopted across the Campus in terms of any additional support and guidance.
- As with any identified additional need, school will ensure close parent/carer communication takes place at regular and timely intervals as per the Special Educational Needs Code of Practice, a joint approach will be adopted to work towards identified targets. School will also adopt a proactive approach in seeking the support and guidance of any external agencies that may be deemed appropriate in supporting the needs of our pupils.
- We recognise that some pupils present with exceptional needs and the current pathways and timescales for provision that exist can limit the available resources and support for pupils. At NLC we aim to support all our pupils in a timely and proactive manner, in order to do this as a Campus, we will ensure a consistent provision is in place, with a standardised approach at a Leadership level.

A pupil who presents with exceptional needs will have the following support strategies and processes in place:

- Quality first teaching
- Wave 1 Support (identified additional support)
 - Referrals to appropriate outside agencies (EP, Outreach, CAHMs Speech and Language, ASC etc TAF, Family Support, review progress of referrals regularly, progress to be recorded on MSP/I-APDR documentation).
- A My Support Plan/Individual Assess/Plan/Do/Review document will be completed with clear outcomes at each stage. This will include details of any identified need for 1:1 or small group support in order to allow the pupil, wherever possible, to access an age appropriate curriculum and have a full inclusive school experience alongside their peers (reviewed every 4 weeks with parent/carer and pupil views included)
- Following a Campus SEND Leadership consultation a decision will be made as to whether an EHCP assessment will be sought (this will take place following the reviews of the MSP documents on a 4 week cycle, when needed)
- If an EHCP assessment request is rejected, school will support the parents with working towards the identified next steps from the EHCP team.
- A review of the MSP/IAPDR will be completed within 4 weeks of the EHCP assessment request being rejected and consideration will be made to resubmit following a Campus SEND Leadership consultation
- Repeat final two steps until
 - EHCP assessment request is considered, or
 - a pupil makes progress and is no longer considered to present as exceptional needs and needs are being met through SEND need and quality first teaching

How will school support my child?

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

- The Individual School SENCO's oversee all support and progress of any pupil requiring additional support across the 3 school.
- The subject teacher or class teacher will oversee, plan and work with each pupil 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 and or SENCO 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.
- Detailed overview of support strategies available through intervention consultations.
- For further information the SENCO is available to discuss support in more detail.

How are the Governors involved and what are their responsibilities?

- The Head of School reports to the Governors every term to inform them about the progress of pupils with SEND; this report does not refer to individual pupils and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and is involved in regular updates about the progress pupils with an identified SEND are making.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all pupils receive the support they need in order to make progress.

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

- The curriculum is designed to be accessible for all pupils and work is adapted appropriately to meet the needs of the individual. All young people can access the lesson and learn at their level. Work is designed to raise aspirations and develop confidence in their ability to learn.
- All work within class is planned at an appropriate level so that all pupils 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 for a more tailored and personalised approach.
- The benefit of adaptive teaching is that all pupils can access a lesson and learn at their level.
- Quality first teaching ensures an inclusive approach that supports all learners including those with SEND to access the curriculum alongside their peers wherever possible.

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

- As a parent you are welcome at any time to make an appointment to meet with either the subject/class 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 additional, and or 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, a Pupil Passport/My Learning Passport which will have individual targets matched to their specific area of need. If your child requires a considerable amount of additional support, they may be placed on a My Support Plan (MSP)/IAPDR. This plan is will usually include advice and targets that have been put in place with input from outside agencies such as Speech and Language, Early Years SEN, Educational Psychology or the Complex Communication and Interaction Team. These plans are discussed and reviewed on a termly basis (with input from outside agencies where required) and parents are given a copy of the Provision Map, Pupil Passport/ My Learning Passport. The targets set are

SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the pupil will achieve the target by the time it is reviewed.

- If your child has complex SEND they may have an Education Health and Care Plan (EHCP), which means that a formal meeting will take place at least once a year to discuss your child's progress and a report will be written. The views of parents/carers and the young person (where appropriate) are an integral aspect of the reviewing process. The EHCP can be reviewed with more frequency should the pupils' needs be considered exceptional and, in the instances, that a young person is not coping with the demands of mainstream school life.

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

- As a school we measure pupils' progress in learning against National expectations and age-related expectations however, for children with identified SEND needs a more specialist SEND assessment tool maybe used to track their progress.
- The subject/class teacher continually assesses each pupil and notes areas where they are improving and where further support is needed. Pupils' progress is monitored and tracked on a regular basis.
- Pupils who are not making expected progress are picked up through review meetings with the subject/class teacher and Line Managers. In this meeting a discussion takes place concerning why individual pupils are experiencing difficulty and what further support can be given to aid their progression. At this stage specific class-based interventions will be put in place and reviewed at timely intervals. If your child is discussed at one of these meetings parents will be informed.
- When the pupils Pupil Passport/My Learning Passport is reviewed comments are made against each target to show what progress the pupil has made. If the pupil 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 pupil does make progress.

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 pupil 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 will have had difficult and unstable home and education before going 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 and are used to support the development of the young person
 - mediate on behalf of a looked after child when they face 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

- o 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

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.
- Parents need to contact school if medication is recommended by Health Professionals to be taken during the school day.

What support is there for managing challenging behaviour, avoiding exclusion and increasing attendance?

- As a Campus we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils where pupils are supported to behave in a positive way and are recognised for doing so.
- If a pupil displays social, emotional and mental health difficulties that present through challenging patterns of behaviour a Pupil Passport/My Learning Passport would identify specific issues, put relevant support in place and set SMART targets.
- After any behaviour incident we expect the pupil to reflect on their behaviour with an adult, this helps to identify why the incident happened and what the pupil needs to do differently next time to change and improve their behaviour.
- As a Campus we have a positive approach to restorative justice and value the time to reflect on making the right choices when faced with challenging situations.
- Only in extreme circumstances is a pupil may be excluded from school (see the Behaviour policy) and if this presents as a consistent pattern, the Campus will seek additional support from a range of agencies to determine if there any additional unmet needs. All information will be shared with the parents/carers.
- For pupils who present as exceptional needs, the Campus will follow the exceptional needs plan to offer a wider support plan.
- Attendance of every pupil is monitored on a daily basis and again throughout the day. Lateness and absence are recorded and reported to the pastoral teams. Good attendance and punctuality are actively encouraged throughout the school. The Campus actively works to promote high levels of attendance and to encourage punctuality and pupils across the Campus are rewarded for outstanding achievement and punctuality. Persistent absences will be closely monitored, and the Campus may involve the LA Attendance and Pupil Support Service (APSO) where parents' contracts and potential fines may be issued.

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 and regular pupil voice which has an open forum for any issues or viewpoints to be raised.
- Pupils who have Pupil Passports/My Learning Passport discuss and set their targets with their pastoral mentor.
- There is an annual pupil questionnaire where we actively seek the viewpoints of pupils especially concerning being able to speak to an adult if they have a worry.
- All pupils are encouraged to take part in our whole school quality assurance programmes and this includes regular whole school and department pupil voice.
- If your child has an EHCP their views will be sought, where appropriate, before any review meetings.

What support is there for improving social, emotional and mental health, 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 Special Educational Needs and Disability. Pupils have opportunities to express their views on bullying through questionnaires, interviews and by representing the pupil voice through pupil leaders. Pupils will be supported through a targeted pastoral plan should this be deemed appropriate.
- The pastoral teams are trained at managing any concerns raised and all evidence will be gathered before any follow up action is put in place.

What support will there be for my child's overall well-being and emotional development?

- We are an inclusive Campus; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being and development. We have a caring, understanding, nurturing team supporting our pupils where a holistic approach to a child's development is at the centre of all we do across the Campus.
- The teacher has overall responsibility for the pastoral, medical and social care of every pupil 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 Care, and/or the Behaviour Support Team.
- As a Campus we recognise the need to support a pupil's mental health and we actively work with a wide range of external agencies to ensure early intervention is put in place. All staff working across our Campus understand that working closely with parents/carers is vital in ensuring all parties are focused on the same goal.
- All staff appreciate the importance of young people having high self-esteem in order to achieve positive well-being, each Year group has a dedicated team in place to support their emotional welfare. Your child will also have a form tutor/class teacher who should be your child's first point of contact for any worries or concerns.
- The form tutor/class teacher 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.

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 pupils 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 pupils.
- 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 pupils with an EHCP in place.

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

- Our SENCOs are fully qualified and accredited.
- A cross campus SEND network has been established to allow the sharing of expertise and resource between SENCOs across all phases.

- As a school we work closely with any external agencies that we feel are relevant to individual pupils needs within our school including: - Behaviour Intervention, Pupil Referral Service, Outreach support, 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.
- A number of support staff 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 staff have had specific training to deal with social, emotional and mental health needs of children at a more in-depth level. Some members of staff are qualified and licenced Thrive practitioners and all staff have had specific Thrive training to identify levels of and specific needs and tailor support programmes to individual children.
- Many of our ETAs have had training in delivering reading and spelling/phonics programmes such as Read, Write Inc.
- 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.

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

- All pupils are included in all parts of the school curriculum and we aim for all pupils 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 pupil 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.
- All three school have disabled toilets
- The Infant & Nursery School, Junior School and Studio School have a lift.
- Small pockets of the High School are inaccessible to wheel chair users.

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

- We encourage all new pupils to visit the school prior to starting when they will be shown around the school. For pupils 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 to help form relationships and develop a greater awareness of how to support the young person. Ensuring effective transition is vital in making sure young people can settle into a new environment with the least amount of stress as possible.

- Across the Campus we work closely together to ensure the any transition of pupils is managed in a seamless way.
- When pupils are preparing to leave us for a new school, typically college or to a different secondary school, 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 pupils to different schools ensuring all relevant paperwork, advice and guidance is passed on and all needs are discussed and understood.
- If your child has complex needs then an EHCP 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 is the decision made about what type and how much support my child will receive?

- The class teacher alongside the SENCO will discuss the pupils' needs and what support would be appropriate this will also be discussed with parents.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

How are the school's resources allocated and matched to children's SEND needs?

- We ensure that all pupils 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 pupil's needs.
- The budget is allocated on a need's basis. The pupils who have the most complex needs are given the most support often involving an ETA.
- A pupil arriving with an EHCP will receive the level of support suggested in the document. This is overseen by the SENCO and reviewed at the annual review.
- Pupils with an additional need but without an EHCP will be assessed by the SENCO, Teacher and or Senior ETA in conjunction with parental/carer 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.

How do we know if it has had an impact?

- By reviewing pupil's targets on Pupil Passports/My Learning Passports and ensuring they are being met
- The pupil 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.
- Pupils may move off the SEND register when they have 'caught up' or made sufficient progress.
- The progress of our SEND pupils is effectively monitored and tracked to ensure they are making sufficient progress towards their individual targets.

How do we evaluate the effectiveness of our provision?

- The SENCO team regularly meet to review the provision across the Campus and discuss what the strengths are next steps outlined.
- The SEND Team regularly feedback to the campus principal and governors who are then able to reflect on whole school strengths and areas of development for the provision of special educational needs and disabilities.

- We regularly conduct pupil voice to gather pupils' own perspectives about the provision at Netherhall.
- SEND learning walks and book scrutiny are carried out to ensure the quality of teaching, provision and progress for our SEND pupils.
- Parents/carers are an integral part of our reviewing process and we actively seek their feedback through parent voice, feedback prior to any reviews that take place for pupils and throughout the close and regular contact. Parents and carers are an integral part of our provision at NLC and working collaboratively is actively encouraged.
- Staff voice takes place regularly. This includes the provision for pupils with SEND and allows for reflection to take place to guide next steps for the Campus.

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.

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

- Contact the school office to arrange to meet the Head of School or Assistant Head teacher/SENDCO at each respective phase to discuss how the school could meet your child's needs;

People in school who can support your family:

Campus

Principal – Michael Kent

Infant & Nursery School

Head of School – Kirsty McGrath

Primary ARP Lead/SENCO - Sarah Greenwood

Mainstream SENCO – Amy Ellershaw

Safeguarding Officer - Ruth Dickinson

Junior School

Head of School – Zoe Lowe

Assistant Head/SENCO - Trish Hudson

Primary ARP Lead – Sarah Greenwood

Safeguarding Officer - Ruth Dickinson

High school & CMSS

Head of school – Heather Johnson

Assistant Head/SENCO – Paul Kent

Assistant Head/Safeguarding Officer – Duncan Richards

Deputy Safeguarding Lead - Sam Diskin

Governor for SEND

Liz Godman