

Netherton J&I School

SEND Information Report



2025-2026

Who are the best people to talk to if I have a concern about my child?



Speak to your child's class teacher initially if you have concerns about their academic progress, friendships or social and emotional health.



Speak to the school SENDCo who oversees the provision for pupils with SEND across school.

How does Netherton J&I School know if children need extra help and what should I do if I think my child may have special educational needs?

We know when pupils need extra help if

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.

If we think your child needs extra help, we will invite you into school to discuss this with you and we will listen to any concerns you may have.

If you are worried about any aspect of your child's development or progress you should discuss this with the class teacher initially. The class teacher will work alongside the Special Educational Needs & Disabilities Co-ordinator (SENDCo) and head teacher to address these concerns.

SEND Code of Practice

The code sets out the processes and procedures that all these organisations should follow to meet the needs of children and young people.

The current SEND code of practice was published in June 2014 by the Department for Education and implemented from September 2014.

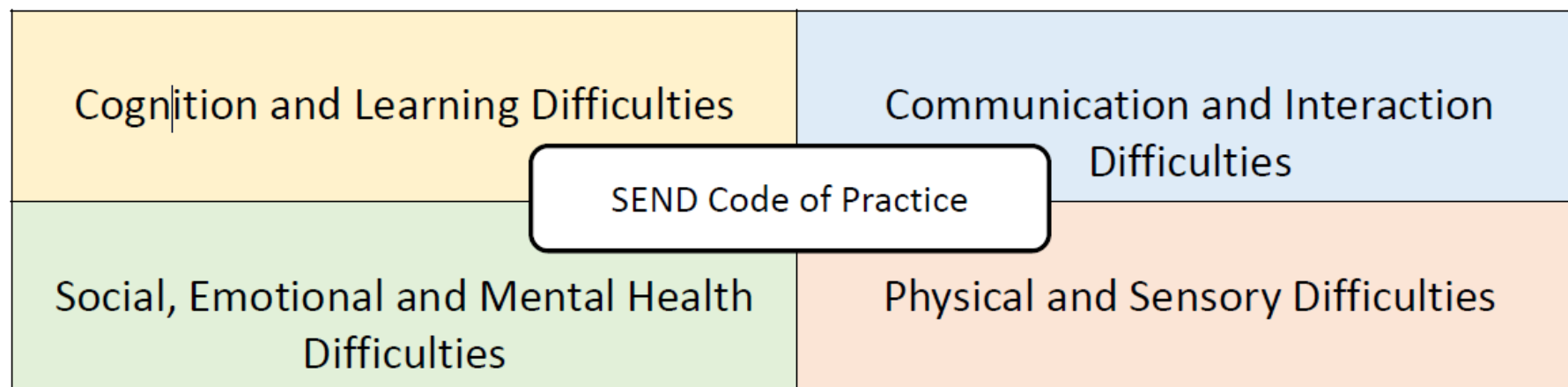
You can view the code of practice and other useful documents below:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



Which needs we make provision for at Netherton?

Pupils with SEND have a wide range of needs which fall into **4 broad main areas of need**. Our provision is focused on the child and supported by information and guidance from external professionals.



Cognition and Learning Difficulties	A child or young person with cognition and learning difficulties might learn at a slower pace than their peers, even when learning tasks are changed to support them. Children may have difficulties with the following skills: • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). Children and young people with MLD or SLD are likely to need support in most if not all areas of the curriculum and may also have difficulties with mobility and communication. Children and young people with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
--	---

Communication and Interaction Difficulties	Communication and interaction difficulties, also known as a speech, language and communication needs (SLCN), means that children and young people may have difficulties either saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication, which makes it harder to build relationships with others. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autism is a communication and interaction difficulty. Children and young people with autism are likely to have particular difficulties with social interaction. Autism is a lifelong neurodevelopmental condition that affects how people perceive, communicate and interact with the world. Autism is referred to as a spectrum condition because, although autistic people often share certain difficulties, their autism will affect them in different ways.
Social, Emotional and Mental Health Difficulties	Children and young people may experience a wide range of underlying, unmet social and emotional needs which show themselves in many ways. These may include withdrawal or isolation, as well as verbal and physical aggression or agitation. Other mental health difficulties such as anxiety or depression can cause self-harm, substance misuse, eating disorders or physical / psychosomatic symptoms that are medically unexplained. Some children and young people may receive diagnoses such as ADHD which do not necessarily explain the underlying cause.

Physical and Sensory Difficulties	If a child or young person has a physical or sensory difficulty it means that they have a disability which makes it challenging or prevents them from making use of the mainstream educational facilities generally provided. Sensory Difficulties Children or young people with sensory difficulties are those with hearing impairment (HI) or vision impairment (VI). Some children may also have a combination of hearing and vision difficulties which is known as a multi-sensory impairment (MSI). Many children with these sensory difficulties will require specialist support and/or equipment to access their learning. Physical Difficulties Some children and young people with physical difficulties (PD) require additional ongoing support and equipment to access all the opportunities available to their peers, including access to learning. These physical difficulties are often linked to a medical diagnosis.
--	---

How will school support my child?

Each pupil's education programme is planned by the class teacher. Work is planned to challenge pupils at the right level. This may include additional support by the class teacher, teaching assistant in class or intervention staff.

Pupil progress meetings are held every term. During these meetings the class teacher would discuss the progress of each pupil with the head teacher and concerns are passed onto the SENCo. Pupils not making appropriate progress are identified and actions are agreed.

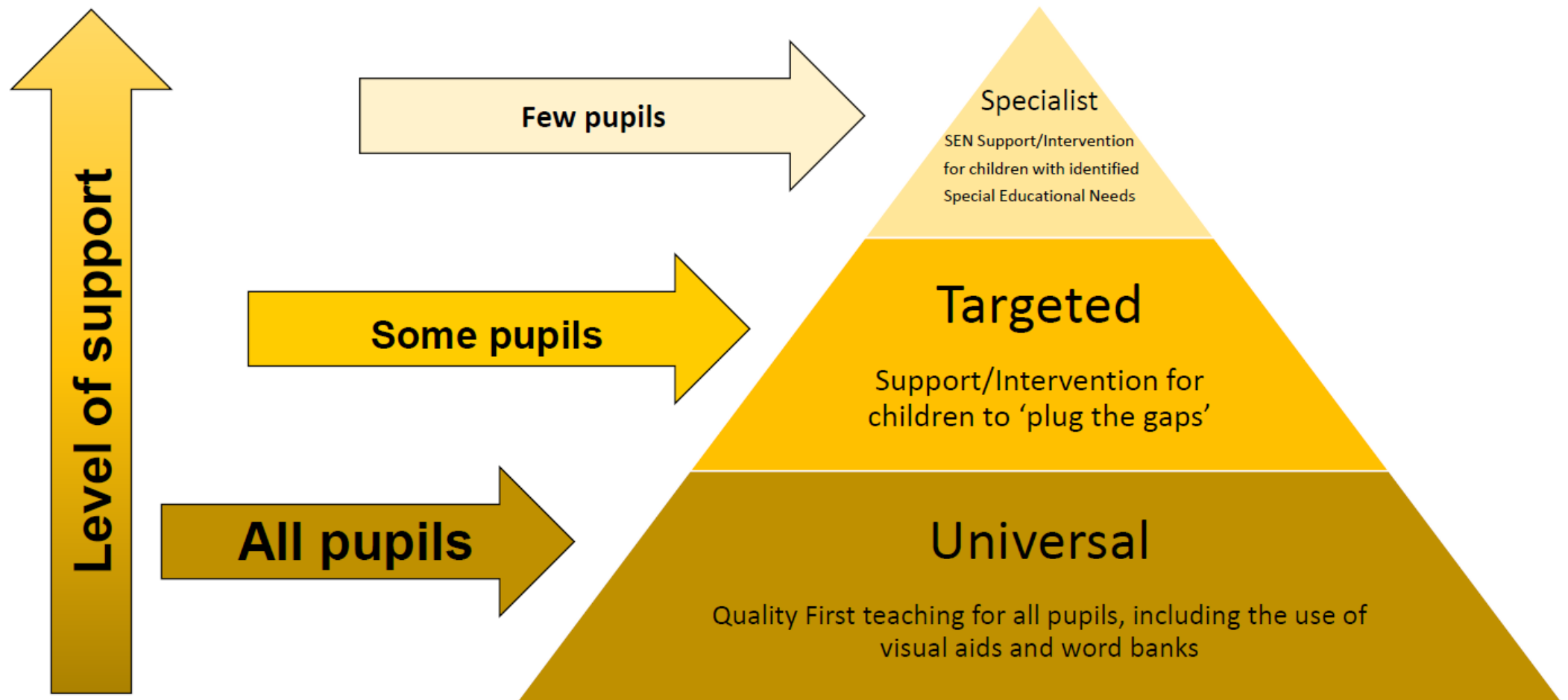
If a pupil struggles with maths or English they may take part in an intervention group. This might be, for example, a phonics group where 4 children have extra phonics input for 20 minutes, perhaps 3 times a week for 6 weeks. If a pupil struggles with self-confidence, communication or following rules they may, for example, attend a weekly social group. This group aims to increase self-esteem and improve listening skills. This intervention might run once a week for 6 weeks.

These interventions will be recorded on the class provision map, which shows additional interventions.

Occasionally some pupils need support from an outside agency such as Speech and Language Therapy, WISENDSS or an Educational Psychologist. If the class teacher and SENCo feel this is needed they will discuss this with parents before making a referral to the appropriate service.

The governing body as a whole has an overview of the progress of all pupils. One governor has a role in reviewing the wellbeing and progress of pupils identified as having special educational needs.

How will school support my child?



Which specialist services support school?

Wakefield Inclusion &
Special Educational Needs &
Disabilities Service
(WISENDSS)

Deaf & Hearing Impaired
Team (VI & HI)

Communication &
Interaction Team
(CIAT)

Educational Psychology
Team (EPS)

Occupational Therapy Team
(OT)

Future in Mind
(FIM)

Speech & Language Therapy
(SALT)

Physiotherapy Team
(Physio)

Child & Adolescent Mental
Health Service
(CAMHS)

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

If your child is identified as having special educational needs, he or she will continue to be set appropriate work. A teaching assistant may work 1 to 1 with a child or work with a small group to target a more specific need.

A child identified as having special educational needs will have a One Page Profile (OPP). This is a document that outlines the areas of concern, sets targets or outcomes, then details how school and home can work together towards these outcomes.

If appropriate specialist equipment may be given to the pupil e.g. pencil grips or writing slopes.

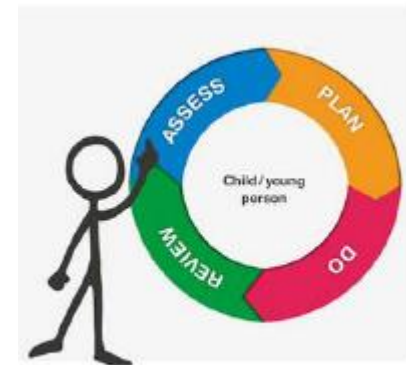
Children with more complex needs may be supported by our intervention staff working on an individual programme.

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

Information about the progress your child is making will be shared in our reports to parents and can be discussed at parent consultation evenings. If a child is identified as having special educational needs, teachers review progress against each child's targets termly and this is communicated to parents. In addition to this, the class teacher and SENCo are available to discuss your child's progress.

Your child's class teacher and the SENCo can suggest ways to support your child at home.

Alongside this, where outside agencies are involved, they also often suggest work or actions that can be done at home.



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

The school receives funding to provide additional guidance and resource provision where extra support is required. We use this to provide staff, training and appropriate equipment depending on the needs of the pupils. This is reviewed by staff and governors.

How will school support my child in making transitions to new schools?

Prior to applying for a secondary school place, the staff from local high schools may visit our pupils to share information with them about the schools. Pupils are also invited to attend secondary school open evenings.

Once pupils have been allocated their secondary school place, or if a pupil is transferring to a different primary school, Netherton J&I School makes every effort to pass on full information about each child's needs.

All pupils will attend a transition day at their new school. In addition to this extra transition sessions are arranged for those pupils who need extra time in their new school.

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

These decisions are made in consultation with the class teacher, SENCo and Senior Leadership Team and based upon half-termly tracking of pupil progress. Where appropriate these decisions also take account of advice from outside agencies.

Who can I contact for further information?

In the first instance contact your child's class teacher with any concerns you may have. The class teacher works closely with the SENCo to support children with special educational needs.

For further information or any other queries, contact the school office to make an appointment with the SENCo, Mrs Sarah Goodrum.

How do I access the Wakefield SEND Local Offer?

The Local Offer provides information and support available for families with children and young people ages 0-25 years with special educational needs and/or disabilities.

Access it at: <https://wakefield.mylocaloffer.org/>

Admission of Pupils with Special Educational Needs and Fair Access Protocol

Children with an Education and Healthcare Plan (EHCP) Statement of Special Educational Needs are dealt with under a different mechanism from the normal admission process. Any child with a school named on their EHCP will automatically gain a place at the school named in the plan. Any child with an EHCP who is admitted to a mainstream community/voluntary controlled school will be counted against that school's admission number.

Special Educational Needs is a term used if a child has difficulty accessing the curriculum, which may mean that he/she may need to have some form of specialist provision made for them in order to learn. It may be a general learning difficulty, an emotional, behavioural, sensory or physical disability or it may be a difficulty related to communication or speech and language. Further information can be obtained from SEN Group or Parent Partnership.

The LA has agreed a Fair Access Protocol with its primary schools for in year admissions where there are concerns over pupils who have a complex range of personal and educational needs and who have the potential to present significant challenges to schools, in terms of their capacity to meet those needs.

This relates to pupils where there are concerns about their safety and well-being and means that, in some circumstances, pupils defined in the Protocol will have a higher priority for admission to schools and/or year groups, which are already full, than all other pupils seeking admission to that school. Full details of the Protocol can be obtained from the LA.

Raising Concerns

What do you do if you have concerns about your child?

Please don't keep concerns to yourself. We will welcome you in to school if you would like to talk to someone about your child.

We would usually follow these steps:

- 1) The first step would be to arrange a meeting with the class teacher or SENCO, Mrs S Goodrum, where we would listen to your concerns.
- 2) We may then ask for some time in order to investigate the concerns further and think about how we can address them.
- 3) We will then hold another meeting where we will discuss with you a way forward in order to address the concerns you have raised.

During this whole process, we want you to feel listened to and for you to understand that we take your concerns seriously.