

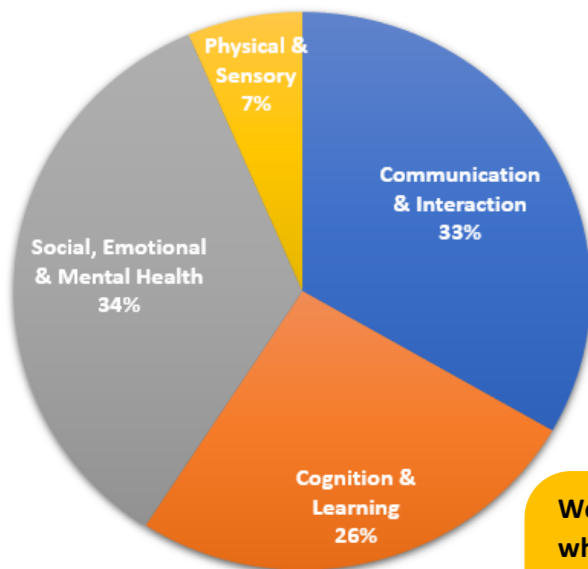


# SEND Dashboard – Netherhall School

## Number of students with SEND by year group

Year group	7	8	9	10	11	12	13	Total
EHCP	11	2	5	7	3	0	0	28
SEN support	16	12	13	7	12	4	1	65

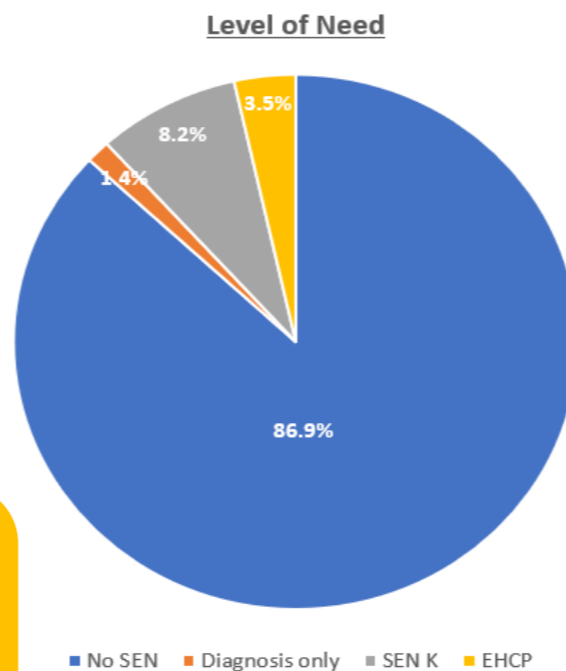
## SEN Areas of Need



**11.7% of school population EHCP or SEN Support**  
**3.5% EHCP**  
**8.2% SEN Support**

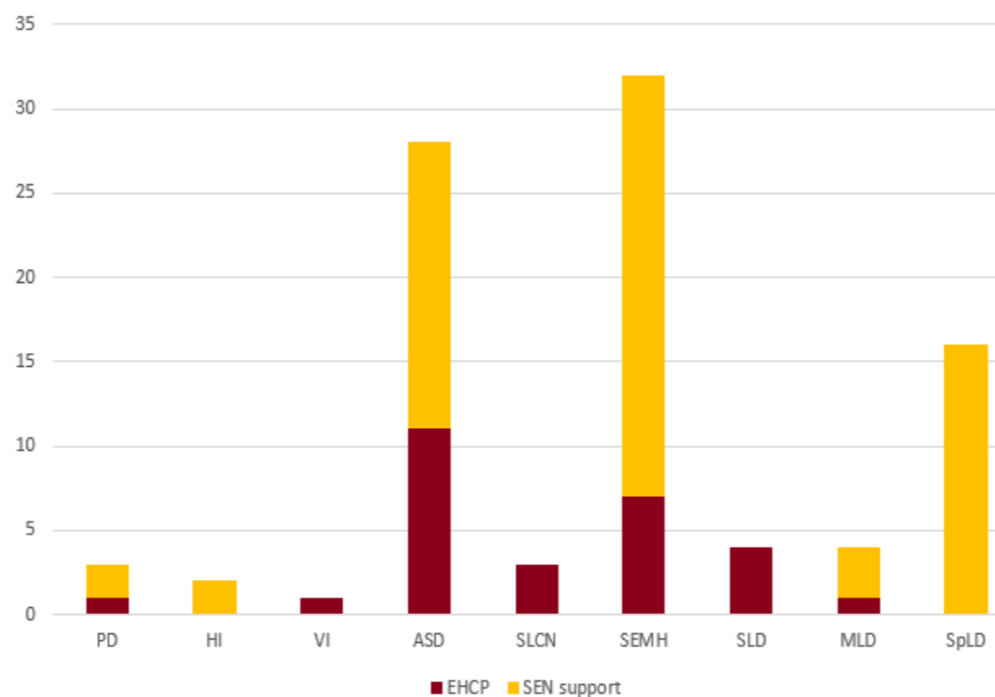
**We are an inclusive school, with a higher than average proportion (for secondary schools) of EHCP students. The school has seen an increase in the % of EHCP students from 2.2% in 2019.**

**We are an inclusive school who implement appropriate interventions and structures to support students to access learning.**



**64% boys**  
**36% girls**

## SEN Needs



**Our most common needs overall are ASD and SEMH. ASD is also the most common need nationally. 30% of students nationally with an EHCP have an ASD need, which is in line with the proportion of students at Netherhall. The most common need in SEN Support students is SEMH, a large proportion of these students have ADHD. SpLD is the third most common need at Netherhall, a large proportion of these students have dyslexia.**

## Staff training & CPD this year

- SENCo attends termly SENCo network meetings ran by the local authority, cluster meetings with secondary SENCos (Allerdale and Copeland)
- Inset information for new year 7 SEN students
- Inset key areas of need—autism, ADHD, dyslexia
- Introduction of Quality First Teaching overviews to staff
- EHCP and SEN Support student profiles/passports
- Edukey implementation briefing and how-to-guide
- Teaching & Learning briefings – focus on specific needs and groups and how teaching staff can support these
- Use of teaching assistants within lessons
- Behaviour strategies
- Literacy strategies
- SEND conference—SENCo, Assistant SENCo, SLT SEND Lead
- Performance management enquiry study

## Key priorities for SEND at Netherhall School

- Ensure children with SEND make good or better than expected progress from their individual starting points.
- Liaison with the attendance and pastoral team to focus on SEN Support students.
- Ensure support staff are effectively deployed and receive ongoing CDP to develop their skills.
- Ensure differentiation is appropriate for all learners across the curriculum.
- Ensure quality first teaching (wave 1 provision) is strong across the school.
- Implement evidence based interventions across the school.
- Develop passports for SEN K students to clearly identify needs, targets, interventions and progress.
- Ensure all leaders within school are leaders of SEND and all teachers are teachers of SEND.

## Strengths

- Inclusive nature of school. Staff work hard to break down barriers and ensure children with SEND can participate in all aspects of school life. SEND students take part regularly in clubs at school and enrichment activities.
- Netherhall School has a full time SENCO, an assistant SENCo, and an excellent team of highly skilled support staff including 2 ELSA's.
- SENCo has been trained as a lead SENCo (only one in West Cumbria) and is supporting the local authority learning improvement service to support schools with SEN reviews.
- Regular pupil voice sessions with SEND students to ensure their views are heard and acted upon. SEND students are also represented within the school council.
- Entry level programme provides a broad curriculum for key stage 4 students who are unable to access GCSE/Level 2. This ensures all students achieve and progress.
- Focus group with year 6 teachers from feeder schools to plan support needed for SEN pupil transitions and what works well for them as a school.
- Extensive transition for SEND students from KS2 to KS3. SENCo attends meetings and reviews from year 5, additional school meetings and weekly visits to Netherhall by the students.
- Strong relationships with external agencies, particularly the School Advisory Service.
- Sharing of information with teaching staff to ensure high quality teaching and learning for SEND students.
- 100% of our EHCP students progress to post-16 destinations due to extended transition and liaison with their new education establishments.

	EHCP	SEN support	% overall
PD	1	2	3.2
HI	0	2	2.2
VI	1	0	1.1
ASD	11	17	30.1
SLCN	3	0	3.2
SEMH	7	25	34.4
SLD	4	0	4.3
MLD	1	3	4.3
SpLD	0	16	17.2