



SPECIAL EDUCATION NEEDS INFORMATION REPORT

Version:	2
Ratified by:	
Date ratified:	October 2025
Last reviewed:	June 2024
Next review:	October 2026

Revision History:

Version	Date	Author	Summary of Changes:
2	October 2025	S. Naylor	To reflect joining TMET
Earlier version history is available on request.			

SEND Information Report

We have a legal requirement to complete a SEND information report. It will be updated annually or sooner if any changes to the information are made during the year.

The kinds of SEND that are provided for at Netherhall Mead Academy

Netherhall Mead currently provides education for pupils aged 4-19 with severe and profound and multiple learning difficulties. A significant number of pupils have additional and associated needs including; speech and language and communication and interaction difficulties. Approximately 50% of pupils have a diagnosis of autism. A smaller number of pupils have additional sensory and/or physical needs, for example, visual impairments, hearing impairments and epilepsy.

Admission Arrangements

Almost all pupils who are admitted to Nether Hall School have an Education and Health Care Plan (EHCP). The local authority is responsible for determining whether a child or young person requires an EHCP. They will also decide whether a special school placement is appropriate. Once the decision to seek a placement in a special school has been agreed, schools will be approached to determine whether or not they can meet the needs of the pupil as set out in the EHCP.

Parents are entitled to have, and are entitled to voice, an opinion about their preferred choice of school for their child. Once a school has been named on the EHCP there is a statutory obligation for the school to admit the child.

The school and local authority will co-manage the admission of pupils with severe and profound and multiple learning difficulties to the school. When we receive information from the local authority about a child, we endeavour to meet the child in their current setting. We also encourage parents to visit the school with their child.

Use the following link to find further information about admissions from Leicester City Council:

<https://www.leicester.gov.uk/schools-and-learning/special-educational-needs-sen/>

Consulting with families and involving them in their child's education

We know pupils make the best progress when their families are involved in their education. There are a number of formal opportunities for families to engage with the school throughout the academic year to discuss their child's education, progress and well-being;

- Parents of new pupils will meet with the school's Well Being Team, Jo Bacon and Bree Heggs, before their child starts school to ensure we have a good understanding of areas of strength, need and difficulty to enable the transition into school to be as smooth and enjoyable as possible.
- An annual review of the child or young person's EHCP. All professionals involved with the pupil are invited to attend the meeting along with parents. The meeting will be held at school to discuss progress and any changes to the plan that may be considered necessary.
- Two progress meetings, one at the start and one towards the end of the academic year where parents can meet with teaching staff to discuss progress and areas for development. These meetings can take place either in person or via a video link.
- Families are also invited to join their child's class once each half-term for 'open classroom' where they can join their child engaging in learning.

In addition to the opportunities outlined above, we endeavour to include families as far as possible with their child's education and well-being on a regular (weekly/daily) basis including via;

- The Evidence for learning 'Family App' (introduced in January 2022).
- Home/school communication books for important daily messages and information

- Arbor, the school's management information system has a parent portal for two-way communication with families.
- Letters/newsletters

N.B contact with families will also be made if we are concerned about any aspect of a young person's welfare, progress or behaviour.

We welcome feedback and involvement from families with whole school development priorities through;

- Regular family group meetings
- Informal consultations about proposed changes to the school
- Representation on the Local Council.
- Representation on the Friends of Nether Hall Association (FoNHA)
- Family surveys.

If you would like further information on how to get involved with any of the above, please contact the school office.

Consulting with pupils and involving them in their education

We value and respect the thoughts and opinions of all young people at Netherhall Mead and aim to support them as best we can in having a voice regarding their education, well-being and future aspirations, this includes;

- A person-centered approach to annual reviews where pupils are invited, with support as necessary, to contribute to their meeting.
- The 'Pupil Voice' and 'Eco-Warrior' groups enable pupils to contribute their thoughts and ideas about some aspects of school improvement and development.
- Pupil surveys.

Assessing and reviewing pupils' progress towards outcomes

In 2014 the government set up the Rochford Review to consider effective assessment for pupils with SEND working below age-expected levels. A key recommendation was that schools 'adapt assessment arrangements to suit the needs of their pupils and curriculum' for pupils working below the standard of national curriculum tests. Therefore, in 2018-19, we began the development of a bespoke assessment system to work alongside our new curriculum frameworks. This assessment system is based on measuring progress towards Learning Priorities (LPs) for individual pupils. These LPs reflect what we believe should be the current focus of learning for the pupil as well as providing a way for us to provide appropriately challenging learning.

The LP assessment cycle runs throughout the year. LPs are monitored at three weekly intervals within the class team and every six weeks with a member of SLT. This quality assurance process ensures individual pupil LPs remain personalised, appropriate and challenging. It also allows for the identification of pupils who may need additional support including play, talking, rebound and hydro therapies and/or focused 1:1 or small group interventions.

From May 2022, we will report the total number of pupils working within the Engagement model at Key Stage 1 and 2. Pre-Key Stage standards are assessed annually for pupils working in KS1 and KS2.

Supporting pupils moving between phases and preparing for adulthood

The vast majority of our pupils remain at Netherhall Mead until the end of year 14 (aged 19) when they usually transition to a Further Education (FE) setting. Very often this will be a local FE college but a more specialist provision may be requested if the young person's needs cannot be met locally.

We are very aware of how difficult this time can be for families. We strive to support the young person and their family through the process and work closely with the new setting and the local authority to make the transition as smooth as possible. This will involve sharing information with the new setting and facilitating visits/experiences.

We are equally aware the transition to a new class/phase of the school can be very difficult for some pupils. We use our in-depth knowledge of pupils to identify who will require additional support with transition and put personalised plans in place for these pupils, as required. This could include short visits to the new classroom, taster sessions at different times of the day or a longer slower transition supported by familiar staff.

Adaptations to the curriculum and learning environment

We define our curriculum as all the planned experiences we offer our pupils, this includes many that occur outside of the classroom.

Class group size varies and is primarily determined by the complexity of pupils' needs. Currently class sizes range between eight and thirteen pupils and are well supported by our dedicated team of teaching assistants. We do not apply a set staff to pupil ratio, once again this is determined by the complexity of pupils' needs.

Class groups contain pupils from more than one-year group. Pupils are grouped by stage rather than age according to their learning needs across the three phases; primary, secondary and sixth form.

All teachers adapt the curriculum to ensure pupils have access at an appropriate level for them individually. Adaptations are applied in a variety of ways including through; small group work, 1:1 support, teaching style, lesson content, types of activity, resources and intended outcomes.

Total communication is fundamental to the way the school functions. Pupils and staff use a wide range of resources and strategies to ensure all pupils have a voice and are able to communicate effectively, these include; using iPads and a variety of different apps, visual timetables, objects of reference (OOR), signalong and picture exchange communication systems (PECS).

We moved into a new, fully accessible building in October 2014. Our wonderful facilities have enabled us to enhance our curriculum offer including access to; a hydrotherapy pool, rebound therapy, creative studio and cooking room.

We continue to refine our curriculum and assessment frameworks first introduced in 2018-19. The curriculum consists of five learning areas; personal development, physical development, creativity, problem solving and thinking skills and exploring and understanding the world. Teaching and learning is approached thematically across a phase with themes typically lasting for a half-term.

The curriculum structure is the same for all pupils at Netherhall Mead, designed to prepare them as best as possible for the future. All teachers adapt and invent according to the needs of pupils within each of the five curriculum areas. This enables pupils to have access to the curriculum at an appropriate level.

Evaluating the effectiveness of provision for our pupils

We are continually thinking about provision for our pupils and how we might improve this to better meet their needs and improve outcomes. We complete numerous, more formal evaluations throughout the year including:

- Classroom based peer reviews.
- Six-weekly pupil progress meetings with senior leaders to review the progress of all pupils towards learning priorities. This includes the identification of pupils who require additional support.
- Analysis of pupil progress data.
- Robust annual reviews of EHC Plans for all pupils (additional reviews arranged as necessary).
- Councillor visits focused on school improvement priorities
- An annual, external quality assurance review/visit through the Challenge Partners network.
- Peer to peer reviews across the City of Leicester Association of Special School (CLASS) group.

Working with other agencies

We work very closely with colleagues from local authority support services, health and social care to meet the needs of our pupils and to provide the support they and their families require, these include:

- Physiotherapists
- Speech and Language Therapists
- Dieticians
- City Psychology Service
- Learning Communication and Interaction Team (LCI)
- Social Emotional Mental Health Team (SEMH)
- Visual Support Team
- Hearing Support Team
- Social Workers
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)

Where possible, we hold meetings and clinics with professionals on site to make it easier for families to attend. This also means our pupils do not have to miss time away from school to attend appointments.

Complaints from families

We welcome feedback from families and will always try to resolve any concerns as quickly as we can.

If a family has a concern, this would usually be resolved through an informal meeting with a senior member of staff or the principal.

If this is not possible, our complaints procedure clearly outlines what families need to do to take their complaint further. Our complaints procedure is available on the school website or through the school office. [TMET-Complaints-Procedure-2025-2027-v12.pdf](#)

Contact details of support services for parents of pupils with SEN

Special Educational Needs and Disability Information and Advice Service (SENDIASS), offers free confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND) as well as young people themselves. You can contact them on 0116 2575027 or visit the website at <https://sendiassleicester.org.uk/>

Leicester City Parent Carer Forum, an independent place for parent carers of young people aged 0-25 with SEND to engage with and influence the education, health and care providers in the local authority. Meetings take place regularly and parent carers and their supporters are welcome to attend any of these. You can contact them on 07582197173 or visit their website at <https://www.lcpfcf.net/>

Disabled Children's Service, offer support for disabled children, young people and their families including access to, short breaks, social work support, personal assistants. Eligibility criteria apply so the first point of contact for all new referrals is the Children's Advice Support and Prevention team (CASP) Service on 0116 4541004.

The following websites may also be useful to you for further information:

<https://www.sendgateway.org.uk/> – for information on SEN and new legislation changes

<https://www.kids.org.uk/> support for families of children with SEN, including financial advice

<https://councilfordisabledchildren.org.uk/> – advice on supporting children and families with a variety of needs.

[National Development Team for Inclusion \(NDTi\) | A world where everyone matters](#) – an organisation that enable people at risk of exclusion, due to age or disability, to live the life they choose.

<https://www.ipsea.org.uk/> – independent advice for parents and families of children with SEN, including advocates who can support you during multi agency meetings or legal processes.

The Local Authority Local Offer

Every local authority across the country has a statutory responsibility to provide and publish a Local Offer, the purpose of which is to provide a central point of contact to help the parents of children and young people with SEND aged 0-25 to access the right services and support.

Information on The Leicester Local Offer is available via the website:

[/https://families.leicester.gov.uk/send-local-offer/](https://families.leicester.gov.uk/send-local-offer/)

If you have any questions about the content of this report or would like any further information, please refer to the school website or contact the school office on 0116 2417258

Other related documents

Admission arrangements

Accessibility plan

Complaints procedure