



The Newbridge School SEND Policy

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Written by – A Smith

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1. Our School

Contact information:

The Newbridge School
Forest Road
Coalville
Leicestershire
LE67 3SJ

Director of SEND: Mr Arron Smith
SENDCo: Miss Sophie Marlow
SEND Governor : Mrs Fiona Williamson

2. Aims

The SEND Policy supports the guiding principles of the Apollo Partnership Trust by recognising the need to provide the structure for a student-centred process that engages students, families and other professionals in planning for and implementing high quality, needs led provision that is consistent across all schools.

The Apollo Partnership Trust will ensure that all our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all students, whatever their needs or abilities.

We will:

- Ensure that students with SEND are identified as early as possible.
- Implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process.
- Ensure continuous monitoring of students with SEND to ensure that they can reach their full potential.
- Seek the view of the student with SEND when arranging their provision.
- Work closely with parents and support agencies, to ensure clear communication and sharing of expertise in the best interest of the student.
- Set appropriate but aspirational individual learning outcomes based on prior achievement, the views of the student, their family and input from external agencies.
- Create a climate of inclusion, valuing high quality teaching for all learners.
- Share expertise and good practice across the school, trust and local learning community.
- Make efficient and effective use of school and trust resources, collaborating to solve problems and produce excellent outcomes.
- Provide staff with the necessary skills to help meet students' needs through a thorough CPD and support programme.
- Be open to trying new initiatives when seeking ways to improve learner outcomes.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them (*2014 Code of Practice, p9*).

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or,
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

SENDCo – Sophie Marlow

smarlow@newbridgesch.uk

The SENDCo will:

- Work with the Director, Head of School and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach (assess, plan, do, review) to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and board of trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

Director of SEND – Arron Smith

asmith@newbridgesch.uk

The Director of SEND will:

- Have a strategic overview of the provision of Secondary SEND at The Apollo Partnership Trust
- Be responsible for monitoring and reviewing the quality of provision.
- Contribute to the development of a clear strategic vision and direction for the continued development of quality of teaching in SEND provision in the APT through contributing to the development of relevant sections of the Whole School Development plan in consultation with the leadership team.
- Evaluate whether resources are being deployed effectively within the department to ensure value for money whilst achieving positive outcomes for all
- Develop, implement, monitor, and maintain policies and practices which reflect the schools commitment to high achievement and which are consistent with those of the trust and other partnership schools.
- Analyse performance data and monitor the quality of the data provided

SEND Governor- Fiona Williamson

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of the SEN and disability provision within the school and update the board of trustees.
- Work with the Director, Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the school.

Head(s) of School - Mick Rowbottom and Mike Gamble

The Head of school will:

- Work with the Director, SENDCO and SEND governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

6. Identifying SEND

The Newbridge School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder or speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia or dyscalculia.
- Social, emotional and mental health difficulties, for example; attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD).
- Sensory and/or physical needs, for example; visual impairments, hearing impairments, processing difficulties or epilepsy.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or additional parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the SEND register. When a child is placed on the SEND register, parents will be informed and a Student Support Plan (SSP) will be created to outline their additional needs and future targets.

The SENDCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

6.1 Consulting and involving pupils and parents

We aim to have positive and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at regular Progress Evenings or via a conversation with our SENDCo. We will ensure that progress is monitored regularly through parents' evenings, email, telephone calls, appointments made with individual teachers and Annual Reviews (for those with an EHCP).

An end of year report will be sent in the summer term and parents of students who have received specific interventions will receive updates of their progress. SEND meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.2 Supporting pupils moving between phases and preparing for adulthood

During the transition from Primary School to The Newbridge School, our SENDCo collects information from Primary Schools for all students who are on the SEND register. This is done through visits and meetings with primary school SENDCos and by reading all SEND files. Relevant information sheets are then created to be used by all teaching staff prior to the creation of pupil profiles

Where possible, our SENDCo will also attend Annual Reviews and other relevant review meetings of Year 6 students. Enhanced transition arrangements are tailored to meet individual needs e.g., additional visits, taking photos of new school, meeting key adults etc.

The school works closely with Post 16 providers to ensure that transition plans are in place for students with special or additional needs, including preplacement visits and contact with key adults supporting them on their onward journey

6.3 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. Teachers will adapt their teaching to allow all students to actively participate and learn in lessons.

We believe that students learn best in a mainstream class with a specialist subject teacher. Our aim is that all students, whatever their needs or disabilities, should be able to work independently in class with their peers. Some students may require additional support from a suitably qualified member of support staff; this may be in the form of a Learning Support Assistant, Teaching Assistant or Higher-Level Teaching Assistant. This may take place inside or outside of the main lesson.

When subject teachers conclude that the strategies they are currently using are not resulting in the pupil learning as effectively as possible, they will make a referral to the SEND team, providing evidence of the strategies used. Evaluation of the strategies may lead to the conclusion that the pupil needs to be placed on the SEND register. Parents will be informed if this is the case. For higher levels of need, the school seeks specialist advice from professionals to support our pupils. The SEND process is based on an assess – plan – do – review. Teaching staff will deliver carefully planned activities to promote learning for all pupils and review progress of learners on a regular basis. Parents and pupils help to review the SEND provision and are informed about changes to the provision.

For a small number of students, the help given by the school may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the local authority to initiate a statutory assessment or EHCP, providing that this adheres to the Local authority criteria.

6.4 Intervention

An intervention a short-term, focused teaching programme with specific intended outcomes aimed at individuals or small groups of pupils with particular needs.

The Newbridge School has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children who are on the SEND register are deliberately challenging in the attempt to close the attainment gap between the children and their peers.

Interventions are often crucial in closing these gaps, so are monitored closely by both subject teachers, the specialist members of staff who are delivering the intervention and by the SENDCo who monitors overall progress.

Interventions are planned in blocks. At the end of each block, children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENDCo monitors interventions to identify those that are impacting positively on student progress.

6.5 Adaptations to the curriculum and learning environment

To ensure that students can make progress in line with their targets, we are able to make the following adaptations:

Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, visual timetables, larger font, etc.

Adapting our teaching, for example, giving longer processing times, pre- teaching of key vocabulary, reading instructions aloud, etc.

6.6 Additional support for learning

At The Newbridge School we have 11 members in our Learning Support Team who are trained to deliver interventions such as ELSA, Lego Therapy, Outdoor learning, Fresh Start, Toe-by-Toe, Stride Ahead, Doodle Maths etc.

Where students are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for students is related specifically to their needs. The provision might involve in class support or withdrawal (1:1 or small group support) for additional interventions.

The school has the following special facilities:

Sensory room, Enhanced mentor support, Assistive technology/specialist programmes, disabled toilets, disabled parking, easy access for taxis and other transport; ramps and a medical room (including a disabled shower).

6.7 Support for Social, emotional and mental health

If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers social skills and behaviour modification interventions. These are delivered by trained Pastoral staff who develop trusting relationships with the student and work in creative ways to find solutions and strategies. We are also lucky to have our own fully trained school counsellor and mental health professional who can work with students via referrals made by the care and guidance team, including the SENDCo.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

6.8 Expertise and training of staff

Staff training needs are identified and met through an ongoing programme of continual professional development which may mean liaising with outside agencies. All of our teachers are trained to work with children with SEND. All have access to advice, information, resources, and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to both internal or external courses, provision of books or guidance towards useful websites.

We work closely as part of the care and guidance team, supported by our school counsellor and onsite mental health professional, who promote positive mental health within our schools and work closely with both parents and outside agencies.

7. Monitoring effectiveness

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions upon the completion of each 'block' – normally 6 weeks.
- Using pupil questionnaires
- Monitoring by the SENDCO & Director of SEND through observations, learning walks and book trawls.
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

The SEND team review academic data of all pupils on the SEND register at least once yearly. Those pupils that have made significant gains are highlighted and a comparison is made with other relevant data. If we feel that the pupil no longer needs additional support, we remove them from the register. Parents are notified by letter and if they have any concerns, they contact the SENDCO to discuss them.

8. Complaints procedure

Complaints about SEND should be made to the CEO Julia Patrick (jpatrick@apollopartnershiptrust.uk) in the first instance. They will then be dealt with in line with the school's complaints policy. You can also contact the Head(s) of School – Mr M Rowbottom and Mr M Gamble – 01530 831561

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

9. Local offer

Our local authority's local offer is published here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>