



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) - INFORMATION FOR PARENTS/CONTRIBUTION TO THE LOCAL OFFER

Newbridge School Academy Trust

This document outlines what support you can expect if your son/daughter attends Newbridge School.

Schools in the Apollo Partnership Trust (Castle Rock, Newbridge, King Edward V11 and Broom Leys Primary School) value the abilities and success of all students and are dedicated to providing the best possible environment for learning.

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The school's SENDCo (Special Educational Needs Coordinator): Sophie Marlow	Contact email: smarlow@newbridgesch.uk
The school's SEND Administration assistant: Gemma Davies	Contact email: gdavies@newbridgesch.uk

Many students have specific individual needs at some time during their school lives, which need to be met to enable them to learn effectively; whilst many factors contribute to the range of difficulties experienced by our students, we believe that much can be done to overcome them by parents, teachers and students working together.

We want to ensure that we keep your information up to date. To help us to do this, please contact Sophie Marlow (as above) with any comments.



The School Environment

What the school provides and its accessibility:

- Newbridge is an 11-14 school with between 500-520 students
- The building has an attractive old frontage but is internally modern and well equipped (we currently have five computer suites.)
- Mostly the building is single story apart from languages; where should we need to we will swap around classrooms; maths is accessible via a lift for the disabled.
- Disabled toilets can be found in the main building, ADT foyer and Sports Hall, also equipped with a fully accessible shower facility.
- There are two parking spaces in front of the building reserved for disabled driver/passengers.

How is the auditory and visual environment suited for all learners?

- All rooms are acoustically sound; the new conference room has a hearing loop.
- Hearing impaired students are seated near the front to the side and staff are used to wearing hearing aid receivers if necessary.
- All stairs are appropriately edged in yellow, and the external pathways etc... are regularly checked to ensure paving is well laid.
- To avoid potential difficulties within corridors students are allowed to leave a few minutes early to get to the next lesson with ease.

Do you have specialised equipment for student use?

If specialised equipment is required this is mostly provided by outside agencies working with individual students. Most classrooms have computers to support student's access should they have a specific need.

Identification, Assessment and Support for students with Special Educational Needs

What can I expect if I send my child to Newbridge School?

Relevant support and adjustments that will maximise your child's progress. Please see our SEND Policy on our website for more details.

What is the Special Educational Needs Record?

A summary of all students with special and additional learning needs identified under the following categories:

- **Communication and interaction** - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.
- **Cognition and learning** - Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Specific learning difficulties (SpLD), this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties** - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** - This can include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How does Newbridge School organise support for children with SEND?

- Each student on the SEND Record is discussed at the beginning of each year with **all** staff; so that adults are aware of your child's needs and relevant support can be provided within lessons, by their tutor, office, site and diner teams.
- Teachers are responsible for the progress of **all** children in their classes and will differentiate and adapt their teaching and learning accordingly.
- We have Classroom Support staff who work as much as possible within a department to ensure effective support for learning within that subject area.
- All students stay in their mainstream classrooms for English and Maths to ensure they receive teacher led learning, this may be topped up by additional intervention programmes at other times.
- Students who need more individualised programmes will receive additional teaching which focuses on their area of need; this can be short or long term intervention. (Please see SEND policy or the SEND flowchart on the website for more details.)

What happens if my child has a high level of need?

- Your child will have a Student Support Plan, which is an agreement of provision by all parties including: student, parent, school and external agencies (if applicable.)
- External agency advice or assessment may be requested
- Provision or additional/alternative support can be provided based on their need.
- Top Up funding or an Education, Health Care Plan may be sought.

How do you assess and evaluate the effectiveness of the provision you make for students with SEND?

We throughout the year consistently monitor the quality of the provision we make for our students in a variety of ways, for example: lesson observations, work sampling, pupil voice and department work scrutiny.

The effectiveness is measured mostly through nationally agreed standards and progress within each subject area. There are many other measures in place depending on the focus/objective of the intervention.

What arrangements are in place to ensure that support is maintained in off-site provision/ Trips?

- Where appropriate Classroom Support staff will accompany students with SEND and risk assessments written where necessary.

What support is offered during breaks and lunchtimes?

- We provide a 'Safe Haven' all week for students who need either supervision or social development; this involves a structured lunchtime where we all eat together and then follow a programme of activities. This works on an invite only basis, there are many other lunchtime clubs.
- In rare circumstances students are supported at break by a member of staff.

- **What clubs are available?**

Breakfast in the diner, Lunchtime Safe Haven, Homework (lunchtime and afterschool staffed to help your child,) Smart Movers, Drama, dance, sporting activities including inter form competitions. Numerous lunchtime and afterschool activities please see the website for a comprehensive list of what is available.

What support is there for homework?

There is a computer suite open every lunch time staffed by a teacher to support students with homework. An afterschool club for SEND students runs on invite only and can be arranged. Many parents find it is better to book their child in on a regular basis to help them manage homework and avoid this 'battle' at home.

Who offers Support from my child at Newbridge School?

There are a number of adults who are here to support your child, your first port of call would be their tutor. Each year group will have a Pastoral Manager who is a non-teaching member of staff and can be available to deal with issues promptly. If you have concerns regarding your child's learning needs you can also speak to our SENCo (Miss Sophie Marlow.) Just call the office 01530 831561 and they will connect you with the relevant person. You can also contact us via e-mail: smarlow@newbridgesch.uk

Interventions and Provision

What kind of provision or interventions do you offer students?

There is a huge number of interventions and provisions available to students, some of which are short term others are longer in duration; all depend on the individual's needs. Please find more details about these on our website under Student Support.

Communication and Interaction	Cognitive and Learning	Social, mental and emotional health	Sensory and physical
Communication group/ 1:1 teaching programme Friendship group Nurture group Lunchtime Safe Haven SALT Therapy (Speech and Language)	1:1 math/ lit programme Precision teaching - spelling Use of ICT LSA in class support Paired Reading Access Arrangements for examinations	TEACA 1:1 Sessions /ELSA Mentor /Buddies Report/Contract/Time out cards Community projects / Alternative timetable Pastoral Manager support Anti-bullying sessions In house Counsellor and Mental Health Practitioner.	Alternative Timetable LSA Support Medical Care Plan/ Risk Assessment/ Personal Emergency Evacuation Plan (PEEP)

Training and specialisation

What training do staff receive in SEND?

Teachers and Classroom Support School staff receive regular training throughout the year led by lead practitioners or external specialists such as the Specialist Teaching Service or the Forest Way Teaching School Alliance.

What training will new staff to the school receive in SEND?

As part of their induction, all new staff (including non-teachers) will have met with the SENCo who will ensure their understanding of the SEND Policy, SEND Record and be able to decide on what training they require. NQTs should have experienced recent training at university.

How will staff know about changes and updates?

This information is shared on a regular basis in a number of ways e.g. through e-mail, face-to-face morning briefings, regular department or whole school meeting or training sessions. Paperwork is updated regularly and all staff know where to find this information or where to gain general information and strategies about learning difficulties to support students learning and interactions.

What staff have Specific Specialisms?

Within the Student Support Team different Classroom support staff take the lead in specific types of difficulties e.g. autism spectrum disorder, emotional literacy etc... they have received additional training and key work for relevant specific students.

Student Progress & Reporting

What opportunities will I have as a parent to find out about my child's progress?

As is school policy, parents will be invited to parent evenings during the year, the first being a Tutor evening who will share with you a holistic picture of your child's progress and involvement in school; the others being an opportunity to talk to your child's teacher.

We will provide you with access to our online reporting system, where you are able to view your child's progress throughout the year. An official report will be compiled twice a year (mid-term and end of year); you will be expected to view your child's report online and will have the opportunity to feedback.

Students with an EHC Plan continue to have an annual review, but as with students with a Student Support Plan you will have additional opportunities to meet with the SENDCo or Key Person as arranged throughout the year, you will also be able to request a visit at any time. Your input is vital.

How do the students have their say?

The students are involved in every step of their education; they have many opportunities to feedback on interventions experienced and encouraged to be present during meetings. Students with EHCP or Support Plans will be allocated a key worker who act as their advocate and support.

How do staff monitor the progress of all students?

All Curriculum Leaders are responsible for monitoring, tracking and reporting on the progress of all students, this is discussed and reviewed as a department regularly where individual students are identified and intervention or targets are set with the individuals to help them meet their targets.

Medical & Risk Assessments**How do you put a medical care plan into place?**

Where necessary a Care Plan is drawn up in conjunction with the parents, child and medical professionals for example in the case of Epilepsy. These plans are shared with staff but held in the school office, they are review annually or as circumstances change.

Do you administer medication?

Medications are administered by trained first aiders who are familiar with the Care Plan or individual students and their parents.

Medication is securely held and labelled, though it is the parent's responsibility to supply any medication required.

We also keep creams etc... for students to apply during the school day for in cases such as severe eczema, and private, secure room is available for them to do this.

How and when will risk assessments carried out?

Risk assessments are carried out for a number of reasons, but always to safeguard students at risk to themselves or others. This would include the management of day to day routines or special activities off site.

These would be set up by the school as it is deemed necessary and in some cases advice is sought from the LA Health and Safety Officer, Specialist Teaching Service or other such agencies.

Assessments are stored electronically on our school's server, and shared with staff. All are reviewed annually or as circumstances change.

School Transition**How does the school support students around transition from Primary to Newbridge School?**

- Transition can be a daunting time for students and families with SEND. Key staff (Pastoral Managers, Key Workers and the SENCo) are all involved in visiting primary and upper schools to meet with students and teachers in order to gather or share as much information about each student as possible.
- Students are given the opportunity to have extra visits to enable them to become comfortable and as familiar as possible with the school's layout and staff. Any Student Support Plans are written and appropriate support and provision is set up to enable as smooth a transition as possible.
- Induction Days and the first few weeks of the school year are supported by Classroom Support staff to ensure a familiar face and people who are trained to look out for any potential difficulties - they are the eyes and ears of the SENCo.
- On the Thursday of your child's induction days you are invited to the 'Y6 Information Evening' where parents are given the opportunity to meet tutors and they can meet with a member of the SEND team if they wish. Parents are invited in early in the new term to check on arrangements and provision set up.

What extra support does the school offer to Year 9 students moving to the Upper School?

Due to us now expanding to an 11 - 16 provision, we make an assumption that students continue their education with us, however, if students were to go elsewhere, the following would happen:

- Upper schools ensure we have information about option choices, they attend our Year 9 Parents Evening so parents and students can ask questions, they also attend assemblies and give presentations.
- Each student has a 1:1 meeting with their Pastoral Manager, assisted by the SENCo where appropriate.
- EHCP Transition Reviews take place in the Autumn term where specific plans can be identified.
- School will liaise with Prospects an independent careers advisory team and arrange 1:1 interviews with students who need specific guidance.
- The SENCo alongside parents and the SENCo from the Upper school will work closely to make specific arrangements to ensure as smooth as possible a transition.
- All relevant information is shared and arrangements made in advance, including extra visits if deemed necessary.

Resources

How are the school's resources allocated and accessed?

The School receives a delegated budget from which SEND resources, both human and material are derived. SEND needs are prioritised throughout the school and human resources are strategically timetabled to ensure children receive entitled or warranted support. Material resources are used to support the different interventions that are planned for children.

What would my child expect to receive if they are in receipt of free school meals, in a service family are looked after or adopted?

All schools receive funding for students who are in the above categories. This funding is issued to every school to try and overcome barriers to their learning. Please see the comprehensive list of interventions we offer with this funding in the Pupil Premium sections on the school's website (under parents.)

Concerns or Complaints

What do I do if the local offer isn't meeting my child's needs?

If at any time parents feel that their child's needs are not being met then the first course of action would be to contact the SENDCo. Hopefully, any issues would be resolved at this point. If parents feel that this isn't the case and the school isn't meeting the child's needs then they should talk to the Headteacher or could contact SENDIAS who will listen to the complaint and work with you and the school to resolve the matter. They offer comprehensive, neutral, factual and appropriate advice.

Where to look for more information?

The school website has information which details arrangements for identifying, assessing and making provision for SEND.

Who do I contact for more information?

Miss Sophie Marlow (SENCO) details on the front page