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SEND Information Report

RATIFIED BY: Full Governing Body

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REVIEWED: 22/10/2018

DATE TO BE REVIEWED: 22/10/2019

This document is designed to meet the legislative requirements for SEN information reports, which are set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#). It is a live document. As such, any changes made to the information during the year, or legislative changes, will be updated in the document as soon as possible.

<p>What types of SEND does Newman School provide for?</p>	<p>Newman is a community special school which offers a specialist range of provision to support children and young people with physical disabilities, medical needs and complex learning needs.</p> <p>The majority of our children and young people present with a range of issues and combination of layered needs including autism and speech and language/ communication needs; learning, physical, medical, mental health, social and emotional, as well as sensory needs.</p>
<p>What is our approach to teaching pupils with SEND?</p>	<p><i>Newman Main School (NMS)+ Newman Additional Resource(NAR)</i></p> <ul style="list-style-type: none"> • All children have Education, Health Care Plans (EHCP) incorporating their individual priorities –Communication and Interaction; Cognition, Learning and Play; Social, Emotional, and Mental Health ; Sensory and Physical; Independence . • Children with complex medical needs have individual Care Plans, e.g., for epilepsy, feeding requirements. • Children with additional social and emotional needs have Behaviour Plans, including details of how to remove/ reduce challenges and respond safely if they are in a crisis. • All children have Pupil Profiles detailing the child's view, where possible, of their strengths, areas needing support, likes and dislikes, barriers to learning, means of support to access the curriculum. <p>ASC:</p> <ul style="list-style-type: none"> • Significant number of staff with additional training to reduce barriers to learning – social, language, behaviour, as well as how to use social stories & other strategies • Individualised timetables • Picture Exchange Communication System (PECS) • Weekly ASC Groups, including led by pupils, facilitated by staff • NAR has a bespoke low arousal environment <p><i>Speech, Language and Communication needs:</i></p>

	<ul style="list-style-type: none"> • Five days a week direct funding of Newman School Speech and Language Therapist • Daily Assistive and Augmentative Communication (AAC) sessions with full-time Higher Level Teaching Assistant (HLTA) • High adult to pupil staffing ratios • Staff trained to support the use of complex communication aids, including eye-gaze machines • Effective working relationship with local Assistive Technologists to ensure best access to equipment • City and Guilds Qualifications in AAC and Effective Maths • Makaton signing • Parent/ Carer visits for training • Sing and Sign Choir <p><i>Barriers to learning: academic/ specific</i></p> <ul style="list-style-type: none"> • Very high adult to pupil ratios across school • Engaging texts/ scheme for older struggling readers • Use of small number of high quality <i>actions and approaches</i> delivered by trained staff for reading, number • Range of alternative augmentative communication systems supported- e.g., Picture Exchange Communication System (PECS), Makaton • Use of symbols in environment, including <i>Communicate in Print</i> • Film making, animation, script writing for engagement • High level of access to computers, ipads, other digital devices • Web-based learning • Key Stage 4/ Post 16: range of external qualifications at appropriate levels- e.g., GCSE, Level 1 and 2, Entry levels, Functional skills <p><i>Medical / Physical Needs</i></p> <p>Where possible, pupils are in school. Their medical needs are met by staff trained by the appropriate health care professional. The provision of onsite therapies minimises absence.</p>
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	<p>Personal carers, physiotherapy assistants, class staff co-ordinate programmes of postural management, with all staff trained in moving and handling.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>To provide a personalised, engaging curriculum we use different frameworks and approaches to meet individual needs. Examples:</p> <ul style="list-style-type: none"> • EYFS/ KS1: A topic –based approach and sensory curriculum utilising the Sensory Room to support learning. • KS3: some pupils follow a primary model, taught in a single class base with a continuous team to provide stability, consistency and secure routines • NAR: <ul style="list-style-type: none"> ➤ Bespoke curriculum: within a themed approach, subjects including life skills and independence skills, are based on and differentiated for individual students' needs and interests. ➤ Bespoke provision and personalised approaches. The Sensory Curriculum of Northern Ireland is drawn upon to engage particular learners. Home tuition where necessary. ➤ A targeted pupil <i>Actions and Approaches</i> timetable to meet pupils' needs, e.g., Maths, English, Dyslexia, Rainbows, SEMH, PSD, SCERTS, SALT, Sensory Circuits, Rebound Therapy, Music Therapy. <p>ASC: SPELL approach developed by the National Autistic Society; provision of a structured, positive, empathic and low-arousal environment with good links between school, home and outside agencies.</p> <p>The full Curriculum Policy is available on our website.</p> <p><i>Learning Environment:</i> Newman takes account of the needs of pupils with additional physical needs and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes, and more accessible facilities, services and fittings. As detailed elsewhere, the age, fabric and listed status of parts</p>

	<p>of the building have a major impact on the potential development of the school premises. Newman School, in conjunction with the LA continues to work hard to minimise such limitations. The Accessibility Policy and Plan is available on our school website.</p>
<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<ul style="list-style-type: none"> • Effective liaison with social services to support children and families • Wide ranging sporting links and access • Visiting Music Workshops • Visiting Drama Workshops • High involvement in Children's Festival, e.g., Book Awards, Picture This, One Voice Choir
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<ul style="list-style-type: none"> • We have a Family Support Worker working with our families and young people with a range of needs – for example, financial, social/ emotional, housing, transport, access to basic skills training, sleep issues, behavioural support. • Twice Yearly Parent/ Carer Evenings • Family Learning Sessions according to need • Phone contact, face to face, letters, text, newsletters, dynamic website: 100% of respondents to a recent Questionnaire said they were happy with how we communicate and share information. • Annual Reviews and termly EHC Plans designed to work in partnership with families • 'Stay and Play' sessions in Primary • Primary Sensory Curriculum Days • Family invitations to school performances, assemblies, concerts, and library sessions • Emotional Wellbeing Day • Active parent/ carer Governors • Effective Home/ School diaries • Class and specialist Coffee Mornings, e.g., Communication Groups • Training for parents/ carers – introduction to signing and symbols, Sensory Integration

<p>How do we consult pupils with SEND and involve them in their education?</p>	<ul style="list-style-type: none"> • School Council • School Council members also represent the youngest children in school, working with class staff to identify to identify priorities and needs • Class/ Tutor time for sharing/ consulting • Annual review of EHC plans includes the choices and views of pupils • Extended registration to review targets with pupils • Pupil View Surveys affecting school organisation, e.g., about House System changes • Assemblies to promote Pupil Voice • Confidential Bullying Box • Open access to Inclusion Officer
<p>How do we assess and review pupils' progress towards their outcomes, including information about opportunities for parents and young people to be involved in this process?</p>	<ul style="list-style-type: none"> • Our Newman School PEGS basket of indicators covers pupils across the range of ability through P Levels, Entry Level, to those able to access GCSEs. The 'S' strand incorporates our range of special provision • Formative data is used to inform teaching and learning. Formative assessment is shared with pupils to help them to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve. This may happen many times within a single session. • Summative data is used to evaluate pupils' learning and progress at the end of a period of teaching. It is shared to provide pupils with information about how well they have learned and understood a topic or course of work taught over a period of time, and to provide feedback on how they can continue to improve. • Our approaches to assessment aim to "enable pupils to take more responsibility for their achievements by encouraging pupils to reflect on their own progress, understand what their strengths are and identify what they need to do to improve" <i>Final Report of the Commission on Assessment without Levels 2015</i>) • Extended registration sessions enable review of EHC Plan targets with pupils.

	<ul style="list-style-type: none"> • We meet families in twice-yearly Parent/ Carer Meetings, statutory Annual Review Meetings, as well as other informal meetings as necessary during the year to discuss progress. • Families are invited to feedback to contribute to the assessing and reviewing of pupil progress in Annual Review meetings, and to help identify new appropriate targets. • Termly targets are reviewed and shared with families, together with ideas for home learning and the invitation to share outcomes with school, and so contribute to on-going assessment and target setting. • Our Family Support Officer may meet families with particular needs to share information about progress and assessment. • Further detailed information about arrangements for assessing pupils' progress may be found in the <i>Quality of Teaching, Learning and Assessment Policy</i> on our website.
<p>How do we support pupils moving between different phases of education?</p>	<p><i>Entry:</i></p> <ul style="list-style-type: none"> • All families invited on initial fact –finding visits. • Tailored programme of Transition for young people according to need, from, for example, three visits to Post 16 Provision to extended programme of part –time placement building up access across school site. <p><i>Internal Cross Phase</i></p> <ul style="list-style-type: none"> • Bespoke programme of transition visits to new classes, accompanied by staff as appropriate. <p><i>Exit:</i></p> <ul style="list-style-type: none"> • Full-time Transitions Officer working with external providers, e.g. Rotherham Integrated Youth Support Service, colleges on programme of visits and preparatory placements, including RCAT, Doncaster Communication College, Portland College, Sheffield College, and Rotherham Opportunities College (ROC).

<p>How do we support pupils preparing for adulthood?</p>	<p>Post 16 students follow a personalised learning path with a tailored mix of life skills and academic courses: GCSEs/ Level 1 and 2 Certificates/ Entry Level Certificates in core subjects, plus Geography, Creative and Media taught by subject specialists, Entry Level Functional Skills: Literacy and Mathematics, English; City and Guilds Qualifications in AAC and Effective Maths; Enterprise and Employability; NCFE Occupational Studies for the Workplace, which incorporates Hospitality, Retail and Catering+ Floristry and Horticulture; AS level Creative Writing has also been offered.</p> <ul style="list-style-type: none"> • Y12 pupils have the opportunity to access college courses: Vocational Studies/ Independent Living/ Personal Care as identified as priorities • Y13 pupils access a hospitality/ enterprise placement one day a week at Ulley Café • Y14 pupils follow a 'Moving On' programme, centred on transition, including work experience and a residential week. • Duke of Edinburgh Award Programme across KS4 and Post 16 • Weekly Independent Living Programme at St Edmunds ('The House') across year for Post 16 • Individualised work experience programmes have included placements in office, retail and catering environments as well as in the voluntary sector • Key staff are travel-trained to maximise pupils' opportunities to access their environment independently for above programmes.
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p><i>Extra pastoral support arrangements:</i></p> <ul style="list-style-type: none"> • Our Space nurture provision at break times • Open access to Inclusion Officer • Pupil self-referral (in addition to staff referral) to visiting counsellor • Access to staff specializing in use of high tech communication aids where appropriate • Access to specialist staff for SEMH, including Emotional Literacy Support Assistant(see below) • Anger Management Programme • Friendship Programme • Anxiety Support Programme

- Bereavement Support
- ASC Social groups
- Confidential Bullying Box

Bullying Prevention Measures

- School ethos that encourages good, appropriate behaviour, aiming 'to provide conditions that ensure dignity, promote self-reliance and facilitate the child's active participation in the community' (United Nations 1989)
- Curriculum and educational experiences of each pupil promote engagement in learning and pupil self-esteem, with alternative learning activities as appropriate.
- Discussions about challenging behaviour, including bullying, focus on questions such as 'how can we ensure it does not arise?' and 'can we understand what is causing this child to behave in this way?' rather than rushing to discover 'what we can do when this behaviour occurs?'
- Anti-Bullying Week and Assemblies. Poster displays.
- Pupils are informed about 'what is bullying'; are encouraged to raise concerns about themselves, and be vigilant for their peers.
- Simple rules are known to staff, pupils and parents/ carers.

Emotional:

See SEMH provision below

- Part-time Inclusion Officer
- 3 staff trained to run Rainbows groups for children who have experienced Bereavement
- Key staff trained to deliver Anger Management Programme
- Action programme for Children who are looked after (CLA)
- Action Programme on Friendship and Anxiety

Social:

- Small class/ tutor groups with very high levels of staffing
- Part-time Inclusion Officer
- Whole school representation on School Council, contributing to ideas to raise

	<p>engagement, e.g., researching inclusive seating to include children in wheelchairs</p> <ul style="list-style-type: none"> • After School Clubs: e.g., sports, cooking, music, street dance • Action programme for Children who are looked after (CLA) • Lego Therapy (NAR) <p><i>Primary:</i></p> <ul style="list-style-type: none"> • Circle Time programme • Sensory Integration Programme • Proud Certificates <p><i>Secondary/ Post 16:</i></p> <ul style="list-style-type: none"> • House System: all pupils belong to a House. They collect House Points for effort, good work and positive social interaction, celebrating weekly which House has gained the most. • Friendship bench • Trained Sports Leaders <p><i>Mental Health Needs:</i></p> <ul style="list-style-type: none"> • <i>Our Space</i> Nurture Provision (NMS) for young people- a sanctuary for working and being, to support young people with mental well-being & health needs including anxiety and complex social and emotional needs • Individual workspace • Teacher with designated responsibility for pupils with additional mental well-being /health needs • Support staff with designated responsibility for pupils who access <i>Our Space</i>, and for delivering specific 'Actions' • Part-time Inclusion Officer <p><i>As required in response to individual need:</i></p> <ul style="list-style-type: none"> • Bought in service from Educational Psychologist, in addition to statutory provision • Counselling sessions 1:1 with external counsellor • Regular visits by CAMHS workers (Child and Adolescent Mental Health Service) • Peer support worker visits and programme from CAHMS
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	<ul style="list-style-type: none"> • Emotional Wellbeing Days • Training for staff on identifying and supporting pupils at risk of self -injury
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<ul style="list-style-type: none"> • Several staff, including school leaders with specialist post-graduate qualifications in teaching young people with SEND, autism • Staff trained to deliver <i>Wave 3 Reading, Reading Rescue</i> programmes • Staff trained to deliver <i>1stClass@Number, Becoming1stClass@Number, Number Sense Action</i> programmes • Significant staff are trained to de-escalate situations, and use positive handling with a child in crisis (<i>Team Teach</i>) • 2 staff trained as Attachment Leads • Whole staff training on autism and ASC • Staff trained to support use of complex communication aids, including eye gaze machines. • Key staff with PECS training • Targeted Makaton training from speech and language therapist • Staff trained re: Dyslexia & alternative exam arrangements <p><i>Medical Needs:</i></p> <ul style="list-style-type: none"> • Individualised Care Plans • Staff trained in administration of medication • Visiting Consultant Paediatrician • Visiting school nurse, with regular drop –in sessions • Staff trained to support children who are pump- fed • Staff trained to feed children via gastrostomy (to stomach)/ jujunostomy (to bowel) • Staff trained to care for children with a tracheostomy (after refresher/update) • Staff trained to feed children with complex swallowing needs • Epilepsy trained staff, giving rescue medication • Staff trained in care of children with Diabetes/ insulin management

	<ul style="list-style-type: none"> • High proportion of trained first aiders • Qualified Paediatric First Aiders • Support Staff trained in Emergency First Aid
<p>How will we secure specialist expertise?</p>	<ul style="list-style-type: none"> • Effective partnerships with allied professions- physiotherapists, speech and language therapist, occupational therapist, nursing services, educational psychologist, Visual/Hearing Impaired Service, Assistive Technology Services. • Effective liaison with social services to support children and families • Effective liaison with respite services <p><i>Additional</i></p> <ul style="list-style-type: none"> • Newman School pays for 5 days additional provision from speech and language therapist, weekly occupational therapist for Sensory Integration, educational psychologist. • 2 funded music therapists across both sites • Funded counsellor
<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<ul style="list-style-type: none"> • Effective partnerships with allied professionals as above • Designated SLT members have regular meetings with allied professionals to review/address specialist needs, including for equipment. • Designated IT budget formulated with regard to high needs for access • Designated gym space for Physiotherapy provision on site four days a week, Occupational Therapy provision on site weekly, and Orthotics Clinics on site. • Rolling programme of improvement of facilities via active Premises Committee, who work closely with RMBC to access additional funding streams to support pupils' range of SEND • Friends of Newman School (FONS) work to fundraise to secure access to equipment/facilities outside the remit of the school budget.

<p>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p>School Nurses, Speech and Language Therapist, Occupational Therapists and Physiotherapists working within school supporting children and providing training to staff are employees of Rotherham Community Health Trust. Visual /Hearing Impairment advisory teachers are employed by RMBC. As well as working with pupils, they provide staff training and advice on individual children's needs.</p> <p>Social workers, including children/transition/ adults are employed by RMBC and are based within those specialist services.</p> <p>Transport to school is organized by RMBC. Transport staff are employed by the transport companies.</p> <p>Queries relating to these areas may be addressed by contacting the professionals directly to ensure they are dealt with in the most efficient way. Newman School will support as appropriate, and provide contact details as necessary.</p> <ul style="list-style-type: none"> • Visiting Consultant Paediatrician from Rotherham Hospital • Visiting school nurse, with regular drop –in sessions, and on-call support • Liaison with nursing services to provide staff training • Effective liaison with social services to support children and families via designated Key Workers – e.g., Child in Need, Early Help, children who are looked after, safeguarding. • Effective liaison with respite services as above • Family Support Worker liaises with other organisations to meet a range of needs – e.g., financial, social/ emotional, housing, transport, access to basic skills training, sleep issues, behavioural support. • Learning Support Services assess and provide reports on pupils • We supported the setting up of a local group/ business forum with the aim of providing real employment opportunities for our population and those in other local special schools. • We are working with Adpro, <i>Really Neat</i>, <i>Get Sorted</i> and Friends of Ulley to develop and provide work placements.
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<p>How do we evaluate the effectiveness of our SEND provision?</p>	<ul style="list-style-type: none"> • Targets are set and outcomes evaluated at Annual Reviews, overseen by the Senior Leadership Team. • Teachers enter data twice yearly into bespoke Newman Data Sheets. Challenging end of key stage targets are set by SLT/ Dept Leads, and RAG ratings highlight pupils on track/ below/ above target. • Teachers record Effort/Achievement Marks in SIMS to establish a 'Currency of Effort', whilst maintaining high aspirations and expectations. • Termly <i>Learning Conversations</i> between the Deputy Head, English/ Maths and SEMH leads monitor and analyse progress of pupils from Pupil Progress Meetings. • <i>Actions and Approaches</i>, e.g., for Literacy, Maths, SEMH are baselined through, e.g., benchmarking/ standardised testing/ SDQ scoring, and then evaluated/ reported to Deputy Head, with monitoring by the Governing Body. • <i>Monitoring Timetable:</i> • Where a subject is taught by additional staff- work scrutiny and marking scrutiny (where appropriate) by the subject leaders/ coordinators takes place twice a year at each Key Stage • SLT monitoring- planned observations; learning walks and drop ins; scrutiny of summative data- twice a year • Drop- ins to monitor <i>Essentials for Teaching and Learning</i>: 6 times a year. • Moderation within a subject or department: at least twice a year • Moderation between schools, including cross –authority: at least once a year for key subjects • Moderation of literacy and numeracy across departments/ Key Stages by subject leaders • External qualifications and examinations are analysed and evaluated to ensure Post 16 learning is dovetailing into the next phase of young peoples' lives, building on prior attainment and providing challenge at the right level. • All students complete their study programmes, and move on to sustained education or training as a route to future employment, or increased independence in a supported
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	<p>setting. Post Newman School destination information is collated throughout the year, regarding maintenance of placement and end of provision outcomes, informing future transition advice and guidance.</p>
<p>How do we handle complaints from parents/ carers of children with SEND about provision made at the school?</p>	<p>A complaint may be made in person, by telephone, or in writing. At the end of a meeting or telephone call, the member of staff should ensure that the complainant and the school have the same understanding of what was discussed and agreed. The parent/ carer should be made aware that some information may have to be shared with others involved in the operation of the complaints procedure.</p> <p>It should be at the Headteacher or Governing Body's discretion to decide whether the gravity of an anonymous complaint warrants an investigation.</p> <p>Complainants should know where they can go for information, advice and advocacy, if they require it. Ideally, support should be offered from individuals and organizations that are clearly separate from those complained against, such as Parents' Advice Centre, Citizens Advice Centre, refugee support organizations and other local advice centres. However, advice often comes from LEA officers (e.g. specially designated complaints officers). The person raising concerns or complaints should be invited to be accompanied by a friend, a relative or a representative at any stage of the procedure.</p> <p>Newman School should record the progress of a complaint and the final outcome. All records should be held in the main school office.</p> <p>A copy of the full Complaints Procedure may be found on the Newman School website.</p>
<p>Who can young people and parents/ carers contact if they have concerns?</p>	<p><i>Pupils:</i> the vast majority of concerns can be resolved informally by approaching the class teacher, support staff, Inclusion Officer, Family Support Officer, Admin staff, SLT /Headteacher, visiting professionals as appropriate.</p> <p>Pupils are made aware of external support agencies during PSHE sessions, and in response to individual need.</p> <p><i>Parents/ Carers:</i> the vast majority of concerns can be resolved informally through contacting the class teacher, Inclusion officer, Family Support Officer, Admin staff, SLT /Headteacher,</p>

	visiting professionals as appropriate, either in person, by telephone or in writing to school.
What support services are available to parents/ carers?	<ul style="list-style-type: none"> • A Family Support Officer is available four days a week to families across both sites, and will sign post to other organisations where appropriate. • Inclusion Officer liaises directly with families • Regular information is shared with families via letter, text, website for e.g., autism support, Parent-Carer Forum, holiday activities, Rotherham SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) • Rotherham SENDIASS: Riverside House, 1st Floor, Wing C, Rotherham S65 1AE. Tel: 01709823627 • Details of all school governors are available on the website.
Where can RMBC's local offer be found? How have we contributed to it?	The Rotherham SEND Local Offer can be found on our Newman School website (under LINKS). We have contributed information about our full range of support, and the complete Newman Offer can be found on our website, under INFO- Local Offer Special Schools