



SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Newfield School is an average sized mainstream secondary school. It meets the needs of a range of learners with different needs including: communication and interaction; cognition and learning; social, emotional and mental health; sensory and physical needs.

Within this document you will find detailed information on the steps we take to prevent students with SEN from being treated less favourably than other students.

The school's SENDCo is **Miss Laura Demir. Miss Demir or the SEN Manager, Mrs Carly Hall, can be contacted via the Main School Reception on 0114 255 7331.**

Context of SEND and School

Newfield has a robust SEN register with children needing high levels external/ in school support as being identified as School Support (K) or (E) with and Education Health and Care Plan. In addition we have a monitoring register (M) for children who may have a diagnosis or identified need but quality first teaching and/or low level intervention is all that is required to support their needs. The SEN register is reviewed regularly and pupils can move between the levels in consultation with pupils and parents.

1.1 Arrangements for consulting children/young people with SEN and their parents and involving them in their education

This is achieved through:

- Involving parents and their children in decisions about the provision and intended outcomes including any possible changes
- Inviting parents to consultation evenings
- Providing a written report on progress three times each year
- Using questionnaires to provide students with the opportunity to express their views about school
- Consulting students as part of ongoing internal quality assurance, including work scrutiny
- Operating an open-door policy
- Inviting students to attend meetings where appropriate, where their provision is to be discussed

1.2 Arrangements for the Identification and Review of Student Needs

Early identification of students with special needs is critical to their success (SEN Code of Practice). When students start at Newfield School, we are already aware of the special educational needs of all students who have a statement/Education, Health and

Care Plan and those identified as requiring additional support. We are informed by the primary schools and a range agencies and professionals about the needs of students. This may be done by telephone, meetings, letter or case notes. When at school, students may be identified through:

- KS2 SATs results
- Diagnostic testing
- Referral by the child
- Referral by parents/carers
- Referral by pastoral staff
- Referral by Outside agencies
- Failure to make the expected progress despite high quality teaching which is differentiated and personalised to meet the needs of the student

Review of student needs is carried out in the following ways:

- Assessment
- Gathering views of stakeholders including children/young people and their parents/carers
- Tracking of progress
- Internal Review and Referral Meetings
- Teacher and support staff observations and feedback

1.3 Arrangements for Meeting the Needs of Students with Special Educational Needs

How the school adapts the curriculum and learning environment for pupils with SEN

At Newfield School, every effort is made to achieve maximum integration of pupils with Special Educational Needs and Disabilities with their peers, while meeting students' individual needs. In Year 7 students are taught in mixed ability groups for some subjects and in ability sets for others. As they progress through the school, they may be placed in sets according to their ability in a specific subject area. In certain subjects they will continue to be taught in mixed ability groups.

The special needs of most students will be addressed through differentiation and personalisation. Teachers differentiate, through teaching styles and reasonable adjustment of policy, procedure and learning environment-including where necessary, specialist equipment, computer software and applications so that all students make progress. Personalisation is achieved through adapting the curriculum so that all students can achieve. However, the Learning Support Department also delivers a range of interventions as identified through student need outlined below:

Support for learning that is available to pupils with SEN

- Quality-first teaching with appropriate, targeted differentiation in place according to pupil need. Every child with an identified SEN need has a pen portrait in place outlining what this should look like in practice
- Additional adult support where appropriate to complement the work of the teacher.

- Reduced class sizes where appropriate and the use of small group work.
- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.
- 1:1 tuition in Literacy
- Small group tuition in Literacy/Numeracy/Speech & Language/Social Skills
- Classroom support to increase curriculum access, student achievement and develop independence
- Key Worker reviews
- Specific group interventions during form time and when necessary, during other lessons
- Break and Lunchtime clubs
- Sessions delivered by outside agencies
- Homework Club
- Support with anxiety and other areas of mental health

1.4 Exam Access Arrangements

There are three learning cycles per academic year, each using the assess-plan-do-review format to ensure that every child is receiving an education, including differentiation and intervention, which meets their current learning needs.

Students requiring additional support are assessed to demonstrate whether they require special arrangements to be made for them during internal and external exams and assessments, so that they are not unfairly disadvantaged. These arrangements may include:

- Extra time
- Access to a scribe
- Access to a reader
- Access to a laptop

A Specialist Teacher conducts these assessments to identify the support a student requires using formal assessments and information regarding a student's 'normal way of working'. The school ensures that these arrangements happen in all formal exams and where possible during internal tests.

The work of the Learning Support Department is also supplemented by that of the Pastoral Team whom, in particular support students with improving their emotional and social development.

Identification is done via:

- Pastoral Referral Meetings identifying vulnerable students
- Referral to outside agencies

Local Offer

From September 2014, the Local Authority published its Local Offer, detailing the range of services that are available to support children with additional needs and their families. This includes the following services with which we currently engage;

1. Educational Psychology Service
2. LSCB (Child Protection and Child Guidance Services)
3. MAST (Multi Agency Support Team) including re-engagement for learning teacher
4. Special Education Needs and Disabilities Statutory Assessment Review Service
5. Speech Therapy
6. Physiotherapy
7. Occupational therapy
8. Locality support
9. Police
10. Social Services
11. School Nurse/Doctor
12. Young People's Learning Agency (YPLA replaced the Skills Council).
13. Community Youth Teams
14. SENDIAS (formerly Parent Partnership)

The School may ask for input from specialist services at any time that it is deemed appropriate, eg. advice on the identification, assessment and effective provision of resources.

Co-operation between the School, the LA, the health services and social services is vital in securing effective assessment, intervention and deployment of resources for pupils with SEND. Indeed, the Children Act 1989 and the Education Act 1993 place statutory duties on these agencies to co-operate with the School/LA's request unless they consider that the request is not reasonable (with respect to available resources) or that the required help is not necessary for the LA to discharge its functions.

1.5 Arrangements for Transition

Year 6-7

Transition for students with identified SEND is facilitated through:

- An enhanced programme of transition including extra visits to Newfield School
- Summer school
- Attendance at Annual Review Meetings
- Visits to Primary setting to meet vulnerable students
- Visits to Primary setting to gather information to enable us to better meet student needs
- Meeting with parents/carers
- Parent/carer visits to school
- Physical adaptations to the resources and provision as required

Post 16

This is a crucial phase in the career of Newfield learners and identifying suitable Post-16 options and ensuring that knowledge regarding the needs of students with special educational needs and disabilities is key to future success. Statemented

students/Students with an Education Health Care Plan and those identified as needing support with the transition process, may receive this through:

- Careers interviews with a Careers Advisor
- Appropriate transfer form to transfer information to college or post-16 provider about the needs of students
- Support in completing their college application
- The statutory review process
- Referral to Community Youth Teams to support students at risk of becoming Not in Education, Employment or Training (NEET)

1.6 Securing expertise among teachers and other adults working in the school to support students with SEND

This is achieved through:

- Working closely with the SENDCo and the team
- Being able to access information about all students electronically via the school's management information system (SIMS) or managed learning environment (MLE)
- Attending INSET provided by colleagues within the school or outside agencies to keep abreast of best practice. The INSET Programme is arranged by the Assistant Headteachers with responsibility for Teaching and Learning who allocate the INSET budget, balancing the needs of the whole school, specific departments and individuals within the framework of the school improvement plan.
- Targeted teaching and learning support for specific groups and individuals

1.7 Arrangements for providing access to the curriculum

All students should access a, 'broad and balanced curriculum', and are included in all areas of the school curriculum unless specified otherwise in a statement of SEND/ Education Health Care Plan. In exceptional circumstances (for example on medical grounds) a disapplication would be sought.

The School encourages any students who have some sensory impairment, communication problem or physical disability, to use their normal aids to speaking, listening, reading or writing. To better meet individual needs reasonable adaptations are made to work spaces, equipment, instruments or furniture within curriculum areas under the guidance of the SENDCo.

Students and their parents/carers will be consulted in person, by letter or by telephone regarding any extra support. Taking students out of lessons may be necessary at times to enable the delivery of specific intervention. When this is the case, staff will be involved and sessions will be arranged so that individual subjects are missed on rotation. Resources are deployed according to student need.

To improve access in line with legislation, the following modifications have been made to the school building:

- Disabled access doors
- External Ramps as alternatives to steps or stairs

- Reception Desk designed for disabled students/visitors in wheelchairs
- Lifts to all floors
- Designated toilets with disabled provision

Students are supported to enable access to the curriculum in a variety of ways:

- Departments endeavour to provide differentiated work and materials so that students with special educational needs and disabilities can make progress
- In-class support may be allocated. Individual students, particularly those with Statements/Education Health Care Plans may receive support within the classroom from a Teaching Assistant working under the guidance of the teacher. Groups of students may be targeted for more general support.
- Individual students or groups of students may be withdrawn from class to work with Learning Support staff. Such provision for student needs is negotiated individually, and parents/carers are always involved in such decisions.
- Students receiving support during Registration time or after school
- Modified equipment and auxiliary aids may be provided to enable students to access the curriculum in line with the 2010 Equality Act
- Where necessary, 'reasonable adjustments' may be made to the school's policies and procedures or physical environment so that they do not act as barriers to learning or inclusion, in line with the 2010 Equality Act
- Where appropriate smaller class sizes may be in place
- Adapted physical activities or environment to ensure that disabled pupils engage in activities with their non-disabled peers

1.8 Inclusion of students with special educational needs

Wherever possible, students with special educational needs or disabilities are integrated with their peers in order to achieve the best balance of educational and social progress.

All students with SEND are members of a form group for registration and are supported by their form tutor and other pastoral staff. Within the curriculum the balance of integration, support and withdrawal is negotiated for each individual in order to meet the requirements of their statement/Education Health Care Plan or their SEND support.

Students with SEND are encouraged to participate in off-site and extra-curricular activities, and every reasonable effort is made to facilitate this through meeting any additional requirements relating to transport, and their own or other people's health and safety, wherever possible.

More information about Sheffield City Council's Local Offer can be found by visiting <http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

1.9 Evaluating the effectiveness of provision

This is achieved through:

- The views of all stakeholders
- Annual Reviews

- Assessments and tests
- Tracking data, including achievement, progress, behaviour and attendance
- Review of targets
- Multi Agency meetings

1.10 Complaints Procedures

Good communication is essential if we are to best meet the needs of our students and resolve any issues quickly. If there are any concerns, parents or carers are invited to contact the school as follows:

- **Issues to do with students' wellbeing** are best resolved by their **Form Tutor** or **Head of Year**
- **Issues involving students' learning** are best resolved by the **Head of Lower School (Years 7 and 8)** - Mr Kevan Wildes, the **Head of Upper School (Years 9, 10 and 11)** – Miss Natasha Illingworth, the **SENDCo** Miss Laura Demir or **SEN Manager** Mrs Carly Haywood.

If the issues are not dealt with satisfactorily, parents/carers may contact the Headteacher and then the Board of Governors. Advice on how to do this can be accessed through the school's reception.

The school's SEN Policy can be found in the 'About Us' section of the school website under 'Special Educational Needs'.

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