



SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Newfield School is an average sized mainstream secondary school and is committed to ensuring all students have access to a broad and balanced curriculum whatever their gender, ethnicity, religion, sexual orientation, needs or abilities. All Newfield teachers are teachers of SEND and have responsibility for planning the curriculum to ensure it is accessible to all. The varying needs of students will be addressed through personalised learning and through appropriate differentiation wherever possible.

Additional provision is provided to ensure students have the necessary skills to access the curriculum independently wherever possible and Newfield provides support for students with communication and interaction needs; cognition and learning needs; social, emotional and mental health needs and sensory and physical needs. Our school ethos and curriculum commit to making our school, its facilities and its curriculum, inclusive and accessible for all.

Key contacts within the SEND Team include:

- **Miss Hannah Tuffin** – SENDCo
- **Ms Carly Hall** – SEND Manager
- **Ms Regina Atmaca** – Administration Officer SEND & Safeguarding
- **Mr Simon Dawson**- SEND Senior Leadership Team Link

All can be contacted via the Main School Reception on 0114 255 7331.

1.1 Arrangements for consulting children/young people with SEND 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 SEND reviews.
- Writing a Pen Portrait, Support Plan or Extended Support Plan to document the provision your child receives and the progress they are making.
- Collect your child's voice to provide them with the opportunity to express their views about school.
- Operating an open-door policy.
- Inviting students to attend meetings where appropriate, where their provision is to be discussed.

- Reports are sent home at key points in the year to share your child's progress.

1.2 Arrangements for the Identification and Review of Student Needs

Early identification of students with special needs is critical to their success (SEND 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 of agencies and professionals about the needs of students. This may be done by telephone, meetings, letter or case notes. For details of the support provided at Y6-Y7 transition, please see section 1.5.

When at school, students may be identified as requiring additional support through:

- KS2 SATs results
- CATS4 and NGRT results
- Diagnostic testing
- Referral by the child
- Referral by parents/carers
- Referral by teachers, Heads of Years, or Head of Key Stage
- 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

Further information is then collected through a review of student needs in the following ways:

- Review of assessment data and other indicators
- Collection of teacher views
- Gathering views of stakeholders including children/young people and their parents/carers
- Internal Review and Referral Meetings

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

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.

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.

For students with significant need around their cognition and learning, they may be placed on our Foundation Pathway. This is a smaller class in years 7 to 11, with a maximum class size of 16 and support from a Teaching Assistant for up to 19 hours per week. This Pathway aims to provide wrap around support for learners who need

significant support to close learning gaps and make academic progress. Students within the pathway are reviewed at each assessment cycle point and their progress is discussed with parents/guardians at each termly SEND review.

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. This includes:

- Small group intervention in Emotional Regulation, Speech and Language, Social Communication, Literacy, Life Skills Development and well-being support.
- Classroom support, where appropriate, to increase curriculum access, student achievement and develop independence.
- Allocation of a Key Worker within the SEND Team.
- Specific group interventions during form time and when necessary, during other lessons.
- Break and Lunchtime clubs.
- Sessions delivered by outside agencies.
- Learning Support Homework Club.

Students and their parents/carers will be consulted in person, by letter, email or by telephone regarding any additional provision. 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 wherever possible. Resources are deployed according to student need and the monitoring and assessment of this.

The school environment is fully accessible to students regardless of SEN or disability with the following modifications having 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

Where appropriate, the SEND Team will liaise with a 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. Autism Team

3. FIS (Family Intervention Service)
4. SENDSARS
5. Speech and Language Therapy
6. Physiotherapy
7. Occupational Therapy
8. Community Youth Teams
9. Ryegate
10. Child and Adolescent Mental Health Service (CAMHS)
11. Inclusion and Attendance
12. SENDIASS (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 Local Authority, the health services and social services is vital in securing effective assessment, intervention and deployment of resources for pupils with SEND.

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.

1.4 Exam Access Arrangements

Students requiring additional support are assessed In Years 9, 10 and 11 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 word processor

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.

1.5 Arrangements for Transition

Year 6-7

Transition for students with identified SEND is facilitated through:

- Visits to Primary setting to gather information to enable us to better meet student needs.
- An enhanced programme of transition including extra visits to Newfield School.
- Visits to Primary setting to meet vulnerable students.
- Meeting with parents/carers.
- Parent/carer visits to school.

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. Students with an Education Health Care Plan (EHCP) 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, Attendance and Inclusion and/or MAST 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

All teachers are teachers of SEND at Newfield School. Teaching staff and support staff receive regular and frequent training and CPD from the SEND Team to ensure that they are well informed to support all students.

1.7 Arrangements for providing access to the curriculum

All students should access a 'broad and balanced curriculum', including the National Curriculum. Students on the SEND register are placed on appropriate pathways to ensure that they receive appropriate support and provision whilst at Newfield.

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 may receive support within the classroom from a Teaching Assistant working under the guidance of the teacher.
- 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

- 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
- Inclusion with the Foundation Pathway. See section 1.3 for further details.

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 on their 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 and SEND 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 **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)** – Mrs Natasha Ward or the **SENDCo** (Miss Hannah Tuffin).

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.

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