

Frequently asked SEND Questions

Newfield School is committed to ensuring all pupils have access to a broad and balanced curriculum whatever their gender, ethnicity, religion, sexual orientation, needs or abilities. All children have the ability to learn and should be equally valued whether or not they have SEND. Inclusion is most likely to be achieved when their diversity is recognised and regarded positively.

At Newfield School, all teachers are teachers of SEND and have responsibility for planning the curriculum to ensure it is accessible to all. The varying needs of pupils will be addressed through personalised learning and through appropriate differentiation wherever possible. Special educational provision at Newfield School is underpinned by high quality first teaching in the classroom. Additional provision is provided to ensure pupils have the necessary skills to access the curriculum independently wherever possible. Newfield provides support for pupils with communication and interaction needs; cognition and learning needs; social, emotional and mental health needs and sensory and physical needs.

To ensure standardisation, the Local Authority's 'Sheffield Grid' is also used to assess the level of need.

Here are some commonly asked questions from children and their parents:

How is information shared about my child from Primary Schools?

From May of each year, Hannah Tuffin (SENDCo) meets with Primary School SENDCo's to share relevant information about pupils who have additional needs or barriers to their learning. This information forms a 'Pen Portrait' or 'One Page Profile' about your child which is used to inform teachers of student need and strategies that should be used to ensure that need is met in the classroom.

Primary School SENDCo's may invite parents to attend these meetings as well as external agencies. The school remains GDPR compliant in the sharing of this information. The SEND Team at Newfield School will then arrange to meet with you in the first term of Year 7 to further discuss transition and the support of your child.

Where do I go if I am always on my own at dinner?

We would love to see you in the SEND space in the dining hall! We have an area towards the back of the canteen that is staffed at break and dinner by SEND staff and pupils who would prefer a safe environment to socialise come here. It's not always quiet but pupils love our little family feel and play board games, do some colouring in or do their homework with support if needed. Pupils can eat their snacks and dinner and new friendships are often formed in here across the year groups Access to Learning Support is by invite only and this is identified by your Primary School and the SEND dept.

I'm worried about getting lost and being in trouble for being late.

For the first few weeks all new pupils (and teachers!) worry about getting lost round school. This is not something to worry about and within the first couple of weeks you will know where to go for every lesson. Teachers understand that pupils get lost when they first start so you will not get into trouble. If you are running late please don't worry, someone will support you in getting to your lesson.

I'm worried how hard learning will be.

Lots of pupils move up to secondary school and worry that the work will be really hard. The great thing about secondary school is that you have so many different lessons a week that even if you find

one hard, you will find the subjects that you are really good at. Everyone finds some lessons more difficult than others and that is where the teachers make sure that all pupils can do the work. If extra support might need to be put in place, then a Teaching Assistant might support in the lesson for a period of time until everyone understands the work.

I am worried about completing my homework and not being able to ask a teacher for help

Homework can be a big worry for pupils and parents, but we have a good system in school to help support you. Firstly, you don't have to write down your homework – at Newfield we use Bromcom where all your teachers type up the homework and attach any documents you may need to do it. You can access Bromcom on a computer but there is also an app that you and your parents can download and log into. If we think you might benefit from a bit more support (and focus) for your homework, we also run a homework club after school and during Character Development which all are welcome to attend.

Will I get any help in my exams?

In order to get extra help in exams, Newfield need to provide the following to the exam board in order to get support approved. This includes, there being a history of need, evidence from teachers of additional support and low scores in dispensation testing. If all this evidence is collected, then, depending on the evidence, extra support can be applied for.

Will there be SEND reviews in school?

Yes. SEND reviews for pupils on the SEND register will take place each term. These are opportunities to discuss what is working well and the successes of the pupils, as well as discussing next steps. SEND reviews may take different forms. One SEND review a year is the parents evening where pupils and parents can discuss subject specific progress. The other 2 in the year are with a member of the SEND team or Pastoral team, depending on who has a good relationship with the child and knows them best.

How do you support a child with dyslexia?

Dyslexia affects a large proportion of our student population here at Newfield School therefore all teaching staff are aware and well equipped to support pupils. Discreet support strategies such as providing key word lists, writing frames and reading out-loud as a class are methods used consistently by all of our teachers. If further support is needed, then our SEND Department can offer targeted literacy interventions to support your child. Visual stress can also go hand in hand with dyslexia therefore we can screen pupils to establish whether using an overlay can assist with their work.

N.B. the School does not have the facility to provide a formal diagnosis of 'dyslexia'. However, we can carry out a 'screening test' which suggests the 'risk' level of a student being dyslexic.

How do you support a child with ADHD?

In every class of 30 children it is likely that there will be between one and two with ADD/ADHD. It can affect concentration and impulsivity and teachers may support your child in the following ways:

- Seat the student with ADHD away from windows and away from the door to avoid distractions.
- Provide reminders and prompters to help the student stay on task.
- Give instructions one at a time and repeat as necessary.
- Use visuals: charts, pictures, colour coding.

- Create outlines for note-taking that organise the information as you deliver it. • Create a quiet area free of distractions for test-taking and quiet study.
- Give frequent short quizzes rather than long tests.
- Keep instructions simple and structured.
- Let the student use a fidget toy discreetly when in lessons.

How do you support a child with anxiety?

Many pupils experience short but significant periods of high anxiety, stress, distress or anger that affect their education. This can include:

- Forming and maintaining relationships
- Bereavement
- Attitudes to attainment
- Attendance
- Self-esteem
- Life outside school

The first thing pupils or parents can do is let school know so we can work with the family to look for the right support. Very often worries can be alleviated by talking through things with a member of staff such as the Head of Year or a trusted teacher. Pupils are often relieved if they know their teachers understand their situation and they don't have to explain why they haven't done some work for example. School can also support in seeking support from external agencies such as CAMHS, Gold Digger and Door 43.

How do you support a child with Autism?

We are very aware that every person with Autism is different. However, staff have a range of strategies that can support the different needs of all pupils. Some of these may include:

- Be clear in verbal communication. Say exactly what you mean.
- Keep Language direct – no double meanings
- Allow processing time for take up of verbal instructions.
- Use visual aids and cues at every opportunity
- Don't insist in eye contact
- Ensure a planned exit strategy from the classroom or a quiet place within the classroom to withdraw to if stress levels get too high.
- Prepare pupils well in advance for changes in seating plans, classroom or teacher
- Use a calm, neutral tone of voice any many Autistic pupils are highly sensitive to loud sounds. Equally prepare pupils for the possibility of strong lights or smells in the classroom (e.g. Science)

Additionally, further interventions such as Lego Therapy and Social Stories are used to support pupils with a diagnosis of Autism.

How do you support pupils with a Speech and language and Communications Need?

Although each child with SLCN will have specific needs, there are some generic considerations to be made in the classroom in order to create an inclusive environment:

Many children with SLCN have good visual skills which can be used to support learning and promote confidence. Capitalise on this by using:

- Visual timetables - pictures, symbols or photographs. For younger children, a visual timeline can be effective
- Use of key word lists with meanings and visual clues.
- Repetition and over-learning of key vocabulary.
- Minimising distractions
- Providing opportunities for familiarisation; pupils may need extra support to get to know their way around the school, the names of staff or where particular lessons or activities are taking place.
- Consideration of the amount and style of 'adult talk'; be aware of the vocabulary you use in explanations and check the child's understanding at frequent intervals.
- Keep instructions clear, sequential and brief.
- Allow sufficient time for cognitive processing;.

What specialist services and expertise are available at school?

The Learning Support Team receive regular Professional Development training and coaching for specific SEND areas.

The school brings in additional expertise from outside agencies, including:

- Autism and Social Communication in Education Training Service
- Educational Psychology
- Occupational Therapy
- Speech and Language Therapy
- Hearing Impairment Team
- Visual Impairment Team
- Specialist Nurse in ADHD
- Acquired Brain Injury Specialists
- Epilepsy Support
- Well-Being Practitioner from CAMHS
- MAST