

## SEND INFORMATION REPORT 2022-2023

### SEND Information Report for Newhouse Academy 2022 – 2023 Part of the Rochdale Local Offer for Learners with SEND

Welcome to our SEND information report which is part of the Rochdale Local Offer for learners with Special Educational Needs and Disabilities. At Newhouse Academy we embrace social, emotional and academic inclusion. We have a commitment to celebrating diversity within our school community and creating an environment where everyone can flourish, progress and reach their true potential. We believe that all children should be valued as individuals. We have an inclusive ethos with high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background.

Our SEND report has been produced with students, parents/carers, governors and members of staff. We welcome your feedback and future involvement in the annual review of our offer. Please contact our SENCo, if you would like to be involved. The best people to contact are:

Hilary Lunn Assistant Headteacher and SENDCo <a href="mailto:lunnh@newhouseacademy.co.uk">lunnh@newhouseacademy.co.uk</a> Alex Burnham-Headteacher <a href="mailto:burnhama@newhouseacademy.co.uk">burnhama@newhouseacademy.co.uk</a> Helen Vyse-Acting Chair of Governors <a href="mailto:vyseh@newhouseacademy.co.uk">vyseh@newhouseacademy.co.uk</a>
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#### Types of SEN we provide for

These fall into four broad areas of need

- Communication and interaction – including Speech, Language and Communication Needs (SCLN) and ASD (including Asperger's Syndrome and Autism).
- Cognition and learning – including Moderate Learning Difficulties.
- Social, emotional and mental health difficulties – including mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
- Sensory and/or physical needs – including vision impairment, hearing impairment or physical disabilities.

### **Identifying SEN**

- Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons, one of which is a special educational need. Staff use tracking data and knowledge of students to identify such students and if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SENCO. The SENCO will then investigate further by liaising with parents, gaining the views of the student, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting will then be arranged, including parents, to discuss the student's needs and subsequent actions.
- Some students transitioning to Newhouse Academy are already diagnosed with a special educational need and this information will have been passed on by their previous school. Such students may or may not be placed on the SEN register, but will all be monitored and tracked in terms of their progress and supported as appropriate. Liaison begins with Primary Schools from Year 5 onwards for students with SEND. The SENCO attends review meetings for individuals and staff visit primary students and their teachers during Year 6.
- If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENCO to share their concerns. The SENCO will then investigate further, as above.
- The definition of a special educational need is 'where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support'. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years, published June 2014) Students with SEN will be placed on the school's SEN register, which is accessible to all staff in school.

### **How we involve students and their parent/carers in identifying SEN and the planning to meet need.**

- The SENCO meets with parents/carers and students` and records their views.
- Our Teaching Assistants support students within the classroom.  
Working in this way we can identify need by observations and communicating with individual students.
- Parent/Carer Events and Open Evenings provide another individual opportunity for staff/students/parent/carers to plan together.
- One to one sessions with students via their Key worker provide open dialogue and regular opportunities for your child's voice to be heard.
- When a need is identified parent/carers are invited into school on a regular basis to discuss progress, we work closely with you to plan and meet need.
- Parents/carers are invited to share any information/resources they have which can be shared with staff.
- Advice is also provided to parents in relation to continued learning at home.

### **How we adapt the curriculum so that we meet SEN.**

- Our students with special educational needs receive a bespoke curriculum that includes additional interventions based on their particular need; depending on your child's individual need, this could be literacy, numeracy, speech and language programmes, emotional/social support.
- Our students are placed into classes based on their ability. We use Key Stage 2 Standardise Attainment Tests (Year 6 SATS) and CATS in Year 7 alongside reading/comprehension and maths age to determine where best to place your child in Year 7 classes.
- We work closely with the Heads of Departments (e.g. Maths & English) throughout the year on internal assessments. These regular assessments mean students will be able to progress at an appropriate pace.
- Students with SEN are placed in smaller class groups, with a Teacher and at least one Teaching Assistant. This intensive way of supporting children with a high staff to child ratio means your child receives support in most lessons.
- Students who have delayed literacy also receive literacy lessons in Year 7 and some receive literacy lessons in other year groups. Some students across all year groups also receive one-to-one literacy teaching, where appropriate.
- Our Life Skills programme (ASDAN) is a personalised programme which provides our students with skills in personal, social and health aspects. The programme focuses on skills to enable your child to succeed after they have left school. For example; healthy eating/college applications/using bank accounts/financial management/social skills. This programme awards our students with Certificates in Personal Effectiveness. We also provide vocational courses such as Health and Social Care and Sports Science.
- Curriculum advice is provided mid-way through Year 9 when our students will choose their Options for the next 2 years.

### **How we modify teaching approaches to make the difference.**

- All our staff receive regular training on how to promote positive attitudes to learning and use positive reinforcement to support the development of students.
- We have regular in house staff training delivered by our SEN Specialist. Teaching and support staff receive this training which is aimed at maximising participation, access and achievement of children with special educational/additional needs.
- Assessment for Learning is used to support planning for different levels of attainment. Responding to individual differences is crucial at Newhouse Academy, with careful and ongoing assessment being linked with teaching.
- Individualised interventions are put in place for our students who are not making progress. Small groups are delivered by trained teaching assistants. Our Staff use strategies focusing on developing communication through the setting of personal learning targets and the self-monitoring of progress.
- Class work is differentiated to meet the needs of every individual. Our staff access additional schemes/resources that are pitched at the right level for students with SEN.
- Cooperative group learning and participatory/active learning methods are used to impact positively on our students. Our focus is on developing talking, listening and thinking so that your child can better articulate their learning and progress.
- Teachers use Lead Learners (students in class who have the confidence to support their peers), class coaches and peers as a valuable resource either as part of a peer-monitoring system or peer-oriented intervention.

- Our staff use a number of different approaches when personalising learning which incorporate students' different learning styles i.e. visual, aural and kinaesthetic methods.
- The teaching of transferable thinking and learning skills is promoted at Newhouse Academy. Effective teaching strategies for students may include the use of planning sheets, writing frames, teacher modelling and 'higher order' questioning and, dialogue between teachers and students and students and students.

**How we assess students' progress towards the outcomes we have targeted for students. How we review this progress so that students stay on track to make at least good progress. (Including how we involve students and their parents/carers).**

- We use screeners to assess progress in smaller steps and at a slower pace than the usual national curriculum.
- We use a range of assessment criteria and GCSE grades to assess progress.
- We use nationally agreed guidelines on progress to check that this is good enough.
- We check how well a student understands and makes progress in each lesson.
- Our senior leadership team and Curriculum Leaders check the progress of students every term and more often if progress is slow. We discuss what we are doing to make sure students make good progress and look at other ways we can support young people to progress.
- We assess identified students reading ages at least annually, students with SEND may be assessed more frequently if there are concerns.
- Teaching assistants record individual students progress towards their targets every lesson. This is shared with the SENCO and used to inform further planning.

**How we support students in their transition into our school and when they leave us**

- The SENCO and Head of year 7 (Mrs Mears) work closely together to support Year 6 in their transition to Newhouse Academy. This includes primary visits, transition events with primary teachers and students, mentors visiting students in Year 6, and Induction Day. The SENCO also organises additional visits to Newhouse Academy for students with SEND.
- Students work with the career advisor to assist them in choosing appropriate courses for their post 16 options.
- When students transfer to us during the year, the SENCO attends admission meetings and liaises with feeder schools to ensure a planned transition.

**What extra support (services, expertise) we bring in to help us meet SEN and how we work together collaboratively**

- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs.
- We get support from local authority services for example the Educational Psychology service, the Sensory Impairment Team, the ASD Team and the Physical disability/Assistive Technology Team.
- We receive in-house support from Speech and Language Therapy in terms of advice on strategies and programmes for individual children.
- Occupational Therapy provides support for students who need assessment for special seating or give advice on how students with a physical difficulty can be aided within school.

- We get support from the Health Service and from Child and Adolescent Mental Health Services(CAMHS) for students with medical or social, emotional and mental health needs.
- Together we review the students' progress, agree what everyone will do to make more effective learning easier and set targets for the student's achievement. As part of this process we agree how we will work together, what we will each do and set an agreed date to review how well the student is doing, if we are making a difference, and what we need to do next. We include the student and the parent/carer in these discussions.

### **How we evaluate the effectiveness of the provision made for students with SEND**

Progress of students with SEND and the effectiveness of interventions and support are evaluated at least termly.

- A formal evaluation of the overall provision made for student with SEND is undertaken annually using whole school and subject data.
- The SEN Policy and SEND Information Report are also reviewed annually and the Governing Body reports on provision for SEND.

### **What other activities are available for students with SEN in addition to the curriculum**

- All students in school, including those with SEND have full access to a number of activities before, during and after school. Where necessary, students with SEND are actively encouraged to attend and support is put in place to enable access to these activities.
- We have regular educational and residential visits. Students with SEND are always included in these. We provide additional adult support or look at other methods to support their full involvement.
- Teaching Assistants run a variety of group and individual sessions to assist students with their learning and social and emotional development. Examples include sessions on: social and communication skills, organisational skills, fine motor skills, building self-esteem and anger management.
- Teaching Assistants organise homework clubs before, during and after school to support the learning of students with SEND.

### **How additional funding works**

- Schools receive funding for all students with SEND and they provide what students need from this (including equipment). The local authority may contribute to very expensive items.
- If a student Education Health Care Plan(EHCP) identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents/carers will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

### **Where students can get extra support**

- Students views are important and it is important that people listen to them and that they are satisfied with what happens.
- In school we have a pastoral team that will listen to and follow up your concern.
- The Youth Service also provides support for young people with SEND so that their voice is heard. Email <http://www.rochdale.gov.uk/youthservice>

### **Where parents/carers can get extra support**

Sendiass (Special Educational Needs Disability Information Advice Support Service) provides free impartial information, advice and support to disabled children and young people aged 0-25, and those with SEN, through their parents and carers. Young people aged 16+ can have support in their own right. They can provide advice on the Special Educational Needs (SEN) systems, processes and code of practice, SEN provision in schools, the statutory assessment process and My Plan (Education, Health and Care Plans). They can also support with matters relating to annual reviews, transitions, transport, specialist provision/support services, local policies. If required, they can provide information regarding disagreement resolution services and appeals to the Special Educational Needs and Disability Tribunal (SENDIST). <https://barnardosendiass.org.uk/rochdale-sendiass/>

- Rochdale's local offer can be found at [www.rochdale.gov.uk/localoffer](http://www.rochdale.gov.uk/localoffer). This lists the services on offer for children and young people with SEND.

### **What to do if you are not satisfied with a decision or what is happening (for parents/carers)**

- Your first point of contact is always the person responsible – this may be a member of staff, the SENDCO Hilary Lunn or the Headteacher Alex Burnham. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Headteacher or ask to speak to Helen Vyse, the acting Chair of Governors.
- If you do not feel the issues have been resolved, we will meet with you to try and resolve any issues.
- The local authority has a panel of senior managers who considers unresolved issues. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with.
- The Parent Partnership Service provides independent information and advice. [www.family-action.org.uk](http://www.family-action.org.uk)

The people to contact:

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