

Newstead Wood SEND Information Report Updated as of May 2018

This SEND Information Report outlines the ways in which Newstead Wood School provides support for all students with Special Educational Needs and Disabilities (SEND). The information required to be included in this Report is set out in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report. This can be found at: <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>.

This Report was prepared by the SENCO in conjunction with members of the SEND team (including, but not limited to, the School Counsellor, the Student Support manager (Years 7-11), the Learning Support Assistant and the EAL Additional Needs Support Manager). This Report has also taken into account feedback received from students, given to members of the SEND team on one-to-one basis within support sessions. Feedback has also been sought and obtained at SEND Forums held in conjunction with Parent/Teacher evenings which provide parents of SEND students with the opportunity to meet the SEND Student Support Team and other parents and have the opportunity to share ideas as well as provide feedback (verbally and by completion of a questionnaire) on how Newstead Wood School can develop and move forward supporting their children. This Report has been reviewed by the SEND Governor and the team following feedback received.

Newstead Wood School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEN meet the definition for disability but this policy covers all of these students. Newstead Wood School may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs. The range of support deployed will be tailored to individual needs following thorough assessment by internal or external agencies. It is designed to promote students working towards becoming independent and resilient learners and should not be seen in isolation.

If a student qualifies for admission to the school by reason of ability and as a result of the selection test, the school undertakes to facilitate their education at the school. All students have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school to the best of their abilities.

The specific objectives of the SEN policy contained within this Report are as follows;

- To identify students with special educational needs and disabilities and ensure that their needs are met
- To ensure that students with special educational needs and disabilities are able to join in with all the activities of the school (this may be subject to completion of appropriate risk assessments)
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education and SEN Provision

1. What types of Special Educational Needs and Disabilities do we cater for?

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her".

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance when supporting students with medical conditions (DfE, 2014)

Newstead Wood School is able to support students with SEND who might have a range of difficulties including Communication and Interaction; Specific Learning Difficulties, Cognition and Learning; Autistic Spectrum Disorder (ASD); Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

2. How do we identify special educational needs?

There are four broad categories of SEN as stated in the SEND Code of Practice 2014:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Specifically, Newstead Wood School provides additional support for pupils with the following:

- Dyslexia and dyslexic tendencies
- Dyspraxia
- Speed of processing difficulties and Phonological processing difficulties
- Visual impairment and visual difficulties
- Colour blindness
- Hearing impairment
- Speed of handwriting difficulties and illegible handwriting
- Working memory problems
- English as an additional Language (EAL)
- Attention Deficit Disorder (ADD)
- Autistic Spectrum Disorder (ASD)
- Medical – physical difficulties
- Social, Emotional and Mental health Difficulties (SEMH)

Some students come to Newstead Wood School with specific needs already identified. The SENCO and the Directors of Learning will monitor these students and agree on the level of intervention required.

Students with SEN are identified in a number of ways, all of which are part of the overall approach to monitoring progress of all students:

- The progress of every child is monitored termly. Where students are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO /Members of Leadership Group/ Director of Learning/ EAL Co-ordinator/ School Counsellor/ Attendance Officer and a plan of action is agreed. All of the information gathered from within the school about the students' progress, alongside national data and expectations of progress, is considered.
- Class/ Subject teachers are continually aware of student's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - a) is significantly slower than that of their peers starting from the same baseline
 - b) fails to match or better the child's previous rate of progress
 - c) fails to close the attainment gap between the child and their peers

- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child may be placed at SEND Support on our SEND register. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability. Newstead Wood School also recognises the need to look at the whole child which will include not just the special educational needs. We will also consider what is not SEND but may impact on a child's progress and attainment.

We recognise the importance identifying a student's special needs as early as possible. As this is a selective school we do not use results of CATs or SATs as an indicator of special needs, however staff will look at these to measure the balance between verbal and non-verbal reasoning and quantitative skills. Spelling and reading ages are also assessed at the beginning of year 7 to assist in the identification of literacy difficulties. Spelling and comprehension is assessed again in Years 8 & 9. Within this process the needs of the whole student will be considered, not just the special educational needs of the student.

Four Part Cycle

Where a student is identified as having a special educational need (where there is evidence that a student is failing to make progress despite receiving differentiated learning opportunities), Newstead Wood School will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

In line with '*Special educational needs and disability code of practice: 0 to 25 years*' https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf, students identified as needing SEN Support are students who need provision which is additional to and different from the provision usually put in place for the majority of students. For these students Newstead Wood School will follow the four part graduated approach cycle using the 'Assess, Plan, Do, Review' model:

1) Assess

In identifying a child as needing SEN support we will carry out a clear analysis of the student's needs. This will draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. This assessment will be reviewed regularly.

2) Plan

Where it is decided to provide a student with SEN support, we will formally notify parents, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided should be selected to meet the outcomes identified and parents should be fully aware of the planned support. We will seek parental involvement to reinforce or contribute to progress at home.

3) Do

The class or subject teacher will remain responsible for working with the child and they will work closely with any teaching assistants or specialist staff involved.

4) Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. This will feed back into the analysis of the student's needs.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months.

When identifying that a student has a special educational need the following may be taken into account:

- Concerns from a parent/carer
- Concerns from the student
- Subject teachers' assessment
- Base line assessments such as CATS
- In-house testing and assessment such as for Spelling and Comprehension (carried out yearly)
- Student current performance (CP) tracking (carried out termly) together with annual report.

We also take into account other features which may influence a student's progress and attainment, but do not necessarily mean that a student has a special educational need. Examples of such features include:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a student to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant

Our SENCO, subject teachers, Heads of Department and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. This progress is continuously monitored throughout the course of the students' education at Newstead Wood School.

3. How do we work in partnership with parents/carers?

The school values its partnership with parents in providing the best opportunities for our students.

- All parents/carers receive regular information through reports and parent consultation evenings
- Parents or carers of students with an EHC Plan receive regular updates from external agencies
- Parents of students with SEND are invited in to discuss the particular needs of their children as necessary.
- Parents are invited to attend SEND Forums held in conjunction with Parents/Teacher Evenings which provide parents of SEND students with the opportunity to meet the SEND Student Support Team and other parents and have the opportunity to share ideas as well as provide feedback (verbally and by completion of a questionnaire) on how Newstead Wood School can develop and move forward supporting their children.

Parents concerned about their child should speak to the child's class teacher or form tutor in the first instance. They then may be directed to the Head of Year or Director of Learning followed by the SENCO if appropriate.

The Form tutor/subject teacher is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all students. Checking on the progress of your child and the identification, planning and delivery of any additional support.
- Applying the school's SEN policy.

The Head of Year/Head of Department is responsible for:

- Overseeing how well the curriculum meets the needs of learners in a particular phase of the school.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEN policy.

The SENCO is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring that parents are:
 - Involved in supporting their child's learning and access
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing how their child is doing
 - Consulted about planning successful movement (transition) to a new class or school
 - Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties

- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including the provision made for students with SEND

The SEN Governor is responsible for:

- Supporting the school to evaluate and develop quality and impact of provision for students with SEND across the school.

4. How do we promote student voice for young people with Special Educational Needs and Disabilities?

At Newstead Wood School, the curriculum is designed to encourage students to be actively engaged in their own learning. They are given clear criteria against which to set targets and measure performance. The Individual Learning Plans are agreed with the students and the outcomes evaluated with them. These then culminate in a Pupil Passport prepared by the SENCO which is then circulated to the relevant teachers.

Student voice is a priority within our school, starting with regular opportunities to share views and voice concerns within the tutor group and then further developed in student led assemblies, clubs, societies and fundraising. For students with SEND or who have issues or concerns, 'student voice' is embedded in all systems throughout the school. Students with SEND are regularly asked for feedback about their support.

The Student Support Room for Students Years 7-11 is always open; staffed by either the Student Support Manager or the Learning Support Assistant. It creates a warm and welcoming environment which enables students to come and discuss any issues or problems they may have. The Head of Student Services provides similar support in the Sixth Form block. The Learning Support Assistant also runs informal drop in sessions at lunchtimes for Years 8 and 9 on Mondays, Years 7's on Tuesday and Sixth Form on Wednesday. The SEND Support Team always welcomes feedback from students with SEND.

5. How is progress supported?

Students with SEND may be supported in a manner appropriate to individual need with any of the following:

- An Education Health and Care Plan (EHC plan) - additional support provided as outlined in that EHC Plan. Students with an EHC Plan have a full annual review. When the school needs to apply for an EHC Plan for a student, the SENCO will work with parents and advisory teachers (following Bromley's Banded Funded Guidance) in determining whether an EHC plan is needed.
- An Individual Learning Plan (ILP) and individual support as necessary. Students with ILPs are monitored by the SENCO and the team and targets are reviewed regularly by them.
- Teachers with specialist SEN training
- Be given short term support or monitoring
- Be referred to external agencies for assessment and further support
- There are two lifts on the school site to facilitate access to upper floors for students with mobility difficulties.

Additional support for learning that is available to students with Special Educational Needs

SEND Support refers to processes and systems put in place for a student on the SEND register. This differs and is additional to the support provided to other students. SEND Support is flexible and is adapted to meet the student's individual needs. For the academic years (2016-17 and 2017-18), any of the following interventions may have been put in place:

- EAL guidance
- Dyslexia guidance
- ASD support
- Support from a Learning Support Assistant in lessons
- Weekly homework club
- One to one mentoring provided by students
- Spelling groups taught by a Specialist Teacher

- Paired Reading
- A reduced timetable
- A social skills guidance provided in the Student Support Room
- Time out card – to provide a designated support contact.
- Break and lunchtime support sessions in the Student Support Room.
- Lessons on study skills (in groups or one-to-one) provided by the Learning Support Assistant.
- Read and Writing Intervention provided by the Learning Support Assistant.
- Access Arrangements for exams.
- Learning Support Assistant support on a school trips.
- Use of a reading pen
- Games club

Resources

The following equipment and facilities are available to support students with SEND:

- Dyslexia and dyslexic tendencies: one to one support with Learning Support Assistant, guidance on organisation and revision, coloured overlays, penguips, audio pen, laptops, ipads, key spelling lists, computer programmes (e.g. mastering memory, grammarly), board games (e.g. scrabble, memory cards) and exam access arrangements (e.g. laptop, extra time, if applicable)
- Dyspraxia – one to one support with Learning Support Assistance, guidance on organisation skills, revision timetables, powerpoints.
- Speed of processing difficulties & Phonological processing difficulties – one to one support with Learning Support Assistant, laptops, powerpoints, handouts and extra time in exams (if applicable).
- Visual impairment and visual difficulties – one to one support with Learning Support Assistant, magnifying dome, modified enlarged print resources (MLP), laptop, ipad and exam access arrangements (eg. laptop, extra time, magnifier).
- Colour blindness – one to one support with Learning Support Assistant, coloured overlays.
- Hearing impairment: one to one support with Learning Support Assistant, audio pen with headphones and exam access arrangements (e.g. audio pen with headphone and subtitles).
- Speed of handwriting difficulties and illegible handwriting: one to one support with Learning Support Assistant, laptop, ipad, copies of powerpoints, hand-outs, penguips and exam access arrangements (e.g. rest breaks if applicable)
- Working memory problems: one to one support with Learning Support Assistant, guidance on organisation skills, revision timetables, master memory
- English as an additional Language (EAL) – one to one support with EAL Additional Needs Support Manager, also group support sessions, spelling and grammar lists, and regular spelling tests.
- Attention Deficit Disorder (ADD) – one to one support with Learning Support Assistant, guidance on organisation skills, revision timetables, powerpoints, written instructions to be provided (rather than verbal)
- Autistic spectrum Disorder (ASD) – one to one sessions with ASD School Champion, powerpoints and hand-outs to be provided, written instructions to be provided (rather than verbal)
- Medical – physical difficulties
- Social, Emotional and Mental health Difficulties (SEMH) – One to one support with School Counsellor, Student Support Manager Years 7-11, SENCO, Emotional Health Forums, materials provided in PSHE

6. How is progress monitored and recorded?

On-going monitoring takes place by class teachers and form tutors to identify students who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities. After discussions with key staff and parents, the school will assess what additional support needs to be put into place to provide effective provision and help the student overcome any difficulties. The views of the student or young person about their support will be given consideration at this stage.

This additional support is documented in different ways including: an individual provision map, Student Support Agreement or a behaviour support plan. In consultation with the SENCO, Director of Learning and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each student's strengths as well as their difficulties.

In some cases where the need for support is extensive, Learning Support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

We will review the student's progress regularly. Parents, relevant external agencies and when appropriate, students, are invited to take part in reviewing their progress, and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If the student continues to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Student Resource Agreement will be drawn up and implemented with other professionals where appropriate. Further details about this process will be explained in the LA Local Offer.

All Subject Leaders and teachers are responsible for monitoring progress and putting in place additional interventions to support good or better progress for all students. The progress of all students with SEND is continually monitored by the Heads of Year or the Directors of Learning (Heads of Department HODs) and by the SENCO. Where a student's progress is becoming a cause for concern, the SENCO will initiate (in conjunction with the Directors of Learning) a further plan to be assessed on an on-going basis, as part of 'Assess-Plan-Do-Review' process (see point 2 above). Key Stage 3 students are assessed yearly in spelling and comprehension which may highlight literacy difficulties.

Newstead Wood School will record the steps taken to meet pupils' individual needs. The SENCO will maintain and ensure access to records. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services

How is information evaluated?

The progress of students with special needs and/or disabilities is monitored regularly in line with our whole school monitoring procedures. Public examination outcomes are reviewed separately for students who have Statements/EHC Plans. The SENCO produces an annual report on special educational needs provision for the governing body.

How is information disseminated?

The SENCO provides information of students with special needs (and their particular requirements) through a SEN register available on the T drive. This is regularly updated and redistributed so that staff are kept informed. All teaching staff and tutors are expected to know which students in their classes or tutor group have special needs and make appropriate adjustments to support their access to the curriculum and extra-curricular activities.

7. What do we do to support transition to next phases of education and preparation for adulthood?

Children and young people with SEN can become particularly anxious about "moving on" so we seek to support successful transition by:

In year 6-7 transition

The SENCO and/or class teacher will attend the primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact. On some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

When moving classes / forms in school:

An information sharing meeting will take place with the new teacher
Opportunities to visit the new class / teacher

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals to make the transition process as smooth as possible. We will ensure that all records are passed on as soon as possible

Preparation for adulthood:

Newstead's ethos supports the provision of guidance, tuition and counselling to supporting the high aspirations of our students for future study and employment and to equip them to manage the challenges in the next phase of their life. All students at Newstead take part in careers guidance sessions and activities. If a student has an EHC Plan, our SENCO attends annual meetings, considers options and sets targets accordingly. All students in Year 10 and 12 take part in one weeks' work experience. All students in Year 11 are given guidance and support in CV development, interview technique and careers possibilities. This is further supported by weekly lectures presented to our Sixth Form students on both academic and industry options and additional projects such as the Student led clubs and societies, the Extended Project Qualification, public speaking competitions, mock trials, the opportunity to attend university master class sessions and school trips to enhance greater understanding of potential career destinations.

8. What is our approach to teaching students with Special Educational Needs and Disabilities?

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'

SEN Code of Practice 2014

As part of the tiered and inclusive approach that is set out in the Special Educational Needs Code of Practice (2014), students with a disability are provided with reasonable adjustments to overcome any disadvantage experienced and increase their access to the curriculum. All students have appropriate targets set in line with national outcomes to ensure ambition and attainment. Parents are informed of these via the reporting system and also at events such as parents' evenings. All forms of support are directed at supporting good or better progress in all lessons.

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Lesson planning takes into account individual student's needs and requirements. Lessons are differentiated to ensure inclusion of all students that that they can experience success and challenge in their learning. There are training sessions run throughout the year through CPD to ensure that teachers are up to date in current pedagogical practice.

Students with an EHC Plan may receive individual support and monitoring. Some students receive support across all subjects (depending on independent need) from Learning Support Assistants (who are able to help groups and individual students with a long term goal of developing independent learning skills). Timetables may be reduced for those students who elect to study fewer subjects and need additional study support or supervision (with either the Student Support Manager or a Learning Support Assistant).

9. What adaptations are made to the curriculum and learning environment for students with Special Education needs and Disabilities?

Curriculum and Teaching Methods (including groupings and interventions)

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Access to learning and the curriculum

Strategies to support and develop literacy including reading:

- Focused reading lessons for students who are identified as requiring support, with group or paired reading
- EAL support provided by the Additional Needs Assistant
- Dyslexia support provided by the Learning Support Assistant
- Student mentor to support subjects such as English, History, RS.

Strategies to support/develop numeracy:

- Where support is required this is identified and then co-ordinated by the class teacher, possibly with the help of specialist colleagues or a student mentor.
- Numeracy across the curriculum is facilitated by the use of many mathematical contexts from a wide range of subjects.
- Enrichment activities aim to offer students an understanding of numeracy in different contexts.
- Dyslexia support provided by the Learning Support Assistant.
- Student mentor to support maths and sciences.

Strategies/support to develop independent learning:

- Mentoring by peers, support staff or teaching staff
- Small group programmes working on study skills
- Homework club
- Student mentors
- Guidance by Student Support Manager

Pastoral Support

Strategies to support the development of students' social skills and enhance self-esteem:

- Small group programmes
- Lunch-time clubs and enrichment activities
- Mentoring – provided by students, teachers and Student Support Manager
- Buddy systems
- Learning Support Assistant or subject specific teachers may provide one-to-one sessions where appropriate
- Regular 'celebration of success' opportunities
- Guidance by Student Support Manager or Head of Student Services (Sixth Form)
- School Counsellor

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support, visits and events
- Reduced or modified time-table if appropriate
- Student support programmes
- Structured group programmes
- Regular contact & liaison with parents

Strategies to support / modify behaviour

- School sanctions and reward system as set out in School Behaviour policy
- Individual Learning Contracts
- Pastoral report programmes
- Mentoring

Personal and medical care

- School Nurse available
- Care plans for students with medical need

Tests and Examinations: Access Arrangements

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks, the use of a scribe or word processor. The SENCO will liaise with the exams officer and will inform the parent about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

10. What are the expertise of staff and what training is provided to staff?

Staff Expertise: provision for students with special needs is a matter for the school as a whole:

The Governing Body

- Determine policy and ensure funding
- Ensure that a designated governor is identified who will take responsibility for assuring the quality of SEN provision **SEN Governor – Mrs J Penn**

- Ensure that provision of a high standard is made for SEND students
- Have regard to the Code of Practice when carrying out these responsibilities
- Are fully involved in developing, monitoring and subsequently reviewing SEND policy
- Report annually to parents on the SEND Policy including the allocation of resources from the school budget

The SENCO

- The SENCO, Miss Eells BSC, PGCE is a qualified teacher and the Deputy Safeguarding Lead. She holds has additional training in counselling, NLP, Mindfulness, First aid and Self-harming.
- Attends Bromley's half-termly SENCO meetings focussing on updating knowledge and skills.
- Responsible for the strategic development of the SEN policy and provision
- Responsible for day to day operation of the policy and co-ordinating provision
- Liaison with parents (with Directors of Learning, Heads of Year, Tutors and Staff)
- Co-ordinate the provision for students with SEND
- Oversee students' SEND records
- Liaison with, and giving advice to, fellow teachers and make a contribution to CPD
- Liaison with external agencies
- Managing Learning Support to ensure effective deployment

The SEND support team:

- School Counsellor – Mrs Liz Byers, M.S., Ed.S.
- Student Support Manager (KS3&4) – Mrs Sarah Macgregor BA, LLB, NVQ2 TA, First Aid Trained, Autism Champion attending half termly Bromley Borough Meetings.
- Head of Student Services (Sixth Form) – Mrs Angelina Faulkner, Counselling level 2, First Aid Trained
- Learning Support Assistant – Mrs Victoria Xuereb
- EAL Additional Needs Support – Miss Melody Lau, LLB, PGCE

Directors of Learning and Heads of Year

- Work with students, parents, teachers and SENCO to ensure effective day to day operation of the policy
- Regularly monitor progress of all students
- Respond to concerns from students, teachers or parents
- Responsible for the target setting, planning, monitoring and evaluation cycle

All staff

- Are aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN students
- Form Tutors support the work of the Directors of Learning
- Form Tutors take an active role in the target setting, planning, monitoring and evaluation cycle
- All staff support identification, assessment and provision for students with special needs
- All staff collaborate with the SENCO to decide the action required to assist the student to progress
- All staff develop constructive relationships with parents.

Staff training:

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN. The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. From 2016-2017 includes the following CPD related to SEND:

- ASD awareness
- Teaching students with dyslexia
- Access arrangements
- Mental health and wellbeing
- Improving students writing skills
- CAF training
- Improving students' social skills

- Differentiation
- Effective questioning
- Behaviour for Learning
- Mindfulness
- Growth Mind-set

Where it is identified that there is a training need, this will be provided as required. Where expertise does not exist within the school, we are able to utilise the expertise of external agencies such as the Autism Champions Team, the Bromley SENCO team, Mental Health Leads and Emotional Health Forum. All staff have access to regularly updated advisory materials in all areas of special educational needs and disabilities which are linked to the SEND register (which is regularly updated and redistributed). Teachers and support staff are also regularly briefed on the individual needs of students and strategies to support these needs. In addition, staff can at any time seek the advice of staff in the SEND Department.

11. How do we evaluate the effectiveness of our provisions for students with Special Educational Needs and Disabilities?

Newstead Wood School regularly monitors student progress to evaluate the effectiveness of the tuition programme. Typically, any provision or intervention will be evaluated as part of the 'Assess-Plan-Do-Review' process that is set out in the Special Educational Needs and Disabilities Code of Practice (2014) and discussed in point 2 above.

The progress of students with special needs and/or disabilities is monitored regularly in line with our whole school monitoring procedures including termly Current Performance reporting, annual school reports, annual parent evenings. Public examination outcomes are reviewed separately for students who have Statements/EHC Plans. The SENCO produces an annual report on special educational needs provision for the governing body.

12. How we do enable students with Special Educational Needs and Disabilities to engage in activities that are available to all students?

Each student with a disability is treated as an individual and we make all efforts to remove barriers which might preclude them from engaging in an activity. The Learning Support Team will make 'reasonable adjustments' for disabled students to ensure that they have access to the whole curriculum including extra-curricular activities and school trips. The following provision has been put in place for students with SEND and continues to be put in place this year:

- Learning Support Assistant is provided for students who need extra support.
- Information about students' needs are always shared with the members of staff organising any trips or running any after school clubs so they are aware of any difficulties. .
- First Aiders always attend school trips to support students with additional needs when needed.
- Students who have not joined an extra-curricular club are encouraged to attend one.
- Extra-curricular activities are inclusive and take account of students' needs.

13. What support is provided for students' social and emotional development?

Daily pastoral care is provided by each student's tutor during morning and afternoon registration and is overseen by the respective Head of Year. The school aims to prepare students for life in an increasingly complex and demanding society. Newstead Wood School addresses the needs of the whole child which includes ensuring the moral, social and cultural development of all students (as well as the academic) and involves all members of the school community. The Personal Development Programme which is addressed in form time plays an important part in guiding student through difficulties with social and emotional development.

Concerns about a child needing extra help might be raised by parents/carers, a member of staff or the student themselves. This may be because of an unexpected change in behaviour, fall in academic progress or if a student seeks support. Concerns are passed to the Head of Year who will investigate the concerns. Parents/Carers will always be involved. Support may include time out and guidance opportunities with the Student Support Manager or Head of Student Services (Sixth Form), a referral to the school counsellor or

student mentoring. After meeting with parents the SENCO may complete a referral to Bromley Wellbeing or another agency depending on the needs of the student.

The school's Designated Safeguarding Lead is Mr Alan Blount (supported by the Assistant DSL Miss Sarah Eells SENCO) and staff may always contact him if they are concerned about a student's wellbeing and safety.

14. What other bodies and agencies do we work with?

In addition, the school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Liaison/Communication with Professionals:

- Sensory support; Speech and Language; School Nurse; Social Communication Team can attend school where necessary to see specific students
- Sensory Support Unit
- The Vision Team
- The Social and Communication Difficulties Team
- Medical professionals in Child and Adolescent Mental Health Services (CAMHS)
- ASD assessment – Phoenix Centre, Bromley
- Community Paediatricians and Advisory Teachers for Visual impairment and Hearing Impairment
- The services of other specialist support are available upon referral when students meet the referral criteria.

Access to Medical Interventions:

- Use of individualised Care Plans
- Referrals to CAMHS (Bromley Wellbeing and associated agencies)
- Access to whole staff training if required via School Nurse

15. Who can I contact for further information regarding SEN?

Your first point of contact is the SENCo, Miss Sarah Eells:

Seells@newsteadwood.co.uk

For queries regarding arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs:

The school's SEN Governor is Mrs J Penn.

Complaints Procedure

We would encourage initial contact with the Director of Learning or the SENCO as necessary. Any concerns that cannot be resolved through meetings with Director of Learning or the SENCO should follow Newstead Wood School Complaints Policy which is published on the website.

Support services for the parents of students with SEND.

Further information about support and services for students and their families can be found at:

Burgess Autistic Trust

Website: www.burgessautistictrust.org.uk

Telephone: 020 8464 2987

Bromley Wellbeing Service for Children

Website: www.bromleywellbeingcyp.org

The information, Advice and Support Service (IASS – Formerly Parent Partnership)

Website:

http://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service_ia_ss

Email: iass@bromley.gov.uk

Bromley Mencap

Website: <https://www.bromleymencap.org.uk/>

Bromley Children Project

Website: http://www.bromley.gov.uk/info/200071/parental_support/769/bromley_children_project

Email: bcpadmin@bromley.gov.uk

The Candle Project

Website: <http://thecandleproject.org>

Bromley and Lewisham Mind

Website: <http://bromley.blmind.org.uk/Pages/Subjects.aspx?CID=5045>

Beat

Website: <https://www.b-eat.co.uk>

Young Minds

Website: <https://youngminds.org.uk>

Frank - Friendly, confidential drugs advice

Website: <http://www.talktofrank.com>

Eagle House Group 'Autism in the Home' workshops for parents and carers

Website: <http://eaglehousegroup.co.uk/autism-in-the-home>

National Family Cares Network (NFCN)

Website: <http://www.familycarers.org.uk>

The Local Authority Local Offer:

<http://bromley.mylifeportal.co.uk>

The DfE Code of Practice:

<https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations>

Bromley Parent Voice offers support to schools in developing their SEND Information Report and subsequent information:

www.bromleyparentvoice.gov.uk