

The **HEART**  
of our school



**H**onesty  
**E**xcellence  
**A**ccountability  
**R**espect  
**T**eamwork

## **Newent Community School**

### **Our Local Offer for SEND**

#### **Vision:**

At Newent, we are passionate about all children achieving the very best possible educational and personal outcomes. We believe in high ambitions for all our children including those with special educational needs. It is fundamental that we provide an adaptive approach based on what every child needs to ensure that all their individual needs are fully met and every child achieves their full potential.

We always endeavour to provide a safe, positive and nurturing environment whereby our children feel able to build upon their strengths and have the confidence to overcome their areas of development. It is essential that all children have access to the rich, broad and balanced curriculum that we offer all our children at Newent and that we adapt based on their individual needs to ensure this occurs. In exceptional circumstances we understand the need to provide a highly personalised and bespoke curriculum offer and actively collaborate and work in partnership with external professionals to make sure this is of the highest quality directly tailored to meet their needs. High ambitions and reaching potential is an expectation for every child.

We believe in high aspirations and expectations of all pupils including those with SEND. We remain focused on the outcomes for all children with a view that they are unique and nurturing individual talents and outcomes. A key part of our role is to foster independence, self-esteem and confidence. We achieve this by setting appropriate learning outcomes and using a wide range of strategies, which are personalised to the individual. We know our children well and this is central to our provision and support put in place.

All children at Newent are on the same educational journey and are aiming for the same goals but we know all children will be at different points along their journey; however, the end points remain the same. It is our duty to adapt and support appropriately for these to be achieved.

At Newent, we value and believe in the importance of close working with our parents/ carers and families. Communication, honesty and transparent relationships are key. We actively resolve barriers together to ensure in partnership, we achieve the very best we can for every child. External professional support and guidance are an additional important resource to ensure the best provision for our SEND children. To this end, we actively encourage and respond to the guidance they give us.

Newent is a fully inclusive and caring school with the students at the heart of everything we do. Our offer provides a wide range of strategies and provision to support all areas of SEND: including cognition and learning, social and emotional needs, communication and interaction needs, learning difficulties and physical needs.

**Approved by:**

**Date:**

**Last reviewed on:**

**Next review due by:**

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Newent Community School | Striving for Excellence](#)

## 1. What types of SEN does the school provide for?

Our school provides for students with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

Our specialists have experience working in a wide range of settings, delivering one to one support and strategies for inclusion.



Lianne Brown is an experienced global school leader, previously Deputy Headteacher for Pastoral Care and Safeguarding, and currently Assistant Headteacher SENCo. Lianne holds an MSc in Applied Positive Psychology and Coaching Psychology and is an accredited Master Practitioner Coach with the EMCC. Prior to working in education, Lianne was also Police Constable within Gloucestershire Constabulary.



Alex Tranter is Deputy SENCo, and our Exams Access Coordinator. A trainer in Emotional Control, and qualified SENCo. Alex has also completed the TQUK Level 2 Certificate in Understanding Autism (RQF) and is a fully qualified PRICE Instructor which focus on Positive Approaches to Challenging Behaviour (PACB). Alex also holds the Level 3 Inter agency Child Protection Safeguarding qualification and has over twenty years experience in education.

### Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SEND team to meet the needs of all students. In September staff are introduced to the needs of our new cohort and information is shared via our central recording system and weekly staff bulletins. We regularly deliver training in dyslexia, ASC, ADHD, ACEs as well as individual student clinics throughout the year.

### Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN support within the classroom as well as interventions such as phonic programmes, social skills, Functional Skills qualifications and land-based therapy. We have a culture of CPD and all TAs are invited to take regular training in areas such as neurodiversity including ADHD, Autism Spectrum Condition, ACEs and SpLD.

Our specialist HLTAs are skilled in: Literacy, SEMH and EAL.

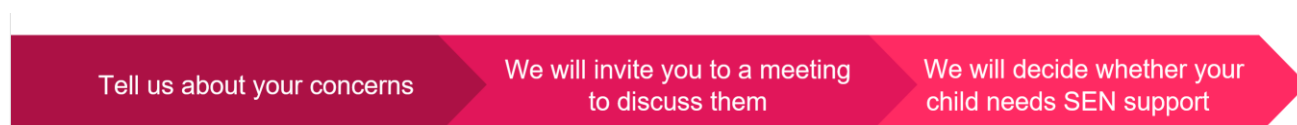
- Our literacy support is rooted in the Fresh Start phonics programme and Lexia
- Our SEMH support is centred around emotion coaching, and our HLTA is a qualified ELSA, TheraBuild and EBSNA practitioner
- Our EAL support is built upon the Bell Foundation EAL assessment framework, helping us to assess progression in EAL learners over time in Listening, Speaking, Reading and Writing.

### External agencies and experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Advisory Teachers
- Social services and other LA-provided support services
- Voluntary sector organisations

### 3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's tutor or a member of the SEND Team.

The relevant member of staff will be in touch to discuss your concerns.

You can also contact the SENCO directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

#### 4. How will the school know if my child needs SEN support?

We identify students from one or several of the following throughout the academic year:

- Year 6 to Year 7 transition information from primary school Additional Needs Coordinators and Year 6 teachers.
- Any student starting KS3 in Year 7 identified as not meeting expected progress in English and/or Mathematics.
- All students arriving at the school during the school year will have an induction programme and will be screened using a reading, comprehension and spelling test which may indicate additional need.
- In year 7 students will take Cognitive Ability Tests which will provide information about their number, word and spatial skills.
- Reports during a school year may indicate that support is needed beyond the intervention that departments put in place. The progress of students with SEN is reviewed at reporting windows.
- Input and referrals from teaching staff and support staff with regards to specific students they are working with.
- Advice from parents and external agencies e.g. GP, Occupational Therapists or Optometrist.

If a concern is raised regarding levels of progress the SENCO will observe the students in the classroom and interview them to see what their strengths and difficulties are. They will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

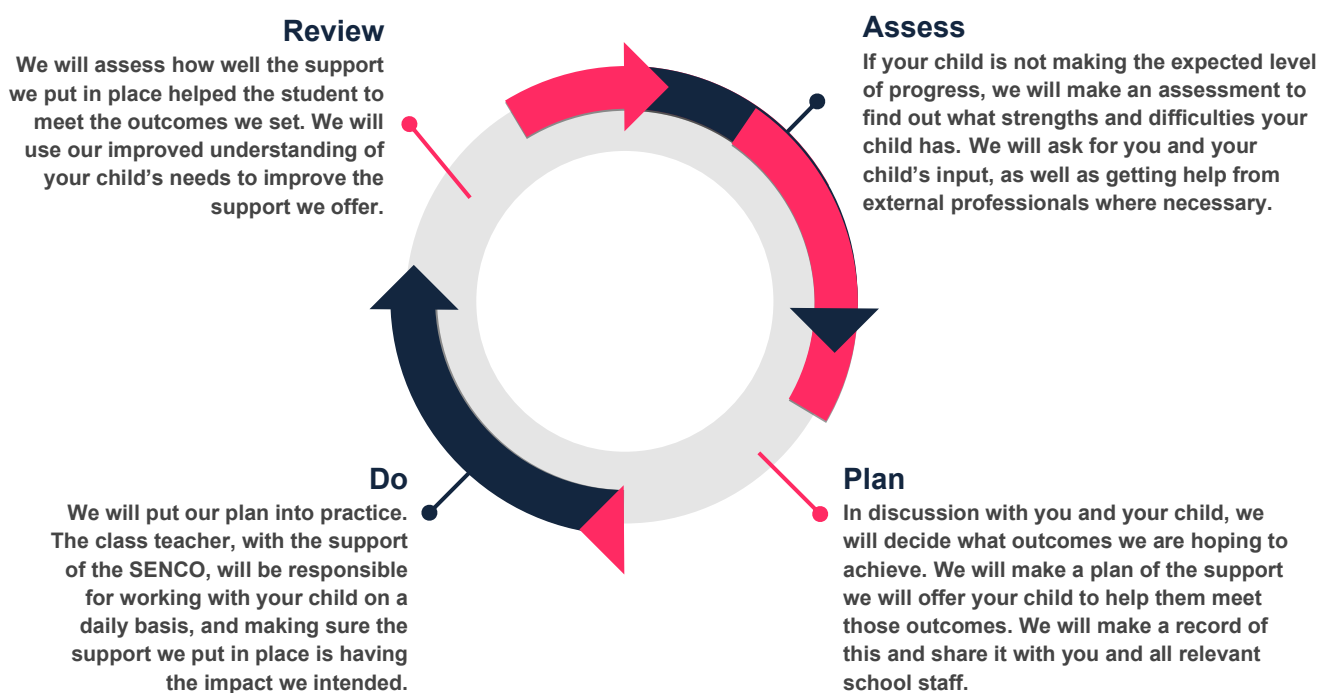
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be informed of this decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. Usually this will take the form of a reading age/spelling age or a behavioural review for instance.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

At My Plan or My Plan+ the SEND or Pastoral Team will meet with you, usually every 8-10 weeks, in order to:

- Set clear outcomes for your child's needs
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact the SEND team or your Head of House.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

## **8. How will the school adapt its teaching for my child?**

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

Quality First teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Teaching assistants will support students on a 1-to-1 basis or in small groups when required

<b>AREA OF NEED</b>	<b>CONDITION</b>	<b>EXAMPLES OF HOW WE SUPPORT THESE STUDENTS</b>
<b>Communication and interaction</b>	Autism	Social Communication interventions SEMH interventions Advisory Teaching Service involvement
	Speech and language difficulties	Speech and language therapy and exercises informed by Professionals
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Coloured overlays Access to a laptop Literacy interventions
<b>Social, emotional and mental health</b>	ADHD, Autism	SEMH interventions Advisory Teaching Service involvement
	Adverse childhood experiences and/or mental health issues	
<b>Sensory and/or physical</b>	Hearing impairment	Advisory Teaching Service Involvement Adjustments to speaking and listening exams
	Visual impairment	Seating plans Enlarged print in booklet format
	Multi-sensory impairment	Adaptation to noise, uniform

	Physical impairment	Site checks Access to disabled toilet Accommodation for lunch and breaks Writing slope
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These interventions are part of our contribution to Gloucestershire County Council’s local offer.

### **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions together with the child and family
- Using student voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

### **10. How will the school resources be secured for my child?**

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that’s the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

### **11. How will the school make sure my child is included in activities alongside students who don’t have SEND?**

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including our our Year 9 Camp residential.

All students are encouraged to take part in sports day, school plays and special events. No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

### **12. How does the school make sure the admissions process is fair for students with SEN or a disability?**

- When arranging the admission of prospective students with a disability and prospective students with SEN we will meet with the student, their carers and any professional currently involved with your child to discuss need. This can include the SENCo from a previous school.
- Every student with an EHCP must be allocated a placement following consultation with us to ensure that we can meet need. You will therefore need to consult with GCC or your Local Authority as well as visiting us to see whether we would fit your child's needs.
- Although we are, at times, oversubscribed we ensure that we avoid unfairly disadvantaging prospective students with a disability or special educational needs.

### **13. How does the school support students with disabilities?**

Our site is clearly painted, and we have slopes to enter the main school building as well as facilities for changing and toilets for those with disability. We will complete an audit with you to check our site's suitability for your child. We have a trained NHS Nurse in school as well as a team of First Aiders. Our school, in common with many other secondary schools, was built in 1965 and does not allow complete accessibility to all areas.

### **14. How will the school support my child's mental health and emotional and social development?**

We provide support for students to progress in their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school student voice and be included in interview panels for new applicants to the school.
- We provide extra pastoral support for listening to the views of students with SEN through regular meetings and keyworkers with each year group from the SEND team.
- Every House has an Assistant Head of House and our Pastoral Officers are non-teaching members of staff responsible for supporting our students with any social, emotional difficulties experienced by students in school.
- We have a 'zero tolerance' approach to bullying and are aware that students with SEND can be more at risk of bullying and name calling.

### **15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

#### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **Between Phases**

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings with the parents of incoming students to discuss how we can best welcome their child into our community.

We set up new students with a buddy from the year above to help them get settled in and make friends.

### **Onto Adulthood**

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. Additional careers advice is provided to students with SEND as well as access to practice interviews, support with visits and phone calls as well as work experience placements in Y10.

### **16. What support is in place for looked-after and previously looked-after children with SEN?**

Our Deputy Designated Safeguarding Lead, Mrs Lisa Jevons, is also a trained NHS nurse and paramedic. She is also responsible, with the SEND team, for making sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN/ACEs might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

### **17. What should I do if I have a complaint about my child's SEN support?**

If you have a complaint please follow our Complaints Policy and Procedure following the link below.

[Complaints-Policy-Procedure-June-2023-1.pdf \(newent.gloucs.sch.uk\)](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Gloucestershire County Council fund SENDIASS Gloucestershire which provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND) The service is offered to parents and carers of children and young people aged between 0 and 25 years old.

[SENDIASS Gloucestershire | Special Education & Disability \(sendiassglos.org.uk\)](http://sendiassglos.org.uk)

## 18. What support is available for me and my family?

If you have questions about, SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at [Glofamilies Directory](#) which publishes information about the local offer on their website:

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **ACEs – Adverse Childhood Experiences**
- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adaptive teaching** – when teachers adapt how they teach in response to a student’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision which meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages