



**NEWENT COMMUNITY SCHOOL
AND SIXTH FORM CENTRE**

**SPECIAL EDUCATION NEEDS INFORMATION
REPORT**

Committee Assigned: STANDARDS & STUDENT WELFARE

Type of Policy: STATUTORY

Date: July 2026

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SLT Author: LB

1. Contact Details

SENCO: Miss Lianne Brown

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SEND Link Trustee: Mrs Jo Vizor

2. Identification of SEND

Identifying Pupils Needing Additional Support at Transition from Primary to Secondary School

- The process of identifying students who require additional support generally begins during the transition from Year 6 in primary school to Year 7 in secondary school.
- To build a comprehensive understanding of each pupil, the SENDCO (Special Educational Needs and Disabilities Coordinator) at Newent Community School, along with the Pastoral Team, will visit the students' previous primary schools. They will meet with the primary school SENDCO, relevant teachers, the pupil, and their parents or carers to gather insights into the child's needs, strengths, and any effective strategies that have been used.
- The information collected during these meetings is then used to create a **Pupil Profile** for each pupil. This helps inform teaching staff and provides a detailed picture of the student, which supports their planning and approach in the classroom.
- Parents and carers are encouraged to attend our **New Year 7 Parent Information Evening** offering them another opportunity to express any concerns or share additional information regarding their child's needs.
- For students with an **Education, Health, and Care Plan (EHCP)**, the SENDCO will, where possible, participate in their Year 6 annual reviews to ensure a smooth transition and continuity of support.
- At the end of the summer term, all Year 6 pupils are invited to a Taster Day at Newent Community School. In addition to the information provided by parents, carers, and the primary school, the school will use a variety of tools to assess each pupil's current level (such as CATs). The results of these assessments help to identify students who may not have met age-related expectations. If concerns arise later—whether from a parent, a teacher, or the pupil themselves—additional support can be provided.
- Pupils who arrive at Newent Community School mid-year will undergo a similar assessment process to ensure they are appropriately supported.

Steps Taken When a Pupil is Identified with Special Educational Needs at Newent Community School

- Pupils listed on our SEN support register will have an individual **Pupil profile** created. This document includes assessment data, as well as a detailed summary of the pupil's strengths, challenges, and any relevant support strategies that are in place.
- The **Pupil profile** is reviewed and updated regularly throughout the year. This process involves ongoing discussions and collaboration between teachers, parents or carers, the students themselves, and the **SEN and Pastoral Team** to ensure the pupil continues to receive the appropriate support.

What Should I Do If I Suspect My Child Has Special Educational Needs?

- If you suspect that your child may have a special educational need but feel it hasn't been identified yet, we encourage parents or carers to get in touch with the SENDCo. The SENDCo will arrange a meeting to discuss your concerns and explore the best way forward.
- If no significant progress is made after initial steps, we will carry out more formal assessments to better understand your child's needs.
- Throughout this process, parents and carers will be kept updated on any developments and will be invited to attend meetings where appropriate to discuss the findings and next steps.
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3. Consulting Pupils and Parents

We involve pupils and parents in the assess-plan-do-review cycle, My Plans, and Pupil profiles. Regular meetings and updates ensure partnership working.

4. Approach to Teaching Students with Special Educational Needs at Newent Community School

At **Newent Community School**, our goal is to provide tailored support for all students with identified special educational needs (SEND) to help them thrive. We offer a variety of interventions designed to meet the specific needs of each pupil:

- **Quality-first teaching** is provided to the whole class, with an emphasis on “**Adapted Learning**” strategies. This ensures that the learning needs of all students are considered, promoting academic progress for everyone.
- For some students, additional interventions may be required to accelerate their progress towards age-related expectations. This could include support from an in-class, as well as small group sessions in **Literacy** or **Numeracy**. We may also involve external specialists such as the **Advisory Teaching Service**, **Speech and Language Therapists**, or an **Educational Psychologist** when appropriate.
- Pupils with an **EHCP (Education, Health and Care Plan)** are assigned a ‘**key worker**’ upon transferring to **Newent Community School**. This dedicated staff member oversees the pupil's welfare and progress throughout their time at the school.
- **ELSA and TheraBuild Support**, in collaboration with the **Pastoral Support Team**, provide ongoing emotional and academic support to students with identified SEND.
- In some cases, a pupil with SEND may be assigned a ‘**Trusted Adult**’—a member of staff they have a positive relationship with—who can offer additional support throughout their time at the school.
- If a student requires extra help during their **GCSE exams**, assessments are conducted to determine the appropriate ‘**Access Arrangements**’. This could include provisions such as a reader, scribe, or laptop if these adjustments are part of the student's normal way of working.
- Some students may require more focused, **one-to-one support**. In these cases, we offer targeted interventions to close any gaps in learning and bring the pupil closer to age-related expectations. We may seek input from external agencies like the **Speech and Language Therapy team** to support this.
- For students with an **EHCP**, more regular communication between home and school is encouraged. This may include email, phone calls, and meetings to ensure continuous support and progress.

- **MyPlans** are introduced when necessary to support the pupil's needs.
- If there are any changes to the support your child is receiving, or if additional support is needed, the SENDCo will inform you of the decision. You are always welcome to arrange a meeting with the SENDCo to discuss any concerns.

How Do We Ensure All Relevant Staff Are Aware of Your Child's Additional Needs?

- At the start of each school year, during **INSET** (staff briefing and training), all staff are thoroughly informed about new pupils joining **Newent Community School**, particularly those with identified special educational needs (SEND). In addition to this, teachers are provided with access to various electronic documents prepared ahead of the pupils' transfer, specifically for those who require additional support..
 - **Pupil Profiles:** These personal documents outline your child's needs, along with strategies to help them overcome learning barriers. These documents are regularly updated as new information and evidence come in. Once a year, we also reach out to parents or carers to gather their input on strategies and any preferences for supporting their child.
 - **SEN week ahead:** A weekly staff bulletin is circulated to all pastoral and SEN staff, containing updates on students who are on the **SEN Register**. This ensures that all staff are informed with up-to-date information that may assist in tailoring their teaching and providing the best support for students.

5. What Intervention Programmes Does Newent Community School Run, and Do We Have Areas of Expertise?

- **Newent Community School** offers a range of intervention programmes tailored to support the specific needs of individuals or small groups of students, identified at various stages of their education. These interventions are grouped into the following key areas:
 - **Cognition and Learning:** Provides support for students with specific learning difficulties (i.e literacy, Maths)
 - **Communication and Interaction:** Addresses communication challenges and social interaction needs. This can include Speech and Language interventions (SALT) and Social Communication interventions.
 - **Social, Emotional and Mental Health (SEMH):** Includes ELSA (Emotional Literacy Support Assistant) and TheraBuild support for students facing emotional and mental health challenges. EBSNA (Emotional Based School Non Attendance) support is also provided.
- In addition to these interventions, **Newent Community School** implements **Curriculum and Environment Adaptations** to ensure that all students, including those with SEND, are provided with a supportive learning environment. These adaptations may include:
 - **Adaptive tasks** to meet individual learning levels and needs.
 - The use of **assistive technology** to support students with specific learning challenges, as agreed by our Deputy SENCo – Exam Access Arrangements Coordinator.
 - **Visual supports** such as posters, charts, and timetables to aid understanding and support communication.
 - **Personalised materials** tailored to the individual needs and strengths of the pupil, helping them access the curriculum in the most effective way.
- While **Newent Community School** does not specialise in a single area of SEND, our **SENDCO**, **Teaching Assistants**, and staff possess a diverse range of skills and experience. We carefully select and implement appropriate strategies to support students

with learning difficulties, ensuring that necessary adaptations are made to meet each pupil's needs.

The Bridge

The Bridge is our specialist learning space that provides targeted support for students with SEND who benefit from personalised intervention. The provision aims to develop students' independence, confidence, communication, emotional regulation and learning skills, enabling them to access the wider curriculum successfully.

Support within The Bridge is tailored to individual needs and may include small-group teaching, targeted interventions, social communication programmes, emotional wellbeing support, sensory regulation strategies and EAL interventions.

6. Staff Expertise

At Newent Community School and Sixth Form Centre, we are committed to ensuring that all staff are well-equipped to meet the diverse needs of students with SEND. We recognise that high-quality teaching is the foundation of effective SEND support, and we invest in the continuous professional development (CPD) of all staff.

Whole-School Training

All teachers and teaching assistants receive regular training on:

- Understanding and supporting pupils with **Neurodiversity**
- Supporting pupils with **dyslexia** and other specific learning difficulties (SpLD)
- The **Graduated Approach** and using the **Assess–Plan–Do–Review** cycle
- **Adaptive teaching** techniques
- Safeguarding and supporting pupils with **Adverse Childhood Experiences (ACEs)**

Training is delivered through a combination of in-house CPD sessions, online learning platforms, external courses, and input from specialist agencies.

Specialist Staff

Our SEND team includes:

- A fully qualified **SENCO** and **Deputy SENCO** with experience in multi-agency working and leading strategic SEND provision
- A team of **HLTAs (Higher Level Teaching Assistants)** trained in specific areas such as:
 - **Literacy intervention** using structured phonics programmes (e.g. Fresh Start)
 - **Emotional Literacy Support (ELSA)**
 - **English as an Additional Language (EAL)** using the Bell Foundation framework and Learning Village.

External Expertise

When additional support is required, the school works with external professionals, such as:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- CAMHS (Child and Adolescent Mental Health Services)
- Advisory Teachers (e.g. for hearing or vision impairment)
- Local Authority Inclusion Teams
- External Mentoring

Ongoing Development

Staff training needs are regularly reviewed and identified through:

- Student outcomes and feedback
- Performance reviews and lesson observations
- School improvement planning
- National updates in SEND policy and research

We are proud of our inclusive culture and ensure that all staff are supported to develop confidence, skills and expertise in meeting the needs of learners with SEND.

7. Education, Health and Care Plan (EHCP) Process

An **Education, Health and Care Plan (EHCP)** is a legal document that outlines a child or young person's special educational needs, the support they require, and the outcomes they are working towards.

Requesting an EHC Needs Assessment

If a pupil's needs cannot be met through the support ordinarily available at school (SEN Support), the school may request an **EHC needs assessment** from the Local Authority. This process is collaborative and includes:

- In-depth discussions with the pupil and family
- Detailed records of the pupil's progress and support history
- Evidence from school-based interventions and external professionals
- A clear picture of how the child's needs impact their access to education

Parents and carers also have the right to request an EHC needs assessment directly from the Local Authority.

The EHCP

If the Local Authority agrees to proceed, they will conduct a full assessment and may issue an EHCP. This plan will detail:

- The pupil's **educational, health, and care needs**
- The **provision** required to meet those needs
- The **outcomes** expected for the child or young person
- The **school or setting** where support will be delivered

At Newent Community School, we ensure that EHCPs are implemented with fidelity and regularly reviewed.

Annual Reviews

All pupils with an EHCP have a **statutory Annual Review** each academic year. This is a formal opportunity to:

- Review progress against the EHCP outcomes
- Consider any changes in needs or circumstances
- Update support strategies and targets
- Gather input from parents, pupils, teachers, and external professionals

We also hold interim reviews when necessary, particularly during key transition points or when there are significant changes in a pupil's situation.

Working with Families and Professionals

We work closely with families and Gloucestershire's SEND Casework team to ensure that the EHCP process is clear, timely, and centred around the child's strengths and aspirations. Our SENCO coordinates the process, involving all relevant parties and making sure the child's voice is central throughout.

8. Accessibility

Newent Community School and Sixth Form Centre is committed to ensuring that all pupils, including those with special educational needs and/or disabilities (SEND), can fully access every aspect of school life.

We adhere to the **Equality Act 2010** and work proactively to remove barriers to learning, participation, and independence.

Physical Accessibility

- Our site includes **ramped access** to key areas, **disabled toilet facilities**, and appropriate signage.
- Where required, we carry out **individual risk assessments and accessibility audits** to ensure pupils with physical disabilities can navigate the site safely and comfortably.
- We adapt timetables, classroom layouts, and emergency procedures as needed.
- Though parts of the original school building have limited access due to its age, we work flexibly to ensure access to learning and social spaces.

Curriculum Access

- Lessons are designed with **adaptive teaching** at the core, ensuring they are inclusive and flexible.
- Pupils may receive **differentiated resources, visual aids, modified instructions, or adjusted tasks** to support their learning needs.

- **Assistive technology**, such as laptops, reading pens, and coloured paper, is available where appropriate.
- Exam access arrangements (e.g. extra time, readers, scribes) are assessed and implemented in line with JCQ regulations.

Information Access

- Key information for pupils and families is available in accessible formats, such as **large print, plain English**, or via **face-to-face meetings** when needed.
- We ensure that communications are adapted for families with language or sensory needs.
- Pupil Passports are created in collaboration with students and shared with staff to ensure everyone understands how to support effectively.

Reasonable Adjustments

We make **reasonable adjustments** on a case-by-case basis to ensure pupils with disabilities are not placed at a disadvantage. This includes adjustments to:

- Class environment and seating
- School routines and expectations
- Homework expectations
- Behaviour policies (with recognition of SEND needs)

9. Evaluating the Effectiveness of SEND Provision

At Newent Community School and Sixth Form Centre, we are committed to continuously reviewing and improving the effectiveness of our SEND provision. Our aim is to ensure that all students with SEND are making progress academically, socially, and emotionally — and that the support provided is appropriate, impactful, and person-centred.

Monitoring Progress and Outcomes

We evaluate effectiveness through a range of qualitative and quantitative methods, including:

- **Provision maps** that track interventions, frequency, duration, and outcomes
- **Academic data analysis** comparing progress over time against personalised targets and age-related expectations
- **Review meetings** with students, parents, and staff as part of the graduated approach (Assess–Plan–Do–Review)
- **Pupil Profiles** and My Plan reviews, which are co-produced with students and regularly updated
- **EHCP Annual Reviews**, where applicable, involving all professionals working with the pupil

Feedback and Voice

- **Student voice** is central — we gather feedback on what's working well and what could improve through surveys, 1:1 conversations, and pupil involvement in reviews

- **Parent/carers feedback** is collected via meetings, coffee mornings, and informal communication, helping us shape and tailor provision
- Staff are encouraged to reflect on the impact of adaptations and interventions and share professional judgement in SEND reviews

Internal and External Monitoring

- The **SENCO and SLT** regularly monitor the quality of teaching and intervention for pupils with SEND
- SEND is part of the school's quality assurance processes, including **learning walks, book scrutiny** and **data reviews**
- We work with **external professionals** (e.g. Educational Psychologists, advisory teachers) to evaluate specific cases and gather specialist recommendations
- The **SEND Link Trustee** oversees strategic evaluation and challenge at governance level

Strategic Improvement

Findings from our evaluations inform:

- Staff training priorities
- Allocation of resources
- Adjustments to school systems or processes
- Annual updates to the SEN Information Report, SEND Policy, and Accessibility Plan

By maintaining this cycle of reflection and improvement, we ensure that all pupils with SEND receive effective, evidence-based support that meets their changing needs.

10. Careers Education, Information, Advice and Guidance (CEIAG)

Students with SEND have access to the school's careers education programme and receive impartial careers information, advice and guidance that is tailored to their individual strengths, aspirations and needs. Reasonable adjustments are made to ensure all students can participate fully in careers lessons, employer encounters, work experience, college visits and transition planning. Careers guidance forms part of annual reviews, where appropriate, and is delivered in partnership with parents/carers, external agencies and post-16 providers to support successful progression into further education, employment or training

11. Support for Children Looked After with SEND

Where a student has both SEND and is looked after by the local authority, the school works closely with our Designated Teacher for Children Looked After, the SENCO, social workers, carers and other relevant professionals to ensure support is coordinated. Educational, social and emotional needs are considered through Personal Education Plans (PEPs), SEND support or Education, Health and Care Plans (EHCPs), where applicable, to promote positive outcomes, effective transitions and full participation in school life