

School Name: Newman School (NMS) and Newman Additional Resource (NAR)

Address: Newman School, East Bawtry Road, Rotherham S60 3LX

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Email: Newman.Special@rotherham.gov.uk

Website: www.newmanschool.co.uk

Age Group: 2-19

Number on roll: NMS: 83 NAR:10 No with Statement: NMS: 83 NAR:10

SEN Coordinator: Julie Mott, Head Teacher

Lead Governor for SEND: David Bridge

Link to current SEND policy: [Downloads | School Policy Documents](#)

Newman is a community special school which offers the following specialist range of provision to support children and young people with physical disabilities, medical needs and complex learning needs.

Any Additional Information:

The majority of our children and young people present with a range of issues and combination of layered needs including autism and speech and language/ communication needs; learning, physical, medical, mental health, social and emotional, as well as behavioural and sensory needs.

Please provide the name and email of a contact should any of the information provided lead to a query: **Julie Mott, Head Teacher**
nssjmott@rgfl.org

Please include in the boxes below all provision school makes including within literacy and numeracy and use of any services external to school.

Supporting children and young people within NMS & NAR:		<ul style="list-style-type: none">• All children have individual education plans (IEPs) incorporating their individual priorities – communication, academic, social/ emotional• Children with complex medical needs have individual Care Plans, e.g, for epilepsy & asthma• Children with additional social and emotional needs have Behaviour Plans, including details of how to remove/ reduce challenges and respond safely if they are in a crisis.• All children have Pupil Profiles detailing
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		the child's view of their strengths, areas needing support, likes and dislikes, academic levels, barriers to learning, means of support to access the curriculum.
Communication and Interaction Needs	Autistic Spectrum Condition	<ul style="list-style-type: none"> • NAR has a bespoke low arousal environment • On going whole school staff training to support children with autism • Significant number of staff with additional training to reduce barriers to learning – social, language, behaviour, as well as to use social stories & other strategies • Experienced teacher designated to lead whole school development of provision for children with autism • Individualised timetables • Picture Exchange Communication System (PECS) • Weekly Autism Group led by pupils, facilitated by staff
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Four days per week Speech and Language Therapist input • Daily Assistive and Augmentive Communication (AAC) sessions with full-time Higher Level Teaching Assistant (HLTA) • High adult to pupil staffing ratios • Staff trained to support the use of complex communication aids, including eye-gaze machines • Effective working relationship with local Assistive Technologists to ensure best access to equipment • City and Guilds Qualifications in AAC and Effective Maths • Makaton signing • Parent/ Carer visits for training • Sign and Sign Choir
Cognition and Learning Needs	Moderate Learning Needs	<ul style="list-style-type: none"> • Very high adult to pupil staffing ratios. • Typically EYFS/Reception/Y1 1 teacher and 3 teaching assistants to 7 pupils • KS2 Average class size of 7 with 1 teacher and 3 or 4 teaching assistants • KS3 average class size of 10 with 1 teacher and 4 teaching assistants • KS4 average class size of 7, with 1 teacher and 2 or 3 teaching assistants • Post 16 average class size of 9 with 1

		<p>teacher and 3 teaching assistants</p> <ul style="list-style-type: none"> • Key staff trained to lead reading interventions including Wave 3, and <i>Reading Rescue</i> • Film making, script writing • Picture Exchange Communication System (PECS) • Use of Makaton sign language to support understanding • In house Makaton tutor • Daily targeted streamed Literacy sessions • Weekly visits from <i>Pets as Therapy</i> dog, Henry who listens to children read • Daily targeted streamed Numeracy sessions • Use of Numicon Maths resource • Use of symbols, including Communicate in Print • Key Stage 4: range of external qualifications at appropriate levels- e.g., GCSE, Entry levels, Functional skills
	<p>Specific Learning Difficulties</p>	<ul style="list-style-type: none"> • Small class/ tutor groups with very high levels of staffing • Specialist staff leading on Literacy • Interactive whiteboards in classrooms • High number of computers/ ipads for pupils • Engaging texts/ scheme for older struggling readers • Film making, script writing & animation /claymation • Web-based learning • Staff trained re: Dyslexia & alternative exam arrangements
<p>Social, Emotional and Mental Health Needs</p>	<p>Social Needs</p>	<ul style="list-style-type: none"> • Small class/ tutor groups with very high levels of staffing • Full-time Inclusion Officer • Achievement for All Programme with social targets in workshops across school, and designated pupil leaders • Whole school representation on School Council, contributing to ideas to raise engagement, e.g., researching inclusive seating to include children in wheelchairs • Weekly EYFS/ Key Stage 1 mainstream link • After School Clubs: e.g., sports, cooking, music <p>Secondary/ Post 16:</p> <ul style="list-style-type: none"> • House System: all pupils belong to a

		<p>House. They collect House Points for effort, good work and positive social interaction, celebrating weekly which House has gained the most.</p> <ul style="list-style-type: none"> • Friendship bench • Trained Sports Leaders
	Emotional Needs	<p>See <i>Our Space</i> provision below</p> <ul style="list-style-type: none"> • Full-time Inclusion Officer • Four staff trained to run Rainbows groups for children who have experienced Bereavement • Key staff trained to deliver Anger Management Programme • Annual Emotional Well Being Week • Access to Henry, the <i>Pets as Therapy</i> reading dog
	Mental Health Needs	<ul style="list-style-type: none"> • <i>Our Space</i> Nature Provision for young people- a sanctuary for working and being, to support young people with mental well-being & health needs including anxiety and complex social and emotional needs • Individual workspaces • Teacher with designated responsibility for pupils with additional mental well-being /health needs • Three support staff with designated responsibility for pupils who access 'Our Space' • Full-time Inclusion Officer <p>As required in response to individual need:</p> <ul style="list-style-type: none"> • Regular visits by Educational Psychologist • Counselling sessions 1:1 with external counsellor • Regular visits by CAMHS workers (Child and Adolescent Mental Health Service) • Peer support worker visits and programme from CAHMS • Targeted workshops series by local Samaritans group • Emotional Wellbeing Days • Training for staff on identifying and supporting pupils at risk of self injury
Sensory and Physical Needs	Hearing Impairment Needs	<ul style="list-style-type: none"> • Effective liaison with visiting teacher of children with hearing impairments • Staff trained to support the children using complex hearing aids
	Visual Impairment Needs	<ul style="list-style-type: none"> • Effective liaison with visiting teacher of children with visual impairments • On-going training for staff to support the

		children with visual impairments, and in the provision of suitable materials
	Multi-Sensory Impairment Needs	<ul style="list-style-type: none"> • Key Staff trained to deliver a multi-sensory curriculum • Planned sensory room to give pupils opportunities to experience and control the environment – light, touch and sound • Weekly sessions with music therapist
Physical and Medical Needs	Physical Needs	<ul style="list-style-type: none"> • Physiotherapy provision on site four days a week • Occupational therapy provision on site weekly • Orthotics Clinics on site • Personal carers, physiotherapy assistants, class staff co-ordinate a programme of postural management • Whizz Kids Wheelchair Training Programme • Parent/ Carer workshops • Adapted cutlery, furniture and equipment • PE sessions for pupils using wheelchairs, and with limited mobility • All staff moving / handling trained • Adapted building with stair lifts, and hoists • School minibs and drivers for community access • Local Authority co-ordinated transport and escorts
	Medical Needs	<ul style="list-style-type: none"> • Individualised Care Plans • Staff trained in administration of medication • Visiting Consultant Paediatrician • Visiting school nurse, with weekly drop –in sessions • Staff trained to support children who are pump- fed • Staff trained to feed children via gastrostomy • Staff trained for individual child with a traceostomy • Staff trained to feed children with complex swallowing needs • Epilepsy trained staff, giving rescue medication • High proportion of trained first aiders • Qualified Paediatric First Aiders • All staff trained in Emergency First Aid

Type of Support	Details
Whole school Behaviour Strategy/System	<p><i>Please describe how your whole school behaviour approach impacts on children with SEND.</i></p> <p>Newman School aims to promote a positive attitude to good behaviour, with an agreed and consistent approach by all staff. Our processes, attitudes, organisational structures and strategies develop an ethos that encourages good, appropriate behaviour. The curriculum and educational experiences of each pupil promote engagement in learning. Where appropriate, alternative learning activities are provided to maximise that engagement, therefore ensuring appropriate behaviour.</p> <p>We aim to create an environment that is warm, free from inhibiting pressures yet has the capability to be challenging, thus providing the best conditions for learning and development...to provide conditions that ensure dignity, promote self reliance and facilitate the child's active participation in the community (United Nations 1989)</p> <p>Creating a consistent and calm approach helps prevent the need for reactive measures to be taken. Pupils need at all times to have their own individual needs borne in mind – we are flexible. Discussions about challenging behaviour focus on questions such as ‘how can we ensure it does not arise?’ and ‘can we understand what is causing this child to behave in this way?’ rather than rushing to discover ‘what we can do when this behaviour occurs?’</p> <p>As part of promoting good behaviour we deal with inappropriate behaviour and produce simple rules known to staff, pupils and parents/ carers.</p>
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	<p>See all provision detailed above</p> <ul style="list-style-type: none"> • Very high adult to pupil staffing ratios • Individual timetables as appropriate • Effective provision of IT throughout school • Effective partnerships with allied professions- physiotherapists, occupational therapist, nursing services, educational psychologist, Visual/ Hearing Impaired Service • Staff trained to use Inclusive Questioning • Independent learning is a key school priority targeted across school through training and staff development • Sports Leader Programme
Support/supervision at unstructured times of the day including	<p>Primary:</p> <ul style="list-style-type: none"> • High level of staffing at break/ lunch times, promoting development of social interaction,

<p>personal care</p>	<p>physical skills with slide and bikes available Secondary/ Post 16:</p> <ul style="list-style-type: none"> • High levels of staffing at break/ lunch times • School Council plan and run daily games in Sports Yard – cricket, hockey, football, rounders, basketball • Bikes available, supervised by staff • Lunch Clubs- Choir, Craft, Music • Designated personal carers see to individual needs of pupils
<p>Planning for, assessment of, and identification of children with SEND</p>	<p><i>Please describe how your school approaches this.</i> All children at Newman have been identified as having SEND.</p> <ul style="list-style-type: none"> • Pre-visits by staff to current provision, and by child into school to gather information • All children have baseline assessment within 6 weeks of entry leading to: • Individual education plans • On-going assessment • Cycles of assessment • Annual Reviews • Personal Education Plans, as appropriate • Transition Plans
<p>Staff training for meeting needs of children with SEND</p>	<ul style="list-style-type: none"> • Several staff, including school leaders with specialist post-graduate qualifications in teaching young people with SEND, autism • Significant staff are trained to de-escalate situations, and use positive handling with a child in crisis (<i>Team Teach</i>) • Whole staff training on autism and ASC • Key staff with PECS training • Makaton tutor
<p>Liaison/communication with parents</p>	<ul style="list-style-type: none"> • We have a full-time Family Support Worker working with our families and young people with a range of needs – for example, financial, social/emotional, housing, transport, access to basic skills training, sleep issues, behavioural support. • Twice Yearly Parent/ Carer Evenings • Monthly Parent/ Carer Meetings • New Initiative of Family Learning Sessions • Phone contact, face to face, letters, text, newsletters, dynamic website: 100% of respondents to our recent Questionnaire said they were happy with how we communicate and share information. • Emotional Wellbeing Day • Active parent/ carer Governors • Effective Home/ School diaries • Class and specialist Coffee Mornings, e.g., Communication Groups

	<ul style="list-style-type: none"> • Training for parents/ carers – introduction to signing and symbols, Sensory Integration
Liaison/communication with children and young people	<ul style="list-style-type: none"> • School Council • School Council members also represent the youngest children in school, working with class staff to identify to identify priorities and needs • Class/ Tutor time for sharing/ consulting • Pupil View Surveys affecting school organisation, e.g., about break times and provision • Assemblies to promote Pupil Voice • Confidential Bullying Box • Open access to full-time Inclusion Officer
Liaison/communication with External Services	<p><i>Please give details of anything not previously mentioned</i></p> <ul style="list-style-type: none"> • Effective liaison with social services to support children and families • Effective liaison with respite services • Wide ranging sporting links and access • Visiting Music Workshops • Visiting Drama Workshops • High involvement in Children’s Festival, e.g., Book Awards, ROSCARS, One Voice Choir
Access to medical intervention or provision for medical needs	<p><i>Please give details of anything not previously mentioned. For information on recent government guidelines please follow</i></p> <p>https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions</p> <p>See Medical Needs Provision above</p>
Transition Provision	<p><i>Please give details of the SEND transition arrangements relevant on entry and exit to your setting</i></p> <p>Entry:</p> <ul style="list-style-type: none"> • All families invited on initial fact –finding visits. • Tailored programme of Transition for young people according to need, from, for example, three visits to Post 16 Provision to extended programme of part –time placement building up access across school site. <p>Exit:</p> <ul style="list-style-type: none"> • Full-time Transitions Officer working with external providers, e.g. Young Peoples Integrated Youth Service, colleges on programme of visits and preparatory placements, including RCAT, Freeman College, Portland College, Project 400, Sheffield College
Post 16+ Provision (where applicable)	<p>Post 16 students follow a personalised learning path with a tailored mix of life skills and /or academic courses: GCSEs and Entry Level Certificates in core subjects, plus Humanities, Media, Art/Design taught by subject specialists, Entry Level Functional Skills: Literacy and Mathematics, English, iTQ Unit Awards</p>

	<p>/CLAIT, City and Guilds Qualifications in AAC and Effective Maths, Preparation for Working Life (AQA); Enterprise and Employability; Hospitality, Retail and Catering; ICT Entry Level 1, 2, and 3 (OCR); Certificate of Personal Education (COPE) Levels 1+2; Award of Personal Effectiveness (AoPE ASDAN); Personal Progress (ASDAN); Entry Levels and Level 1+2 Awards in Creative Crafts: Food and Seasonal Crafts; Floristry; Personal and Social Development Levels 1-3; RE GCSE, Graphic Design (Entry Level); and Media (Entry Level). AS level Creative Writing is also offered.</p> <ul style="list-style-type: none"> • All pupils have the opportunity to access college courses • Individualised work experience programmes have included placements in office, retail and catering environments as well as in the voluntary sector • Staff are travel-trained to maximise pupils' opportunities to access their environment independently
<p>Transport Provision (where applicable)</p>	<p><i>Please give details of any transport in addition to that provided by the Local Authority</i></p> <p>Newman School has funded Transport directly when:</p> <ul style="list-style-type: none"> • Some of our pupils are unable to attend full-time, and the Authority may be unable to fund half – day provision in the short term. • High levels of anxiety mean in addition to a part-time placement, pupils have needed an escort from school to travel daily with them. • Pupils are attending individualised work experience placements when they need the support of our staff.

Please add any further information you would wish parents and young people to know about the SEND offer in your setting in the additional boxes provided.