



Newlands School



SEND Information Report 2021-22

Here at Newlands our dedicated staff team ensure that all children are able to develop their skills and personalities within a safe, secure, welcoming and positive environment. We provide a range of exciting learning activities and present these in an atmosphere of support and challenge.

The provision for children with Special Educational Needs and Disabilities (SEND) at Newlands School is presented here in Rochdale LA's suggested format. This should help you to compare our provision with that provided by our mainstream colleagues across the borough. This information can be found in our Prospectus and on the school website (www.newlands.rochdale.sch.uk). An 'At a Glance' version of our 'Offer' is also available.

Identifying Special Educational Needs and Disabilities (SEND)

- ☉ Newlands School is a generic Primary Special School, catering for 120 children aged 3-11. All children come to us with identified SEN and an Education Health and Care Plan (My Plan EHCP). Children at Newlands may experience Moderate, Severe or Profound and Multiple Learning Difficulties. They may have a diagnosis of Autistic Spectrum Disorder, Visual or Hearing Impairment and/or Social Communication Difficulties.
- ☉ We use ongoing assessment in school using MAPP (Mapping and Assessing Personal Progress). We focus on the needs and Outcomes in each child's EHCP and record their progress and development in different subject areas. We also use the Engagement Profile to support the responses of children and to determine what they are able to do and what they need to do next.
- ☉ For pupils who can access this meaningfully we focus on subject-related skills development, tracking this for individual children using our Newlands Continuum of Skills, Knowledge and Understanding. Practical skills development (e.g. eating, drinking, dressing etc) is also recorded termly to build up a view of personal progress for each child.
- ☉ This means that learning is broken down into very small steps so that progress is made at a pace which suits your child.

Involving Parents and Carers in identifying and Planning to meet SEND

- ☉ Excellent communication between home and school is considered essential. All families have the option of communicating with us using either Home-School Books or Class Emails. These are both effective ways of sharing information about learning and celebrating successes at school and at home. We welcome regular comments from parents and carers, and hope that you will engage in this communication with us.
- ☉ In addressing your child's needs we will meet with you at several times during the year. We hold a parents' drop-in in the Autumn Term and a Parents' Evening in the Summer Term. All children have an Annual 'My Plan' meeting each year (there are two of these for children in Early Years). At this meeting we review your child's EHCP and what is needed to support

them in making progress towards the important Outcomes this contains. You are welcome to make arrangements to see your child's teacher, the Head Teacher or any other member of staff if there is something you would like to discuss about your child.

- ☉ If you feel your child has any additional or unaddressed needs, please contact us and we will meet with you to discuss this. We will agree together what needs to happen next.
- ☉ We do not set homework as such, but welcome requests from parents to support school by practising with children what they have learned in school. Class Teachers provide information about the timetable and we use our website to share activities that can be used at home to support your child. We also use the ESPRESSO software in classes which can be accessed by families via the Internet (ESPRESSO is a series of activities to be used to support your child's learning). Independence skills are also practised at home and at school e.g. learning to eat using a spoon or fork.
- ☉ Some of our children have a range of needs linked to behaviour. If your child may require a Behaviour Support Plan, we will ask you about this and work with you to agree the best way to support your child consistently, both at home and at school.

Adapting the Curriculum to meet SEND

- ☉ We focus very firmly on giving children the opportunity to learn as individuals, breaking down any barriers to their learning and celebrating success at every opportunity.
- ☉ The school offers each child access to a broad, balanced, relevant and differentiated curriculum, which is based on individual need. This includes Early Years Foundation Stage (EYFS) Learning Areas, National Curriculum Subjects and multi-sensory experiences. We use a topic based approach to ensure that children have different learning experiences as they move through school.
- ☉ We adapt and develop our curriculum regularly. We have three main areas of focus. These are **Wellbeing** (experiences and activities to support children's physical, emotional and mental wellbeing), **Engagement** (experiences and activities to support and promote children's interest, involvement, responses and engagement in school life and learning) and **Development** (experiences and activities designed to support and ensure children's progress and their acquisition of new skills).
- ☉ Visits play a vital role in school life and pupils take trips out into the surrounding areas on a regular basis. These vary in nature and are often linked to our half-termly topic and/or to independence skills.
- ☉ Our Enrichment programme allows children to generalise their social skills in mixed ability, need and age groups on a weekly basis. Children choose their favourite session and attend this for a term. This provision is supported by the Pupil Premium Grant and typically includes Circus Skills, Physical Circuits, Karaoke, Sewing, Music, Technology and Design, Peer Massage, Cookery, Art, Music, Gardening, Fitness and Dance.
- ☉ Some children require additional interventions and adaptations to our curriculum in order to access learning activities and to make as much progress as possible. These include specialist support around pupils with an Autism diagnosis, one-to-one sessions for children with visual impairments, and 1:1 or small group Music Communication sessions.

Modifying Teaching Approaches

- ⊗ We currently have 13 classes and 120 children. Classes are grouped according to age (Key Stage) and need (degree of learning difficulty, physical needs, health care needs, behaviour needs, communication needs, level of basic skills, relationships with peers) to create classes which work well for individuals. This means there is an element of supported change each year for most children.
- ⊗ We have 3 departments, Early Years Foundation Stage (EYFS – Nursery and Reception, currently 1 class), Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3-6). We have a high staff to pupil ratio with at least 1 teacher and 3 teaching assistants for groups of up to 10 children. Some groups are smaller than this and all classes create daily opportunities for 1:1 support for children as needed.
- ⊗ A combination of teaching methods is used throughout the school. For example, individual 1:1 work with an adult, use of symbols to support communication and understanding, small and large group work, therapy sessions (physiotherapy, occupational therapy, speech and language therapy). Small booths/workstations are used to help children remain focussed on specific tasks. Good and outstanding teaching across all classes supports your child to make as much progress as possible.
- ⊗ At Newlands we place an emphasis on communication, both verbal and non-verbal. This includes the use of objects of reference, basic gestures, visual timetables, the Signalong communication system and a range of symbols alongside verbal communication.

Assessing and Reviewing Pupil Progress

- ⊗ Assessments linked children's EHCP Outcomes and Engagement are completed termly. Children's skills are 'baselined' when they join the school and regularly reviewed. This helps to establish the strengths and needs of each child in terms of their development and informs future planning.
- ⊗ Termly Individual Education Programmes (IEP's) for each pupil are written by class teachers. These detail specific and differentiated targets which are evaluated regularly and reviewed by the Head Teacher and Deputy Head Teacher. These are shared with parents/carers and we appreciate your feedback on these. We refer to these as being children's MAPP targets and they link directly to each child's EHCP Outcomes.
- ⊗ Children's individual EHCP Outcomes and targets within this are planned for, supported and assessed using MAPP (Mapping and Assessing Pupil Progress). This helps us to plan for, observe and record your child's progress in several different ways.
 - **Prompting** (from dependent to independent)- *doing things more on their own*
 - **Fluency** (from approximate to accurate)- *getting better at doing something*
 - **Maintenance** (from inconsistent to consistent) – *doing something more often and remembering it over time*
 - **Generalisation** (from single context to many contexts) – *doing something with different people and in different places*
- ⊗ Assessments are informed by observations from staff which take place over the school year. Children who are identified as not making expected progress are highlighted and interventions and specific teaching put in place. This decision is based on the child's previous rate of progress, their barriers to learning, the skills gained in subject related and personal development their responses to individual targets and learning programmes. Together these provide us with a wide view of each pupil's progress. Pupil progress looks different for every pupil as each child progresses in a different way.

- ☉ Pupils' progress in relation to their EHCP Outcomes is reviewed through a formal process at least annually. You will receive a detailed progress report, from School and other professionals working with your child. School's progress report will tell you how your child is making progress towards their EHCP outcomes and pupils attend the meetings to tell us what they like/don't like and what they think. Where pupils cannot do this independently, photographs, videos and communication devices are used to support them in getting their view across.

Extra Support through Equipment and Resources

- ☉ At Newlands we have a dedicated staff team with many years of experience in teaching children with learning difficulties, autism, and physical needs. Staff are our greatest resource. Everyone is fully committed to meeting the needs of your child, employing specialist teaching and learning strategies to make this possible.
- ☉ Our building is fantastic! Classrooms are spacious and each room is organised by the staff to meet the needs of the children in their class. The classroom resources are specifically selected to complement the curriculum.
- ☉ Children have access to a range of specialist rooms too. These include a hydrotherapy pool, a specially designed sensory room, a soft play room, outdoor (in-ground) and indoor rebound trampolines, a separate art room and a fully-equipped food technology room.
- ☉ We also have a medical room, two halls of different sizes, shared library facilities and a community room for meetings with parents and professionals. The many therapists and visiting professionals working with our pupils are often in school too.
- ☉ All classrooms have access to outside play areas, an interactive whiteboard, kitchen facilities, computers, carpet and vinyl flooring, carefully selected resources, tracking (to enable our children who use wheelchairs to be lifted safely into any part of the room) and quiet rooms, accessed from the main teaching areas (for individual and small group work).
- ☉ Classrooms open onto playground areas, surrounded by low fences. The gates between playground areas are often opened, giving children from different classes the opportunity to play together. The outdoor areas have also been landscaped and, beyond the fenced playground, we offer an amphitheatre for outdoor activities, a small woodland area, a playing field and smaller grassed areas, and an all-weather, Multi-Use Games Area (the MUGA). Our most recent addition is an in-ground rebound trampoline which is very popular with the children.
- ☉ The overall design of the building incorporates features that are sympathetic to the needs of our pupils, e.g. curved, wide corridors and muted wall colourings, blinds at the windows to cut out harsh light, and smaller rooms to enable identified pupils to undertake individualised learning programmes.

Multi-Agency Support to meet SEND

- ☉ Newlands School is committed to the principle of inclusion. Being co-located with Hollin Primary School creates fantastic opportunities for the children in both schools. Newlands pupils are able to participate in regular sessions within Hollin children, according to their individual needs and learning priorities. The school has developed links to enable these sessions to take place and we continually look for opportunities to develop this further.

- ☺ Many of our children benefit from the involvement of Physiotherapists, Occupational Therapists, Educational Psychologists and Speech and Language Therapists. These professionals are in school regularly and work closely with our class staff to put in place and implement strategies to meet the needs of the children. We have excellent relationships with the different agencies and work together with you to support and challenge your child.
- ☺ Our provision is further enhanced by the involvement of Rochdale Additional Needs Service (RANS) who have trained a team of Newlands staff to deliver 1:1 intervention sessions for children with Visual Impairments. Targets for the children are set by RANS, who meet regularly with our 'Visionaries' Team to monitor pupil progress.
- ☺ Newlands has recently added use of Eye Gaze equipment to the provision in school. Working closely with our colleagues in Rochdale Additional Need service, Speech and Language Therapy and Rochdale Communication Aids Team (RCAT) this is now used by a number of pupils to assist their communication.
- ☺ Any health related needs of children in the school are met by school staff, supported by Rochdale School Health and Community Nursing teams. A School Nurse is linked to Newlands and clinics, held in school, are supported by our NHS colleagues. Newlands staff provide a high level of care within classrooms and receive relevant training from the NHS staff to ensure that the children's health needs are met.
- ☺ The needs of your child are summarised in their 'My Plan'(EHCP). When this is reviewed, all the professionals working with your child will meet with you to agree the priorities for your child.
- ☺ Newlands School employs a Speech and Language Therapist for 1½ days per week, in addition to the NHS service. This enhances our provision for children with communication difficulties and increases the quality of support provided by school staff.

Extra-Curricular Activities

- ☺ Weekly Lunchtime Clubs typically include Cheerleading, Choir, Computers, Walking Club, Zumba, Games, Music Club, Tacpac, Tracing Steps Dance, Pamper, Football and Bowling. The pupils are very enthusiastic about lunchtimes!
- ☺ Residential trips are offered for pupils in Key Stage 1 and 2. High staffing ratios and detailed risk assessments ensure that all pupils (and staff) have a wonderful time!
- ☺ We signpost families to activities available in the community such as Redwood Holiday Club and Rochdale's Family Directory and Respite Matrix.

Transition Support

- ☺ Many pupils join Newlands in the Early Years Foundation Stage (i.e. Nursery and Reception). Others come to us at various stages in their school lives, having been placed initially in mainstream. For pupils joining us at the start of the school year we run a Welcome Afternoon for parents, carers and children, followed by at least 2 afternoon transition sessions where the new children are able to spend time in their classes with the other children and staff.
- ☺ From mid- September we offer a series of 'School Tours' for parents of our newer children so that they can see the school as it runs on a daily basis. For children joining us mid-year, we arrange visits individually with parents and schools to ensure the transition from one setting to another is at an appropriate pace for the child.

- ⊗ In all cases, parents and children are invited to visit school to look around the building and facilities and to ask questions.
- ⊗ We gather information from previous settings (e.g. school, nursery, playgroup etc), sharing paper work and meeting staff. Sometimes we hold Children in Need meetings when this is appropriate.
- ⊗ Most children attend full-time when they come to us but, changes can be made to this arrangement on an individual basis.
- ⊗ Pupils are prepared for their transition to secondary school throughout the later primary years. The school works closely the secondary special school (Redwood) in Rochdale to prepare the children for this. Newlands children follow a variety of planned activities as part of their transition.
- ⊗ Transition sessions are planned with Redwood so that staff can get to know the children by visiting Newlands in addition to pupils travelling to Redwood. Newlands staff prepare relevant information and ensure this is shared with Redwood Classes in advance of the children taking up their places. Redwood staff also attend Annual Review and My Plan meetings at Newlands for children in Year 6 and this helps to establish links with both the children and their parents prior to transition.
- ⊗ Transition is further supported by one of our Higher Level Teaching Assistants (HLTAs) who spends the first few days visiting Redwood in the first few days of the September term. This helps them to settle in, sharing extra information and assisting with any issues. This is a well-established practice and is much appreciated by children, parents and staff. Pupils are reported by Redwood to settle in quickly and to cope well with the larger groups of students and staff in the setting. Feedback from parents of children moving on to Redwood is positive and is used to inform planning for the next cohort of children.
- ⊗ Newlands supports children who move to different secondary schools in other areas too. We ensure that early contact is made to make their transition as smooth as possible.

SEND Funding

- ⊗ Newlands School is funded directly from Rochdale Local Authority and uses the allocated budget to provide the education and support needed by children, including specialised equipment/seating etc.

Extra Support for Pupils

- ⊗ Pupils build up strong and trusting relationships with staff.
- ⊗ Further assistance is also available via Healthy Young Minds for pupils on an individual basis.
- ⊗ Our Deputy Head works to ensure that all Cared 4 Children receive the best possible support. Extra funding for these children is spent to support them directly through outside agency work, personal resources and close liaison with families.
- ⊗ Health and wellbeing is promoted throughout the school and is supported by excellent caring relationships between pupils and staff and special events, such as our Happy Healthy Week. This is further supported by our Wellbeing Curriculum.

Extra Support for Parents and Carers

- ⦿ The 'Friends of Newlands' is an active group of parents, carers and friends of the school. The group meets, in school, each half-term and supports a range of curriculum activities. This group is supported by our HLTA with responsibility for Family Liaison and Support. **Following changes due to the Covid 19 Pandemic, this is something we aim to re-establish over the coming terms.**
- ⦿ This member of staff works to support children and their families with many aspects of life affecting their child (e.g. sleep, eating, toileting, behaviour). Sometimes this support is provided through the Early Help Assessment and links to other professionals.
- ⦿ The Parent/Carer Forum is 'Family Voice'. This provides information about all organisations in Rochdale and also provides training and support. Family Voice is involved in policy and decision making in Rochdale (www.theparentforum.co.uk).
- ⦿ Parent Partnership (Family Action) now known as SEND Information and Support Service (SENDIASS) also offers impartial support and information to parents and families.
- ⦿ The Children with Disabilities Team within Rochdale Children's Social Care department works with many families to provide additional support in the challenges experienced. They are supported by our Safeguarding Team who make sure that children's needs are prioritised every day. This sometimes means that you may be challenged **and** supported around aspects of your child's care and wellbeing.

What to do if you are not satisfied with a decision or what is happening

- ⦿ Please speak to the class teacher if there is something you are unhappy about in school in relation to your child.
- ⦿ If you are not satisfied that your concern has been addressed please speak to the Deputy Head or the Head Teacher. We will do our best to address any concerns you have and make any necessary changes. The school's complaints procedure is available on the school website or a paper copy can be obtained from school if you feel any issues (concerning school) have not been resolved.
- ⦿ The Local Authority also have a panel of managers who consider unresolved issues (concerning the Local Authority).

We hope the information in this report is useful and has answered your initial questions. For further information please contact the school directly. Thank you.