

Newbridge Learning Community – SEN Information Report September 2022

This report was compiled in collaboration with parents/carers, students and other professionals.

1. How does the school know if children/young people need extra help?

All pupils attending Newbridge have an educational Health and care plan which identifies the school as the best provision for the pupil. This also identifies the pupil's primary and, where appropriate, additional needs.

If teachers or staff have any concerns they can raise them with a member of the Senior Leadership team who can request a review by the Educational psychologist/TESS link teacher.

The annual review of the EHC plans ensures that they reflect the pupil's current needs.

2. How will the school staff support my child / young person

Every child starting at Newbridge will have an education health and care plan (EHCP).

This document outlines the particular needs of the child and recommends the resources, teaching programmes and multi-agency involvement related to meeting these needs.

The DHT (SENCO and assistant SENCO's) will co-ordinate the plan and oversee the implementation of the plan/statement.

The Governing body of the school has a responsibility to hold the head teacher and SLT to account and ensure all procedures, school systems and policies are in place. Parents are encouraged to have representation on the governing body.

3. How will the curriculum be matched to my child's needs?

Pupils at Newbridge learning community follow a curriculum which is broad and balanced and is personalised to their needs. Within lessons work and support is differentiated to allow all pupils to make at least good progress.

Higher levels of support are given to pupils with more complex needs. All work in lessons is pitched at an appropriate level so that all children can access learning according to their specific needs.

In key stage 4 pupils follow an accreditation pathway which is appropriate to their interest and ability. This allows learners to engage and gives them the opportunity to make outstanding progress.

Parents/carers are informed of progression routes for their child during parent's evenings and annual review meetings within school.

4. What support will there be for my child's/young person's overall well-being?

The school is committed to multi-agency working to ensure that the needs of the whole child are met.

Pupils have a care plan which identifies their care needs including personal care needs and the administration of medication when required. It also identifies emergency procedures to be followed, where appropriate. Professionals from other agencies including Health and CAMHS visit the school on a regular basis. As well as supporting individual pupils these professionals advise staff around strategies and offer training.

The relevant staff meet regularly and ensure that the pastoral needs of pupils from across the school are met.

Pupil voice is encouraged in all areas of the school through regular meetings of the student council. Pupils, where appropriate, contribute to the annual review of their EHC plan through a person centred review process. Pupils should know their targets and can describe their next steps of learning to achieve those targets.

Staff know individual pupils very well and any pupil requiring additional support will be offered it from a staff member with who they have a good relationship. The emotional wellbeing of children and young people is paramount and enhanced through building self-esteem and self efficacy. We aim to reduce bullying behaviour that can detrimentally affect this by implementing a management system that addresses the main issues that have caused it in the first place.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

Newbridge offers an open door policy and at any point if you wish to discuss a pupils progress an appointment can be made to meet with the relevant staff or a member of the SLT. Staff in school can offer advice and practical ways that can help pupils at home.

Newbridge believes that a pupil's education is a partnership between parents and school staff; therefore we aim to communicate regularly especially if there is an identified need.

Pupils at Newbridge all have targets in their EHCP, both long and short-term. These are reviewed annually.

Pupil's progress is measured on a termly basis, using a range of formative assessment. Pupils are set targets annually, this is reviewed on a term by term basis and interventions are put in place for pupils at risk of underachieving.

The school places an increased emphasis on achievement and self-evaluation to allow pupils to demonstrate good progress.

6. What specialist services and expertise are available at or accessed by the school?

All educational staff working in Newbridge Learning Community have had specialist training and professional development. Some teachers, in addition to their teaching qualification, have a second specialist qualification which may be a diploma or a Masters degree in specials educational needs or related field.

Most support staff have at least a level 3 or equivalent qualification.

Both teachers and support staff undertake relevant CPD training which keeps them up to date with skills necessary for working with children with SEND.

In Newbridge Learning Community we have dedicated time from the following staff:

Educational Psychologist

School Nurse

Psychotherapist/Counsellor/Family therapist

CAHMS Worker

In addition we liaise closely with other agencies who work collaboratively with us in meeting the wider range of pupils's needs:

Speech & Language Therapists

Consultant Psychiatrists

Social workers

Police

Youth Offending Team

Occupational Therapists

ASC Pathway

Gateway Services

Virtual Schools Team

CAMHS

TESS

7. What training are the staff supporting children and young people with SEND had or are having?

All children at Newbridge Learning Community have SEND; staff receive training commensurate with their roles. All staff receive at least five days of CPD per year (pro rata). Teaching staff access subject leaders network CPD, teaching assistants and middle leaders have accessed targeted programmes of CPD to develop their skills. All permanent staff are Team Teach trained and regularly access refresher training to ensure skills are kept up to date.

8. How will my child/young person be included in activities outside the classroom, including school trips?

Newbridge Learning Community is a large special school catering for up to 88 pupils from 11 – 16 years of age with EHCPs for SEMH.

The school employs a small team of PFP (Pupil & Family Partnership) workers who forge strong links with their key pupils and families. Dedicated time is set aside to ensure that all students have opportunities to access additional activities outside the classroom which enhances their school experience and impacts on achievement and progress.

Our off-site visits are designed to: enhance curricular and recreational opportunities for all our pupils; provide a wider range of experiences for our pupils than could be provided on the school site alone; promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

We also afford students, when possible, the opportunity to take part in a range of residential activities appropriate to their individual need.

The school operates an inclusive agenda and makes every effort to make off site visits accessible for all our pupils.

9. How accessible is the school environment?

Newbridge Learning Community is situated in the centre of Platt Bridge in Wigan.

The environment has been designed to be accessible to secondary children, who have SEMH. There are a full range of toilet and changing facilities and there are specialist areas available: in addition to a sports hall there is a MUGA pitch. Alongside the gym there are indoor and outdoor recreational areas. There is also a sensory room, a salon and several intervention spaces.

10. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We work closely with the local authority to ensure that children are offered provision that meets their needs. Parents are invited to visit the school prior to a referral for a place and at any time through the referral process. Children are encouraged to access transition opportunities, such as visiting the school and/or joining our year 7 summer school.

Transition planning is a vital part of the annual review process from year 9 onwards. Pupils meet their Careers advisor and all have the opportunity through year 11 to visit their chosen college or future training ground.

Pupils at KS4 undertake vocational learning courses in order to gain an appreciation and understanding of the world of work, as well as gaining valuable accreditation.

11. How are the school's resources allocated and matched to children's/young people's special educational needs?

A significant amount of school resources are dedicated to providing small class sizes with appropriate levels of staffing. A significant number of our pupils are entitled to receive the pupil premium and these monies are targeted to improve literacy and numeracy, provide access to specific resources to provide access to alternative curriculum opportunities and to extend awareness through the experiential curriculum.

All our classes are provided with resources to ensure the delivery of personalised curricula to two key stages and across all special educational needs.

12. How is the decision made about what type and how much support my child will receive?

The pupils EHC plan identifies a banding level which reflects the pupil's current needs. This is agreed through discussion between the school and the Local Authority. The specific banding levels give the school an amount of money that determines the appropriate staffing ratios.

13. How are parents involved in the school? How can I be involved?

Parent partnership is at the heart of what we do. We value your support and contributions in helping our students (your son/daughter) overcome their problems and achieve success.

Regular communication participation in school events and attendance at parents evenings are some of the ways to actually be involved.

14. Monitoring and Evaluation

The effectiveness of the provision is monitored through:

Ofsted, external consultant, Governing Body/SLT Meetings, departmental meetings, analysis of student behaviour logs (SLEUTH), School Council Meetings, and Student Questionnaires/Parent Questionnaires.

15. Queries and complaints

Parents are welcome to query decisions made by the school through the school's designated channels as laid down in the school's Complaints Procedure. In the first place a query/complaint should be directed to the Pastoral Manager/SENCO in writing. This will be dealt with promptly and the parent/carer informed of the outcome. Should this fail to resolve the matter, a complaint in writing should be made to the Headteacher. A right of appeal to a

panel of Governors exists should the matter still remain unresolved.

If, on pursuing complaints, parents/carers are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the LA. If, at this point they do not agree with the school's and LA's decision, they have a right to appeal to the Local Authority's SEND Tribunal.

All complaints should be forwarded, in the first instance, to Cath Fowler (SENCO) or Dawn Robson (Pastoral Manager).

All confidential documents are stored securely.

16. Who can I contact for further information?

For parents the first point of contact is your child's PFP Worker.

If you need more general information about the school contact the school in the specific areas:

Attendance – Cath Bessel/Pupil & Family Partnership Team 01942 369770

Deputy Head teacher (SENCO / Pastoral) – Cath Fowler 01942 369770

Pastoral Manager and PFP Manager – Dawn Robson 01942 369770

School Business Manager – Karen Newton 01942 369770

For any other queries please contact the headteacher, Elaine Kucharski 01942 369770