

Newbridge Learning Community

SEN Report



Date policy last reviewed: 15.9.25

The next scheduled review date for this report is November 2026

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____



Newbridge Learning Community SEN Policy

Dear parents and carers,

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

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

You can find it on our website.

Note: If we have used any terms in this report that you're unsure of, you can look them up in the glossary at the end of the report.

All information in this report is correct at the time it was written.



1. What types of SEN does Newbridge Learning Community provide for?

All pupils at Newbridge Learning Community have an Educational Health and Care Plan. (EHCP)
The primary need for most of our pupils is social, emotional and mental health (SEMH). A small number of pupils' primary need is Cognition and Learning or Communication and Interaction.

AREA OF NEED	CONDITION
Communication and interaction <u>C&I</u>	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning <u>C&L</u>	Specific learning difficulties , including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties A child with MLD learns at a slower rate than their peers despite appropriate support and teaching.
	Severe learning difficulties A child with SLD learns much more slowly than other children and usually needs a high level of support for most areas of daily life — not just academic work.
Social, emotional and mental health <u>SEMH</u>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment difficulties
	Low self-esteem or emotional dysregulation
	Anxiety disorders
	Autism spectrum condition (ASC)
	Oppositional Defiant Disorder (ODD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

*Pupils needs can cut across more than 1 area, and their needs may change over time.



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

The lead SENCO at our school is Helen Pugh and we have two Assistant SENCOs, Nikki Williams and Katie Verinder. Their role includes:

- Identifying and assessing individual students' specific needs
- Planning and coordinating provision
- Overseeing Education and Health Care Plans (EHCPs)
- Liaising with parents/carers about the young person's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Providing professional guidance to colleagues and working with staff, parents and other agencies, especially the local authority (LA), to make sure that pupils receive appropriate support and high-quality teaching
- Advising on the graduated approach (Assess, Plan, Do, Review) to provide SEN support and differentiated teaching methods appropriate for individual pupils
- Advising on how to use the school's budget and other resources to meet pupils' needs effectively
- Liaising with Careers Advisors and the LA to make sure that Y11 pupils and their parents are informed about post-16 options and that a smooth transition is planned
- Working with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Making sure the school keeps its records of all pupils' SEN up to date and accurate
- With the headteacher, monitoring to identify any staff who have specific training needs regarding SEN, and incorporating this into the school's plan for continuous professional development
- With the headteacher, regularly reviewing and evaluating the breadth and impact of the SEN support the school offers or can access, and co-operating with the LA in reviewing the provision that is available locally and in developing the local offer
- Preparing and reviewing information for inclusion in the school's SEN information report and any updates to this policy

Teachers and Teaching assistants (TAs)

All of our teachers and TAs receive regular SEN training, and are supported by the SENCOs to meet the needs of our pupils. Training prioritises literacy, numeracy and trauma informed approaches. Intervention sessions are delivered for maths and phonics development on a one to one basis by a Higher Level Teaching Assistant (HLTA).

External agencies and experts

Whenever necessary we will work with external support services to meet the needs of our pupils and to support their families. These services include:

- Speech and language therapists
- Educational Psychology Service (EPS)
- Occupational therapists



- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Pastoral Support Teams
- Behaviour Support Service / Inclusion Teams
- Social Care
- Targeted Youth Support Service (TYSS)
- Speech and Language Therapy (SALT)

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

When a pupil is enrolled at Newbridge we consult various resources and agencies to ensure we have the best plan in place to support their academic and social development. This is done in a number of ways. The SENCo team will study the pupil's EHCP, Educational Psychologist reports, TESS and SALT reports, as well as noting advice from any other agencies involved. Consultation with pupils' previous schools will take place where information on I.E.P.'s, reports, levels, progress, attendance, engagement and expected outcomes for subject areas strengths and weaknesses, reports from agencies and assessments of SEMH needs and other needs is shared. We will follow the 'graduated approach' (see below) to meeting your child's SEN needs.

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





When 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.

We will track your child's progress towards the outcomes we set over time and adapt as we learn what your child responds to best. Throughout this process the school's targets, strategies and provisions will be revisited and refined.

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

We will provide annual reports on your child's progress and we will:

- Set clear outcomes for your child's progress
- 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

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 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.

5. How will school adapt teaching for my child?

We will adapt how we teach to suit the way the pupil 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 can include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by strategic grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our resources and staffing.
- Using aids, such as laptops, coloured overlays, visual timetables, larger font.
- Teaching assistants will support pupils on a 1-to-1 basis where appropriate
- We may also provide phonics and numeracy interventions.



AREA OF NEED	CONDITION	EXAMPLES OF HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum Condition (ASC)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Pen grips and adapted pens Coloured paper Aids to enhance fine motor skills
	Moderate learning difficulties	Multisensory learning Differentiated instruction
Social, emotional and mental health	ADHD, ADD	Quiet workstation Fidget toys Screens
	Adverse childhood experiences and/or mental health issues	Nurture groups Counselling
Sensory and/or physical	Hearing impairment	Training for staff
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Sensory room
	Physical impairment	Training for staff

6. 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 targets each term
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the SENCO team
- Holding an annual review to review the EHCP



7. What support will be available for my child as they transition between schools?

Primary to secondary

All pupils transitioning from primary school to Newbridge take part in a transition programme at the end of Year 6. This involves visiting school in July and taking part in a Newbridge school week where they attend lessons and get familiar with key staff and school routines. We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community. We set up new pupils with an older pupil buddy to help them get settled in and make friends.

Transition from Year 11 to KS5

Pupils have opportunities throughout their time at Newbridge to look at careers and training opportunities in the local area. During Key Stage 4 local college visits take place, a visit to a university takes place, careers service links are fostered with Sharon O'Hara-Moore who helps pupils to access suitable courses, support is given for pupils to complete college applications. The Annual Review in Year 11 has our careers support person (Sharon O'Hara-Moore), Wigan SEND representative (Matt Farrell), the relevant PFP, pupil and parent/carer present to review the EHCP and ensure it is updated to support the transition to college or training. Pupils have access to a variety of external providers throughout KS4 to ensure they have a clear picture of where they see their future career paths. This helps to support transition and prepare for adulthood. Pupils can study courses such as Public Services, Employability and Duke of Edinburgh, which cover life skills such as budgeting, money management, independent living skills, volunteering, learning new skills, completing CV's.

8. What support is available for me and my family?

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

To see what support is available to you locally, have a look at Wigan's local offer. Wigan Council publishes information about the local offer on their website:

9. Glossary

- **Access arrangements** - special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** - an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** - the 4 areas of need describe different types of needs a pupil with SEN 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
- **Differentiation** - when teachers adapt how they teach in response to a pupil'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 (EHC) 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
- **Graduated approach** - an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** - a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** - information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** - target for improvement for pupils with SEN. 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 pupils with SEN
- **SEN support** - special educational provision that meets the needs of pupils with SEN
- **Transition** - when a pupil moves between years, phases, schools or institutions or life stages