

# Our Local Offer for Special Educational Needs and/or Disability



Teaching,  
learning &  
support

Headteacher:

Nicola Bromley – Smith

School address:

Gallowstree Lane

Newcastle – under – Lyme

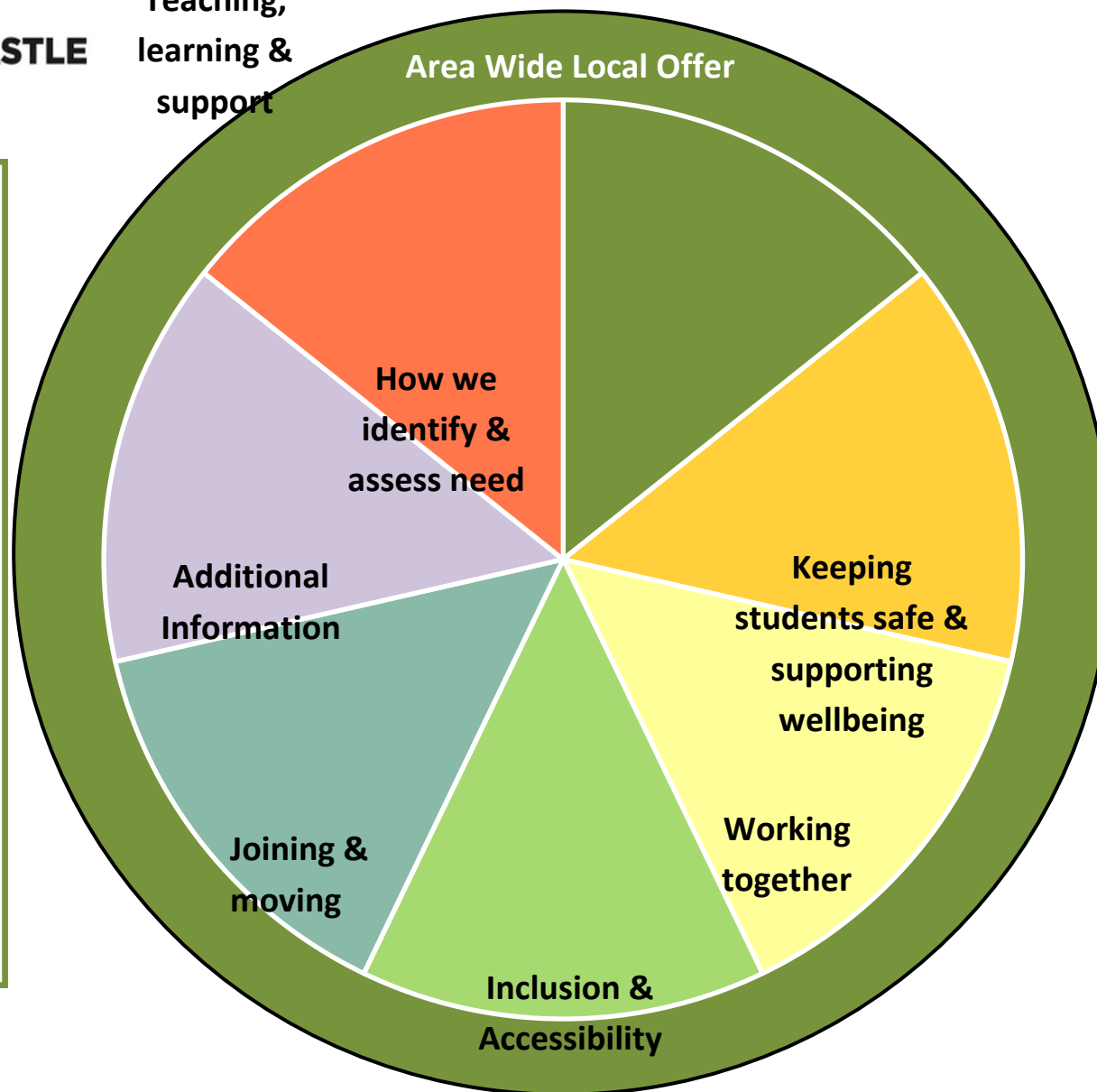
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Please click the relevant words on the wheel to be taken to the corresponding section.

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## How we identify and assess needs

### How will you know if my child or young person needs extra help? (*IRR*)

According to the SEN Code of Practice (2014) a child or young person has SEND if they have a learning difficulty or disability which requires special educational provision to be made. A learning difficulty or disability is considered if a young person:

- Has significantly greater difficulty in learning than the majority of children the same age.
- Has a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.

At Newcastle Academy we aim to identify and assess as early as possible to ensure the appropriate support can be implemented. To identify special educational needs information is gathered through a variety of sources including:

- Evidence from teacher observation and assessment.
  - Primary school liaison
  - Pupils progress against predicted national curriculum levels or GCSE grades.
  - Standardised screening or assessment tools, including reading and spelling assessments.
- All year 7 students complete a CAT test. This is an assessment of abilities in areas of learning.
- Referrals from parents.
  - Liaising with medical agencies
  - Liaising with external agencies such as Educational Psychologists.

Once needs have been identified the next steps are:

- Contact parent / carers to discuss additional needs identified.

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### How we identify and assess needs

- Create a pupil support plan in collaboration with parent / carer and the young person.
- Contact external agencies for further support (if relevant).
- Implement appropriate support and reasonable adjustments.
- Regularly review the support plan.

If through these cycles the SENCo and parents feel that further support is required a request for an Education Health Care (EHC) needs assessment could be considered.

### What should I do if I think my child or young person needs extra help?

*(NB this question may not be relevant to specialist providers and they can leave it out)*

If you feel that your child needs additional support please do not hesitate to contact:

Nicola Bromley – Smith (SENCo) [nicola.bromley-smith@newcastle.academy](mailto:nicola.bromley-smith@newcastle.academy)

Zena Chadwick (SEND Officer) [Zena.Chadwick@newcastle.academy](mailto:Zena.Chadwick@newcastle.academy)

### Where can I find the setting/school's SEND policy and other related documents? **(IRR)**

**School Policies – Newcastle Academy**



## Teaching, Learning and Support

### How will you teach and support my child or young person with SEND? *(IRR)*

Where students have been identified as needing additional support, the Academy is keen to ensure that this support is offered within the classroom and takes a fully inclusive approach to education.

Teaching staff are responsible for planning and delivering targeted work and support in lessons. We strive to ensure that all students receive Quality First Teaching which aims to provide a high quality learning experience focused around quality delivery of teaching and regular feedback to ensure progress. Learning Support Practitioners may also offer targeted and agreed support within class, whilst developing self – confidence and independence in students.

Learning Support Practitioners may also offer additional intervention, where appropriate. The impact of intervention is reviewed regularly and is used to inform further targets for progression. Additional intervention may be offered in small groups or on a one to one basis. Your child may also be identified as needing some extra specialist support from an external agency such as:

- ASD Outreach Team
- Sensory Service
- CAMHs

Where the Academy feels external support is required, this will be discussed and agreed by parents / carers and students.

The SENCo is responsible for collaborating with staff and organising additional support required. A student profile will be created and shared with all staff. This profile will contain strategies for support in the classroom and will be reviewed on a regular basis. The student will also have ownership over the profile and will work with a member of support staff to ensure their views are encapsulated within the profile.

If a student has an EHCP the strategies from the plan will be implemented into the students timetable and will be included on the student's profile. EHC plans are reviewed annually with parents and the individual.

### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

Firstly, teaching staff are responsible for ensuring differentiation as part of Quality First Teaching. Learning Support Practitioners will offer further support where required. Each individual subject area has designed inclusive, challenging curriculums to ensure all pupils are challenged, and that a range of support and

## Teaching, Learning and Support

provision is available to support each individual pupil where appropriate. Curriculum road maps have been developed to enable pupils to identify their own learning journey through the school, and with the added support of assessment maps, pupils can identify what areas they have strengths in and what areas they need to focus on next to further improve. With the use of iPads we have a range of resources to support students accessing the curriculum. The Education programme is overseen by SLT in collaboration with Heads of Faculty. Content and curriculum topics are regularly reviewed to ensure we maintain our Quality First Principals.

The academy offers a broad and balanced curriculum, which is accessible to all pupils throughout the time at the school. At Key Stage 3, all pupils experience a range of subjects, primarily aimed at preparing them for Key Stage 4 courses, but also with the aim of enriching their school experience. At Key Stage 4, all pupils are given the same opportunities to study for the GCSE/BTEC examinations. For Options, all pupils are able to select from the full range of courses available, with appropriate support and guidance to ensure they select the Key Stage 4 course appropriate for themselves.

Reasonable adjustments can be made for exams, if this is the students normal way of working, and can include the following:

- Access to a reader
- Use of a scribe
- Use of a laptop
- Additional time
- Rest breaks
- Prompts
- Small group / individual room

Reasonable adjustments for exams do need to be assessed by an external provider. Testing normally takes place towards the end of key stage 3 to ensure adjustments can be implemented for PPE's as well as GCSE exams.

Information on GCSE courses can be found on the Academy website.

## How resources are allocated to meet children or young people's needs?

The SEND budget is currently managed by the Senior Leadership Team and is allocated to the provision of resources. These include:

## Teaching, Learning and Support

- Learning Support Practitioners
- Resources for students with SEND
- Support from external services
- Small group / 121 interventions
- In class support

### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

The SENCo is responsible for the planning of student support. As an academy we always strive to involve parents / carers and students in decision making around support. This is reviewed regularly by Learning Support Practitioners, overseen by the SENCo.

Any student with an EHCP will be allocated support in line with the outcomes within their plan. The plan will be reviewed annually with parents / carers and the student.

### How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

Our iPad scheme offers a very effective support system, with a range of resources and apps to support students in lessons. Any additional resources required may be purchased to support student development, if considered beneficial in facilitating learning and achievement.

We also liaise with external agencies such as: Speech and Language Therapy, Occupational Therapy and Visual / Hearing Impairment Teams for additional support for students.

### How will you and I know how my child or young person is doing? *(IRR)*

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## Teaching, Learning and Support

Learning Support Practitioners are allocated as a keyworker for each student requiring additional support. This LSP will make regular contact home to inform parents / carers of progress, both academically and for personal development. Reports will also be sent home during the year informing you of your child's progress.

At Newcastle Academy we are keen to communicate regularly with parents. If you would like more information on your child's progress please do not hesitate to contact your child's keyworker / SENCo to arrange a meeting.

### How will you help me to support their learning? *(IRR)*

Regular contact from Learning Support Practitioners will ensure open communication regarding the most beneficial ways for students to be supported at home. Support at home may include:

- Listening to your child read.
- Agreeing a homework timetable.

### How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

Students have regular meetings with Learning Support Practitioners. During these wellbeing, subject progress and enrichment opportunities are discussed and additional support agreed if required. Students are involved in the deciding on the most effective strategies to support them. These are then shared with all teaching and support staff.

### How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

Academic data is collated during the year and this is used to plan further interventions and support where necessary. The SENCo deploys a range of resources to assess outcomes in other areas of need, such as a Boxall Profile.

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### **Teaching, Learning and Support**

Student profiles are regularly reviewed (termly), and effectiveness of support and provision will be reviewed during this time. Both parents / carers and students will be contacted by your key worker when this review is due, and it will be completed in collaboration to ensure all stakeholders agree on support moving forwards.

For young people with an EHCP, their views are gathered as part of the annual review process.

Keyworkers encourage students to contact them if they feel they need further support. Regular contact between keyworker and young person ensures communication is ongoing and support can be adjusted where necessary.

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### **Keeping students safe and supporting their wellbeing**

#### **How do you ensure that my child or young person stays safe outside of the classroom?**

If considered beneficial, arrangements can be made to support transition at the start and end of the school day. This can be discussed and agreed with the SENCo.

During break and lunch there are a variety of clubs that can be accessed. The timetable is displayed in reception and in form rooms. Members of staff are on duty and available during break and lunch times. Staff are also present during lesson change overs.

On school trips risk assessments are completed prior to leaving and all relevant paperwork is checked by our educational visits verifier.

Mrs Thomas is the Designated Safeguarding Lead and she ensures that all appropriate safeguarding measures are in place to protect students in the Academy.

#### **What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)**

Students are allocated to a House and have daily contact with their form tutor. Students also have a House Leader who they can contact for support if required. Overall, social and emotional development is supported in the curriculum through PSHE and Personal Development. Throughout the academic year assemblies and whole school themes address wellbeing and support for students. Wellbeing is also promoted through the Tutor Programme.

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### **Keeping students safe and supporting their wellbeing**

Members of staff have received the Mental Health First Aider certificate and an email is promoted around school for students use if they require contact. Learning Support Practitioners and House Leaders communicate regularly to ensure highly effective support for wellbeing is secured.

### **How will you manage my child or young person's medicine or personal care needs?**

If medical or personal care is required this is discussed with parents / carers and students before admission. A care plan is created and shared with staff. This contains all the necessary information for support, including procedures in the event of a medical emergency. This plan is regularly reviewed and updated when necessary.

Staff receive training in First Aid. First Aid requirements are dealt with by trained staff and co-ordinated via reception to ensure a swift response to requests.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

At Newcastle Academy there are two houses. House Leaders work closely with staff to support pupil behaviour and attendance. Form Tutors also work closely with students to offer support.

Students are rewarded regularly for behaviour, achievement, and attendance. Students are also recognised for demonstrating our core values: Leadership, Teamwork, Kindness, Responsibility, Empathy and Confidence.

**[Behaviour-for-Learning-NEW-October-2021.pdf \(newcastleacademy.org\)](#)**

### **How do you support children who are looked after by the local authority and have SEND?**

Personal Education Plans are required and a record is maintained to follow educational progress.

Financial support can be available depending on need. This may include funding for counselling, emotional coach, sport / music lessons and other provision either in or out of school.

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## **Working Together**

### **Who is involved in my child's education?**

All staff work collaboratively to ensure your child receives the support they require to succeed. Teaching staff will ensure Quality First Teaching in each subject. The Inclusion Team also work together to ensure personal development and additional support for emotional wellbeing is provided where necessary. House Leaders and Learning Support Practitioners work very closely to ensure students' personal development and academic progress are supported.

### **How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?**

Profiles are shared with all staff and any updates communicated. The SEND Officer and LSP's have led staff training to raise awareness of students and further methods to support in the classroom. Ongoing Continuing Professional Development ensures staff knowledge remains up to date and relevant.

The SEND register provides staff with information regarding the additional needs of students and this information is also available on Sims.

### **What expertise do you have in relation to SEND? (IRR)**

Additional training for staff is implemented as a whole school approach and the Trust also support staff.

Miss Green is a qualified Emotional Learning Support Assistant (ELSA) who supports students in school.

The SENCo has a Postgraduate certificate in the National SENCo Award.

The SEND Officer has a wide range of experience of working with different additional needs.

LSP's regularly complete professional development and have knowledge in a wide range of SEND needs including: dyslexia, dyspraxia, ASD, ADHD, ODD, speech, language and communication.

### **Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)**

We are keen to ensure students access as much support as possible and so we work with a variety of external agencies, including social services and Homestart. We hold regular meetings in school and the Inclusion Team provide regular updates to ensure effective communication. We also work with CAMHs and GP services.

In school students can access an emotional coach or counsellor. Autism Outreach also visit regularly to offer students support.

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## Working Together

We are lucky enough to have our therapy dogs, Margaux and Gibbs who visit with their owner Lynn once a week. They are volunteers for Therapy Dogs Nationwide. They listen to students read and are great for students who need some time to relax.

### Who would be my first point of contact if I want to discuss something?

Please contact Mrs Chadwick, SEND Officer: Zena.Chadwick@newcastle.academy

### Who is the SEN Coordinator and how can I contact them? *(IRR)*

SENCO – Nicola Bromley – Smith  
SEND Officer – Zena Chadwick

### What roles do your governors have? And what does the SEN governor do?

Our SEND Governor is Vicky Recine

### How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

Regular student voices are held to ensure all pupils have a voice. We have a range of Leadership Groups that students can also be involved in.

Student profiles are created in collaboration with the young person so they have an opportunity to discuss what support is best for them. These are a working document and are regularly reviewed.

Additional careers advice, meetings and support can be arranged if student require additional support with their aspirations. Drop down days and careers sessions also support students in making decisions about their future.

Students with SEND have access to a keyworker who they can speak to or email if they wish to discuss anything.

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## **Working Together**

### **What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?**

Governor opportunities will be advertised to parents when applicable. We welcome involvement from parents and make regular contact home.

### **What help and support is available for my family through the setting? *(IRR)***

If you require further support completing forms and paperwork please do not hesitate to contact the Academy and ask to speak to your child's key worker, House Leader or Mrs Chadwick.

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## Inclusion & Accessibility

### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

We offer a range of extracurricular activities, both during break times and after school. These range from sports clubs, to robotic and cooking clubs. These clubs are accessible for all students and we encourage students to attend.

The Academy work with Staffordshire County Council and use EVOLVE to risk assess and plan trips. All trips are signed off by the Principal. If additional risk assessments need to be created for an individual these will be completed in collaboration with parents / carers. Additional staff may also be placed on the trip to provide additional support.

Parents / carers are encouraged to contact Mrs Chadwick if they have concerns around their child attending a trip.

### How accessible is the setting's environment?

#### Is the building wheelchair accessible?

Fully Accessible ☐

Partially Accessible ☒

Not Accessible ☐

Due to the nature of the site not all floors are wheelchair accessible.

Are disabled changing facilities available? Yes ☒  
No ☐

Details (if required)

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## Inclusion & Accessibility

Are disabled toilet facilities available? Yes ☒  
No ☐

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes ☒  
No ☐

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes ☐  
No ☐

Details (if required)

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## Joining and moving on

**Who should I contact about my child or young person joining your setting? (*IRR*)**

Please contact Mrs Chadwick (SEND Officer) if you would like to find out more about our SEND provision or if you would like to discuss specific needs.

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### Joining and moving on

The Academy admission policy can be found on our website: **Staffordshire Children & Lifelong Learning Directorate (newcastleacademy.org)**

### How can parents arrange a visit to your setting, school or college? What is involved?

We have an Open Evening each year for prospective students and parents. We also offer visits during the school day. These dates are communicated on our website and social media pages. If you would like a tour of the Academy at any other time please do not hesitate to contact Mrs Chadwick to arrange a date and time.

### How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? **(IRR)**

From KS2 – 3 transition meetings are held with the Primary school to discuss individual students and support currently accessed. Plans and profiles are shared with us so we can begin to plan student support. Additional visits to Primary schools will be made where the SEND team will introduce themselves to students and complete some information finding assessments. Students will also have the opportunity to complete an “all about me” booklet to share their strengths, likes and dislikes with staff.

The Academy hold 2 transition days where students have the opportunity to engage in lessons and a variety of activities. They will be introduced to staff and other peers.

When students are considering further education support can be given to visit different settings. Additional visits can be supported if necessary. Our careers advisor supports course choices and applications. Careers events through the Academy year are organised to support all year groups with their aspirations and future choices.

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### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

There are a range of services that can offer support:

SENDIAS - 01785 356921

CAMHS – 01782 408354

<https://www.staffs-iass.org/home.aspx>

<https://councilfordisabledchildren.org.uk>

<https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Home.aspx>

Staffordshire SEND Family Partnership - Information, Advice and Support Service ([autism.org.uk](http://autism.org.uk))

#### When was the above information updated, and when will it be reviewed?

Created July 2022

Reviewed July 2023

#### Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

#### What can I do if I am not happy with a decision or what is happening? *(IRR)*

In the first instance please do request a meeting to discuss any concerns you may have.

**Complaints-policy-Nov-2021.pdf** ([newcastleacademy.org](http://newcastleacademy.org))

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### Additional Information

#### Type of Setting (tick all that apply)

- |   |  |   |   |                                  |
|---|--|---|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream        | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special              |   |                                  |
| <input type="checkbox"/> Early Years                  | <input type="checkbox"/> Primary             | <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Post 16                            | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained                   | <input type="checkbox"/> Academy             | <input type="checkbox"/> Free School          | <input type="checkbox"/> Independent/Non/Maintained/Private |                                  |
| <input type="checkbox"/> Other (Please specify below) |  |   |   |                                  |

DFE Number 391/2019

#### District

- |   |                                    |   |  |
|---|------------------------------------|---|--|
| <input type="checkbox"/> Cannock              | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth            |
| <input checked="" type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford           | <input type="checkbox"/> South Staffordshire |

#### Specific Age range

11- 16

#### Which types of special educational need do you cater for? (IRR)

- ☒ inclusive mainstream school      ☐ special school

Offer specialisms in. Tick all those that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Resource for autism                              | <input type="checkbox"/> Resource for social, emotional and mental health                         |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly                                    | <input type="checkbox"/> Resource for moderate learning difficulty                                |
| <input type="checkbox"/> Resource for physical disability                 | <input type="checkbox"/> Resource for profound and multiple learning difficulty                   |
| <input type="checkbox"/> Resource for severe learning difficulty          | <input type="checkbox"/> Resource for speech, language and communication needs                    |
| <input type="checkbox"/> Visual impairment friendly                       |   |

## Additional Information

### Other specialist support/equipment:

☐ Specialist technology

**Comment:**

- ☐ Rebound trampoline
- ☐ Accessible swimming pool
- ☐ Outreach and family support
- ☐ Bought in support services
- ☐ Sensory room/garden

- ☐ Hydrotherapy
- ☐ Medical
- ☐ Therapy services
- ☐ Hearing loop