



New Road Academy

SEN Information Report

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Purpose of the SEN Information Report

All schools are required as part of the Children and Families Act (2014) to publish a Special Educational Needs Information Report.

The purpose of which is to provide information to our current and prospective families, the Local Authority and Government agencies. The SEN Information report provides details regarding the implementation of the New Road Academy Trust's [SEND Policy](#).

This report will be updated at least annually and include the required information as set out in the SEND Code of Practice 0-25 Years (2015) Section 6.

New Road Academy Information

Part of the Learning Community Trust.

Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.

The Learning Community Trust is a multi-academy trust which spans education for children and young people from the age of 2 years old through to 16 years old, and up to 25 years old in our specialist settings. We have an excellent reputation both regionally and nationally and are proud to place our pupils, staff and families at the heart of everything we do. We want our pupils to thrive, enjoy school, and understand the importance of respect for others.

We believe that pupils should have access to a formidable educational experience, ensuring a mindset for success and a readiness to thrive, preparing them for their futures as global citizens. The Learning Community Trust exists because we have a commitment and passion for providing great academies for our communities. We acknowledge and celebrate the distinctness and individuality of each academy's community; we celebrate equality, diversity, inclusivity and individuality because we believe that we have far more in common than that which divides us.

New Road is a mainstream Academy with approx. 1060 students on roll. Amongst our students, there are a number identified with Special Educational Needs (SEN) who are represented across the ability range and in within all year groups. SEN students' support needs may remain constant over time or change in line with their personal development.

The total number of students on identified on the SEN register during (out of 1060 on roll) is which equates to 20% of the whole school population. During 2022 -23 there were 23 pupils with EHCP's (2%) and 191 pupils K code pupils receiving SEN support (18%)

The primary needs of SEN students during 2023 – 2024 are identified as Cognition and Learning, Moderate Learning Difficulty (MLD), Specific Learning Difficulty (SpLD), Social Emotional Mental Health, Speech Language & Communication (Autism, Speech difficulty) Physical & Sensory (Visual Impairment (VI), Hearing Impairment (HI), Physical Disability (PD), and also those with Other Difficulty/Disability

Identifying Children with Special Educational Need

Screening Information: The Academy aim to gain accurate screening of students through whole school reading tests. The Inclusion Department also screen students in year 7 with additional reading, spelling or handwriting tests if required. A standardised score of below 84 in the whole-school screening may involve further screening with the Academy SENCo or the allocated Specialist Advisory Teacher for Learning from Telford Local Authority to provided further insight into students' needs.

The Graduated Approach

When young people join the academy, they may already be identified as SEND. All staff are involved in identifying difficulties and they follow a referral pathway to our inclusion team. Assessments, observations and pupil and parent voice may be collected during this process. This may lead to targeted interventions, placement on the SEN register or referrals to outside agencies.

We operate a 'quality first inclusive teaching' approach with minimal withdrawals for specific interventions to ensure that all our students experience a full curriculum. Teaching staff should ensure resources and teaching is adapted to learners needs.

At times, our pupils will require additional support and at NRA this may be through 1:1 or small group support by SEN support staff (targeted intervention.) These may be in adherence to provision within EHCPs, external professional recommendations or through in house screening.

Ensuring impact and progress is made through the support we implement is part of the review cycle we have at NRA. This happens through screening, provision reviews, SEND parent/care meetings, external professional reviews or through the statutory process of annual review.

APDR info

Teaching Staff Identification: Teaching staff at the Academy are encouraged to identify students that are experiencing difficulties in one or more of the four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and/or Physical and SEMH) by completing an internal SEND referral document.

Pastoral Staff Identification: Students who are displaying persistent/ongoing barriers to learning and education may be identified at Pastoral Staff meetings which are attended by the SENCo, Safeguarding, Assistant Head, Heads of Year.

Student and Family Identification: Following concerns about a possible unidentified special educational need, students and families are encouraged to raise this with the Academy by contacting the SENCo by telephone or email, to discuss the concerns in person. This may lead to further identification through assessments, and referrals where appropriate.

Consulting with Families and Young People

The views of and students are highly valued at the Academy. Once a referral is made to the SEND Department, views are sought to provide both current and historical perspectives of the students need. Students may also self-refer for support.

Prior to any referrals to external services, families and students will be informed of the process and purpose, whilst being given the opportunity to ask any questions they may have.

Discussions with families will take place before removal or addition to the SEN register.

SEND progress meetings will be held by key workers from the inclusion department with pupils and families, to review support and agree next steps.

Arrangements for Assessing and Reviewing Progress

Whole School

All students, including those with SEND, are set target levels in all subjects. Progress against these targets is monitored at three points during the academic year. Each student is provided with a detailed annual report with written contributions from all subject teachers. Families are invited to an annual Parents Evening where they can discuss their child's progress with their teachers.

In addition to the whole school assessment reporting process, the SEND Department are available during parents evenings and provide additional opportunities to meet parents throughout the year.

Once a provision has been agreed with students and families, the SEND Department will record a provision map to enable staff to evaluate effectiveness. This is monitored internally within the department as part of the graduated response (Assess, Plan, Do, Review) and reported back to students and families at the SEND meetings.

Transition Stages

Joining New Road Academy

The Academy follows a clear transition programme for all Year 6 students. The Academy SENCo/ Assistant SENCo and the Head of Year 7 will liaise directly with the class teachers and/or SENCo from each feeder school during the summer term to discuss identified SEND students.

Where possible the SENCo and Head of Year 7 will visit the students at their school and provide transition support. Where some SEND students require additional supported transition, this is provided in line with their individual needs.

All students transferring from primary school attend induction days towards the end of the summer term and are encouraged to attend the transition Summer School, which runs during the school summer holidays. This gives students a greater familiarity with the Academy and helps to build their confidence as September approaches.

SEND students are identified, supported, and monitored by staff from the Inclusion Department throughout transition and upon joining the Academy. This gives teaching and support staff the opportunity to get to know the needs of students with SEND and meet their families.

Pupils transferring to New Road Academy from another setting may require further assessment on entry to school to gain baseline data.

Movement Between Phases of Education

KS3-KS4 Transition: Part way through Year 9, all students choose their option subjects for Year 10 and 11 study, with opportunities at all levels to follow interesting and challenging courses. Guidance for all families and students helps to ensure that they make appropriate choices in relation to their ability, interests and future aspirations. SEND students will receive additional information about appropriate future opportunities, have the opportunity to attend options evening and students will receive additional careers interviews through the school's Careers Advisor, Laura Burke. Future Focus (LA Telford) also provide support for pupils that have an EHCP.

KS4-KS5 Transition: Staff in the Inclusion Department can offer advice to students about a range of further educational provision within the local area and will support students on college visits if required. Students are encouraged and supported to make visits to local providers at all levels.

Teaching Children with Special Educational Needs

Our Curriculum

The Academy places great emphasis upon teachers' responsibility to meet the needs of all students within their classroom.

KS3 – All students in Year 7, Year 8 and Year 9 (including students with SEND) follow The National Curriculum. Lessons are planned and adapted according to pupils needs.

The Academy aims to continually improve Teaching & Learning by creating engaging learning experiences for all students in mixed ability and set classes. The average class size in KS3 is 28 - 30.

KS4 – In year 8 pupils taken their options year 9 &10 students follow a more bespoke timetable of GCSE subjects, whereby classes are set in core subjects. GCSE target grades are based upon students' primary school attainment and applies across the ability range. Class sizes are usually smaller in lessons where students require the most support. Students followed a standard programme of 9 GCSEs.

Adaptations to our Curriculum

Curriculum Adaptations: The Academy will work with students, families and professionals to make adaptations to the curriculum to support the needs of SEND students.

In KS3 the curriculum is adapted to ensure students can access work at an appropriate level. In KS3 there is an emphasis on providing interventions to support the development of key skills including literacy and numeracy.

Adaptations to the Learning Environment

Learning Environment Adaptations: The Academy will work with students, families and professionals to make reasonable adjustments to the learning environment.

The Academy ensures that students requiring additional physical aids such as a supported chair, writing frames, coloured overlays or Radio Aid technology is provided.

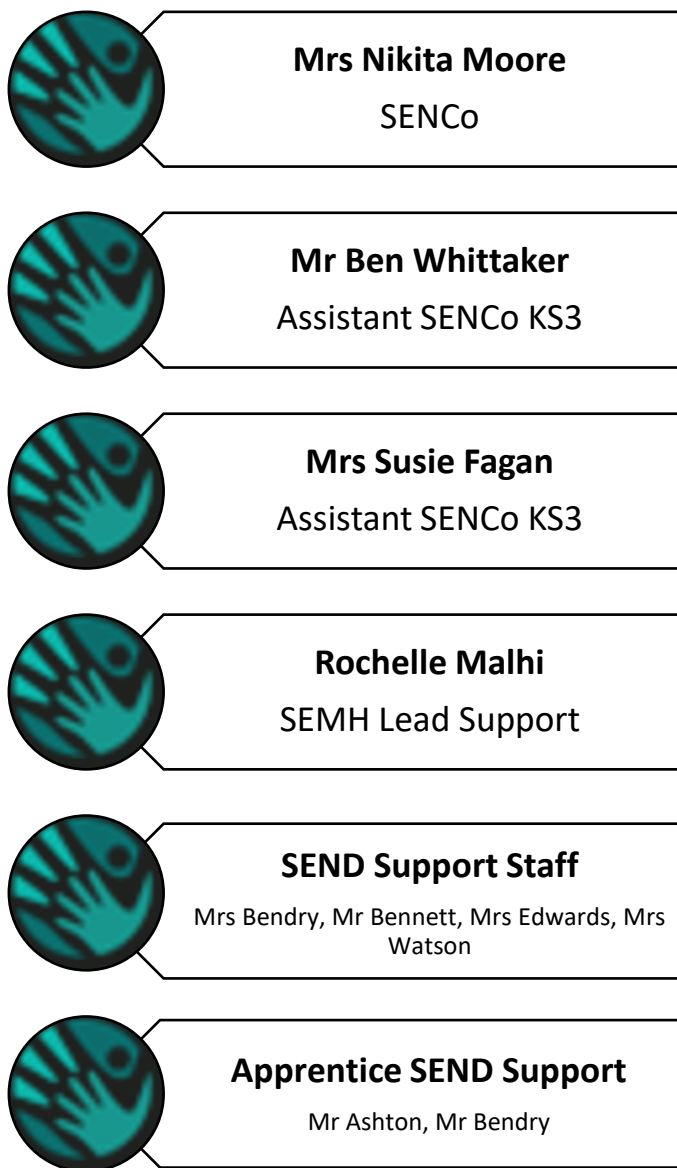
New Road Academy is accessible to disabled users. There are lifts situated around the school, allowing access to the second and third floors. New Road Academy has a dedicated Medical Room and staff trained in First Aid. The site has multiple disabled toileting facilities. Disabled parking is located directly next to the school entrance. The school has an **Accessibility Plan** in place that is reviewed annually.

A list of provisions for New Road Academy can be found in Appendix 2.

Staffing

Department structure

The Inclusion Department is small but organised to meet the needs of students. It consists of the following key adults:



Additional Staffing Training

Ongoing professional development is a priority within New Road Academy & The Learning Community Trust.

Please see Appendix 3 for the SEND training record for the Academic year.

Engagement in Activities

The Academy embraces individual students' strengths and provides encouragement and support to enable SEND student participation in whole-school activities. There has been SEND student representation in many extra-curricular and enrichment activities.

The SEND Department aims to continue to raise awareness of SEND and Neurodiversity amongst our learners through assemblies and inclusion spaces.

Emotional and Social Development

All students can be directed towards accessing wellbeing support within the Academy via referrals from safeguarding, the pastoral team, the SEND department or following student/family referrals. This may be through individual support or small group programmes with internal or external professionals.

Within the SEND Department, students can access support either before school, break time, lunchtime or after school if they feel they require additional wellbeing support.

The inclusion spaces also contain sensory items and information on neurodivergence.

If students require individual support or small group programmes for their Social Emotional Mental Health and wellbeing these are discussed with students and families and may take place with internal or external professionals.

Students can have a supported lunch if they are having difficulty with social skills or of the have difficulty navigating unstructured times such as break and lunch.

Engaging with External Agencies

To secure further specialist expertise, the Academy will often consult and liaise with a number of external agencies:

- External Mentoring agencies
- Counselling Services
- Alternative Provision Providers
- Beam
- Kooth

Telford Local Authority – Inclusive Learning Services

- Educational and Child Psychologist
- Specialist Advisory Teacher for Learning
- Behaviour Support & Advice Team
- SPECTRA Autism Team
- Sensory Support Team (HI/VI Teachers)
- Virtual School – LACE Development Workers

NHS Services

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Hospital Consultants/Paediatricians/
- Child and Adolescent Mental Health Service (CAMHS)
- Bee U
- School Health Nurses

Social Care

- Social Workers
- Early Help
- MST
- Virtual School

External

- Beam
- Kooth

A minority of New Road Academy students with special educational needs live within neighbouring boroughs. If they require additional assessment or support, this is coordinated with the relevant Local Authority services.

Where a child or young person is looked after by the local authority and have a Special Educational Need, the SENCo will provide input into Personal Education Plan (PEP) meetings and may be a point of contact alongside the Designated Teacher for Looked After Children with regards to special educational provision.

Evaluating the Effectiveness of Provision

Governance

The Standards and Performance Committee, through the SEND link governor, will monitor and evaluate the Academy's provision for SEND students. This will include pupil outcomes although may not solely focus on academic attainment.

The Role of the Trust

The Learning Community Director of SEND monitors the effectiveness of SEND provision. The Director of SEND provides regular SENCo network meetings to enable sharing of good practice, development of provision and further training opportunities.

The Role of the Principal

The Principal, Mrs Andrea Bell oversees the work of the SENCo and holds her accountable to coordinate support for progress and provisions for children with SEND.

The Role of the SENCo

To co-ordinate support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high-quality response to meeting their needs in school.

To ensure that families are kept involved and informed about the support their children are receiving.

To liaise with external professionals who may be coming into school to help support your child's learning e.g. Educational Psychology, LA Specialist Teachers, etc.

To update the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.

To provide specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

To ensure there is sufficient expertise in school and providing or facilitating training where required.

The SENCo must always work with statutory guidance including but not limited to SEND Code of Practice (2015), Keeping Children Safe in Education (2023) and the Equality Act

Local Offer Contribution

Each local authority has a Local Offer for SEND which can be accessed online using the links below:

Telford [SEND - Local offer \(telfordsend.org.uk\)](https://telfordsend.org.uk)

Shropshire [The SEND local offer | Shropshire Council](#)

Wolverhampton [What is the Wolverhampton Local Offer? | Wolverhampton Information Network](#)

Complaints

The Learning Community Academy Trust Complaints Policy is published on each Academy website.

Should a parent or carer have a complaint about the special educational provision made for their child, they should in the first instance discuss this with the class teacher or key worker.

If the matter is not resolved satisfactorily, parents or carers have recourse to the following options:

- Discuss the concern with the Academy SENCo
- Discuss the concern with the Academy Principal
- Discuss the concern with the Trust Director of SEND

Should the complaint still not be resolved, the matter may be raised with the CEO of the Trust, entering the Trust's Complaints Policy at Stage 5 through the Manager of Governance.

Appendix 1 – SEN Data for 2023-2024

| | C&L | C&I | S&P | SEMH |
|--|--------|--------|-------|--------|
| Total students in the 4 broad areas of need | 68 | 46 | 9 | 58 |
| Percentage of SEND Register per broad area of need | 37.57% | 25.41% | 4.97% | 32.04% |

Appendix 2 – Interventions 2022-2023

The following interventions were available at the Academy during 2022-2023

| | Wave 1 Universal Provision | Wave 2 Targeted Provision | Wave 3 Specialist Provision |
|---|---|---|--|
| Cognition and Learning | Quality First Teaching Differentiated resources Homework Clubs Sparks Maths GCSE Pod | Reciprocal Reading Handwriting Programme Accelerated Learning Group literacy programme Direct Instruction for Literacy | Inclusion services L-SAT 1 to 1 in class support 1 to 1 Literacy intervention |
| Communication and Interaction | Quality First Teaching Adapted Curriculum Group & paired work Assemblies Work Experience interviews | Autism Toolkit for girls Lego Based Therapy Lunch Club Supported break times. Pre teaching PSHE topics Flash Academy (for language fluency) | Speech & Language (SALT) 1 to 1 check in's 1 to 1 Social skills 1 to 1 Social Stories |
| Social Emotional and Mental Health | Quality First Teaching Adapted Curriculum Assemblies PSHE curriculum | Zones of regulation Lego Based Therapy Art Therapy Wellbeing sessions Inclusion Hub access Talk About for Teenagers Emotional Regulation / Resilience | Educational Psychology Service BSAT (Behaviour support advisory team) 1 to 1 Mentoring |
| Sensory and/or Physical Needs | Quality First Teaching Focus Days Assemblies | Handwriting Programme | Touch Typing Physiotherapy Movement support Occupation Therapy Sensory Inclusion Service |

Appendix 3 – SEND Training Record 2022-2023

| Role of Person(s) Completing Training | Training Provider | Detail |
|--|--------------------------|--|
| SENCo SEND Team | Autism Education Trust | Attachment Training Autism Training |
| New Staff starters Early Career Teachers New staff SEND training | In house | New staff SEND training |
| Whole Staff Training | In house | Broad Areas of Need SEND Code of Practice |