



W A T E R T O N
ACADEMY TRUST®



SEND Information Report

2025- 2026

For Annual Review

Special Educational Needs and/or Disabilities (SEND) Information Regulations 2014 Updated January 2015

Newstead Academy is committed to providing an appropriate, engaging and high quality education to all children attending our school, regardless of age, gender, ethnicity, impairment, attainment or background. We believe that all children have an entitlement to a broad and balanced academic and social curriculum, which is accessible and inclusive, and we are supported by Barnsley Local Authority to achieve this. At Newstead Academy we enable all children to grow as independent learners, achieve more than they ever believe they could and shine as unique individuals. Preparing our pupils for life in an ever-changing world, developing curious, well-rounded individuals who are determined to succeed. The Authority's Local Offer for SEND can be found at www.barnsley.gov.uk

For admission arrangements, please see our website- all admissions must be placed through the EHC Team.

What provision is in place for all children at Newstead Academy and how do you ensure that children with SEND are treated fairly?

Newstead Academy is a specialist setting and the focus for our area of need is communication and interaction. A number of our pupils have a diagnosis of Autism but not all. We have a small ratio of children to adults and this is a fluid model- adults are not assigned to specific children but work with different groups of children, within these ratios each day.

The school environment is designed in line with a 'low arousal' approach which means that the setting is calm, ordered and contains minimal displays. We have a set colour theme throughout that is designed to fit with this approach. We provide the following provision and access arrangements:

- Teaching and curriculum based around the EYFS curriculum and National Curriculum and recognised effective approaches within this.
- Quality First teaching
- A highly trained team of teaching assistants who regularly access high quality CPD to maintain and raise standards of support.
- Excellent teaching staff , all of whom access a constant, high quality CPD program
- Warm and inviting classrooms where children feel safe and secure.
- A multi-sensory approach to learning with a range of teaching styles to suit the learning needs of all children.
- Visual timetables to inform children of the order of the day in order to establish security and ownership. These include visuals of set tasks/ parts of the day broke down e.g. dinnertime and showing each component of this as a visual.
- Now/ Next boards to ensure clarity of task and expectations.
- Carpeted classrooms to reduce noise to help maintain a calm atmosphere and assist those with a hearing impairment.
- Emotions charts to help aid discussion and understanding of emotional state.
- The use of 'I want' boards/ PECS/ Makaton as tools to aid and develop communication.
- Well organised, clearly labelled, resources that use symbols that link to 'I want' boards and use PECS illustrations/ diagrams.
- Calm corners that are used as appropriate.
- Two sensory rooms in school, one per floor so that children are always close by if they need t access
- Toileting facilities for disabled access/ changing facilities which allow privacy.
- Quiet areas to allow for small group focused learning which reduce distraction and allow a high level of personalised learning.

- A high number of break out spaces for children to work or complete sensory circuits/ movement breaks as appropriate.
 - Access to outdoor areas and outdoor learning opportunities.
 - Set classroom areas, demarcated with work station screens to create 1:1 task spaces, small groups and whole class.
 - iPads in classrooms (5 per classroom) that enable children to learn independently as appropriate.
 - High quality practical resources to support learning and also regulation.
 - A disabled ramp access to the building.
 - A fully resourced kitchen that has been designed to mirror a kitchen at home to enable children to participate in cooking and baking activities to develop life skills.
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- In addition to this we are extremely keen to ensure that children fully access our local community in order to develop 'life skills' and provide enrichment in additional activities. This includes links to our local community shop and allotment space, park, library and also a newly developed swimming pool.

To see a copy of the access plan for this year, please see Head of Specialist Provisions, Mrs Sharon Wainwright.

What kind of support will my child receive?

Children are supported in a number of ways:

- Access to small groups or individualised support in any areas that are appropriate. This is tailored to each child as needs will vary as will access and support.
- Opportunities for skills learned during targeted group work or personalised time to be developed in class.
- Daily 1:1 sessions with a member of staff- to focus on specific outcomes and targets from their EHCPs.
- Dedicated time in the sensory room with members of staff following programmes of support as well as child led activities.
- Specific support tailored around communication and interaction goals and provision followed as recommended.
- Outside agencies, such as speech and language therapists, occupational therapists, SCI practitioners may visit school to assess your child in order to devise an intervention programme which we will then provide.
- Specialists such as educational psychologists or members of the Barnsley Inclusion Service may assess your child and give advice to teachers about how best to support them in school.
- Health professionals will offer advice to school about how to support children with medical conditions which may have an impact on access to the curriculum, for example epilepsy, diabetes.

When will I meet with school staff?

We operate an open door policy and welcome parents to contact us with any queries they may have. A number of our children arrive via transport arrangements organised by the LA and so we do not see parents on a day to day basis. However, we do not want this to cause a barrier for communication and ask that parents do contact us.

In addition to this we provide termly meetings for parents as well as an annual review of the EHCP targets. This ensures that parents, and school, are up to date with progress and next steps.

If at any point you do wish to speak to us we encourage you to get in touch to arrange a meeting. Communication with our parents is key.

What training do the adults working with children with SEND have?

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children e.g. from the Inclusion Services, Educational Psychologists, Speech and Language Therapy Service, Occupational and Physiotherapy Services. Specialists from the health services also train staff in the management and procedures for the use of medicines. We have a regular and thorough audit of staff training needs and plan our CPD in response to this.

In addition to this outside agencies provide whole school training and CPD to further develop identified areas.

Training takes place in school on a regular basis. This may take the form of school based In-service Training (INSET), as well as opportunities for teachers and teaching assistants to observe colleagues in classrooms working with individuals and groups. We work with other local organisations and schools to provide training and support.

In addition to this all our support staff access a recognised course titled, 'Supporting children with SEND' which is run by Nexus Academy Trust.

As a trust we offer both Level 3 and Level 5 TA apprenticeships. The Level 5 programme is for 'Specialist Teaching Assistants.'

Where possible staff, and leaders, accessed SEND specific training, development programmes and pilots for example through NASEN funded projects/ EEF projects.

How will my child be supported when they are leaving this school?

- We will contact the new school's SENCo to ensure that they know about the needs of your child. Our SENCO will speak to the receiving school and clarify needs and best ways of working.
- All records will be sent to the new school in advance of your child's arrival.
- We will respond to calls from the receiving school with requests for information and will invite the receiving school to Newstead Academy to meet staff and parents.
- Transition visits to the new school will be arranged.

Moving from Year 6 to Year 7

- In Y6 the SENCO and class teacher will meet with the SENCO from the secondary school to discuss your child's needs.
- Your child will hopefully be visited in school by a member of staff from the secondary school.
- There will be opportunities for your child to visit the secondary school in advance to give them a chance to familiarise themselves with the building and the people they will be working with. These are often at various times of the day so that your child can experience many aspects of secondary school life.
- Parents will be invited to a parents' meeting where they will meet the secondary school SENCO.
- The SENCO from the secondary school will usually attend review meetings for children in Y6.
- The LA will determine placement through the EHC Team and panel.

Moving classes in school:

- Information, such as individual provision maps/ profiles, reports, assessments and evidence of achievement will be passed to the new class teacher in advance.
- Teachers will meet, along with SENCO, in transition meetings to exchange information.

- As we work closely together children will be familiar with all staff in school and so will already 'know' their new teacher. Our classrooms are set out consistently to aid transition.

Complaints

Should parents/carers wish to make a complaint with reference to Newstead Academy's SEND Information report/ Local Offer please contact:

Head of Specialist Provisions- Mrs Sharon Wainwright

SEN Governor: (contact via the school office)

Newstead Academy's Local Offer is written with due regard to the Special Educational Needs and Disability Act 2001 and the revised Code of Practice. To read the Local Offer for Barnsley Local Authority please visit Barnsley Council website www.barnsley.gov.uk

