



Newman School

SEND Information Report

2025-2026

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Introduction

Newman is a special school catering for pupils from 2-19. At Newman School, we believe every pupil is unique and has the potential to achieve and thrive. As a special school, we are proud to offer a nurturing, inclusive, and high-quality learning environment tailored to meet the diverse needs of our pupils. Every young person who joins our school is valued as an individual, and we work closely with families and professionals to ensure that each child receives the support and opportunities they need to thrive—academically, socially, and emotionally.

Our dedicated team of staff are passionate about helping pupils achieve their full potential, and we are continually developing our provision to ensure it is ambitious, engaging, and relevant to the lives of the children and young people we serve. We celebrate progress of all kinds and believe that success looks different for every child.

We work in close partnership with families, carers, and external professionals to ensure the best possible outcomes for every child and young person. Together, we celebrate every success, big or small, and support each other through challenges.

Our vision is to build on the school’s many strengths and continue to develop an inclusive culture where respect, kindness, and ambition are at the heart of everything we do.

This SEND Report meets statutory requirements under the Children and Families Act 2014 and is updated annually.

Areas of special need catered for at Newman.

Newman School is a specialist setting for children with an identified area of SEND. All our students have an Education, Health and Care Plan (EHCP).

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties

Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

The above list is not exhaustive.

Our special educational needs co-ordinator, or SENCO

As a special school, all our teachers are SEND specialists.

Lucy Dalton, Deputy Head, holds the National Award in Special Educational Needs Co-ordination and oversees SEND co-ordination across the school. She can be contacted at Whiston site on 01709828262.

Identification and assessment of pupils with Special Educational Needs.

Newman School has 160 places available, and all pupils have an Education Health and Care Plan (EHCP) upon admission. The school is over subscribed. Placement decisions are made by the Local Authority. Pupils' EHCP's are reviewed as part of the Annual Review process. Parents and carers are invited to attend a review meeting every year. Every student has an EHCP Action Plan which sets yearly outcomes for students to work towards. Parents and carers are invited to review this as part of parents' evenings and through the Annual Review process.

Rotherham's SEND Local Offer can be found at: [Rotherham SEND Local Offer – Here you will find help, advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability \(SEND\).](#)

Tracking progress

We track pupils' academic progress using the Newman Tracker, Pre-Newman Tracker and Engagement Model. We have our own unique curriculum pathways which provide individual tracking information. Information from these assessments is used to inform and set pupil outcomes and targets.

Formative assessments are used to help guide the learning process and summative assessments evaluate the overall effectiveness of teaching and learning.

We carefully monitor attendance and behaviour data, and there are specific members of staff allocated to this monitoring.

What is our approach to teaching young people with SEND at Newman School?

Independence

- A well planned and sequenced, ambitious curriculum that enthuses and enables students to make clear steps of progress towards their academic, life skills and EHCP targets
- Clear expectations and boundaries for behaviour and conduct
- Clear learning objectives for lessons and evidence of learning displayed and/or collated neatly and sequentially by staff
- Opportunities to develop independence skills with a Preparation for Adulthood (PFA) 'Golden Thread' embedded across the curriculum
- Quality feedback to make progress in their learning which is accurately assessed
- Opportunities to gain qualifications/awards
- Classrooms that are tidy and clutter free, including wall displays and sides
- Resources that are clearly labelled and students know how/when to access them
- Access to high quality learning resources
- Adaptations and reasonable adjustments, including from external providers, to allow equal access to the curriculum

Communication

- Communication being valued by all
- Means and opportunities to communicate embedded throughout the school day
- Adults to use language and behaviours that models positive communication
- All Staff to follow a 'one voice' approach for a positive autism friendly learning environment
- Various modes of communication are always accessible to students who need them, such as PECS books and communication devices
- Verbal and written feedback, given in line with the feedback procedure
- Processing time and a range of question and answer techniques
- Lessons and a whole school reading culture to support reading at all levels and encourage reading for pleasure for all

Resilience

- Access to a multi-sensory, engaging curriculum
- Opportunities to take risks and problem solve
- Staff who use formative assessments strategies to know and share where students are at in their learning journey and what they need to do to progress

- Support with medical and physical needs from staff that are appropriately trained
- Staff who model self-awareness, mindfulness, self-care, positive relationships and purpose
- A broad and balanced curriculum and culture, inclusive of lessons that focus on managing mental health, relationships and wellbeing
- Enrichment activities and extracurricular opportunities
- Access to appropriate professionals from outside agencies as part of a holistic offer

How is the curriculum and learning environment adapted to meet the needs of pupils at Newman School?

At Newman School, we have:

- Three sites, Newman Whiston, Newman Dinnington and Newman Additional Resource (NAR).
- Each site caters for different cohorts – Whiston is primarily Primary aged students, Dinnington is KS3/4/5, NAR is KS2-KS4.
- Class sizes of up to 12 pupils
- A teacher and at least two Classroom Support Assistants in every class. The class teacher is responsible and accountable for the progress and development of all children in their class.
- Support from additional teams (such as TAG – Targeted Action Group, our pastoral/behaviour team) on each site.
- Access to a broad and balanced curriculum delivered through quality first teaching, with appropriate adaptation. Lessons are carefully planned to meet the needs of the pupils.
- Access to resources and specialist equipment that supports pupils to engage with their learning.
- Personalised provision through access to specific resources.
- Interventions that are designed to meet specific pupil needs.
- Interventions (both academic and pastoral) to support development, led by trained staff.
- Environmental audits are carried out periodically throughout the year to ensure the learning environment meets the needs of pupils.

How do we evaluate the effectiveness of our provision?

Evaluation is done via:

- Observations and learning walks.
- Class team meetings
- Wider team meetings
- Daily briefings and de-briefs.
- Pupil progress meetings with site leads/SLT.

- Small steps.
- Book scrutiny.
- Discussions with parents and carers during Annual Reviews and meetings.
- Work with other professionals, including Educational Psychology, Occupational Therapists, Speech and Language Services, Early Help and social care and Physiotherapists.
- Publishing the SEND Information Report on the website.

How do we support the social, emotional and mental health of the pupils at our school?

The social, emotional and mental health needs of our pupils is supported in a combination of ways, tailored to the individual needs of the pupil:

- Staff who are trained in trauma informed approaches, with a relational and nurturing approach. Our behaviour and relationships policy supports this, and these positive relationships are the basis for strong support systems.
- We are strongly committed to safeguarding and working closely with outside agencies.
- We have an anti-bullying policy and work closely with the anti bullying alliance to ensure staff are trained to a high level to spot the signs and support.
- All staff receive training throughout the year on supporting SEMH needs, and there are specialist staff within school who are trained to a higher level.
- Any instances of bullying are reported via CPOMS and closely monitored, with work done to rebuild, restore and repair.
- Restorative conversations are part of our daily practice. These are also adapted to meet the needs of all pupils, including visual and symbol – based methods to ensure all cognitive abilities are able to access.
- Access to sensory rooms and chill out spaces for all pupils who need this.
- Dedicated, named staff to support mental health.
- Access to movement/sensory strategies.
- Access to therapies such as rebound, hydrotherapy and sensory circuits.
- Celebrating achievements through assemblies and certificates.
- Approaches to developing emotional literacy and interventions to support such as ELSA and Zones of Regulation, including three trained ELSA practitioners in school.
- Well thought out PSHE lessons, that consider current safeguarding concerns in school and are taught in context to pupils.
- Access to intervention that supports presenting needs such as bereavement.
- A School Council.
- Trips, visits and celebration days.
- A strong emphasis on pupil voice.

How are staff trained in supporting children with Special Educational Needs?

Staff are trained in many areas of SEN, both using experienced staff within school to deliver and by external professionals. There are two Team Teach trainers in school, who deliver annual updates to all staff and full training to new members of staff. Specialist expertise is sought and shared with staff, and external professionals are brought into school to train staff in individual needs. This includes support from the Educational Psychology Service, Speech and Language Therapy Service, Physiotherapy and Occupational Therapy. The Special School Nursing Team train staff in specific medical conditions and supporting pupils with medical conditions that require health support in school, including, but not limited to, PEG feeding, administration of medication and catheterisation. Staff are trained in supporting pupils with epilepsy and the administration of emergency rescue medication by the named epilepsy nurse. Staff are trained in moving and handling and supporting pupils with physical needs, including hoisting and postural management. Key members of staff in school deliver training to staff covering a range of topics such as Autism support, trauma informed, attachment theory, communication, assessment for pupils with SEN and sensory integration, throughout the school year and as required.

How do we secure equipment and facilities to support pupils at our school?

Equipment and facilities that support us to meet the needs of our pupils have been secured through:

- Rotherham Local Offer
- FONS (Friends of Newman School)
- Charitable donations
- Volunteers

How do we consult parents and carers and involve them in their child's education?

For all pupils we consult parents and carers by:

- Annual Review meetings
- Parents Evenings x 3 per year
- Home/School diaries
- Half termly Newsletters
- Phone calls home
- Feedback slips from events

- Planned events for parents to attend and participate in activities in school with their child.

In addition, for Children Looked After:

- Three PEP (Personal Education Plan) meetings and two Child Looked After review meetings throughout the year.

How do we involve children in their education?

We highly value pupil voice at Newman School. We have worked closely with our Speech and Language Therapist to produce pupil voice documents that are accessible for all, including those pupils at the earliest stages of communication. Other ways in which we involve pupils:

- Annual Reviews, gathering pupil voice and inviting pupils who are able to, to attend.
- Student Council meetings
- Student Health and Safety Committee
- PFA, work experience and involving pupils in mock interviews
- Wellbeing check-ins with members of the SEMH and wellbeing team.
- Restorative conversations, including use of symbols so accessible for all.
- Gathering pupil views for events, trips and visits.
- Use of house reward systems.

Involving other bodies

Newman School involves other bodies including health and social care, local authority support services and voluntary sector organisations. We share and co-ordinate meeting dates and reports with relevant professionals. SLT meet regularly with colleagues in Attendance, Social Care, Educational Psychology, Early Help and SALT services. We regularly meet with CAMHS for consultation and work with Counselling and Mental Health support bodies. The school carry out all statutory duties in line with Virtual School. Where possible, school staff attend meetings organised by other professionals.

How do we support children transitioning to and from our school?

Newman School supports pupils transitioning to and from our school by:

- Liaising with the Local Authority with regards to allocated places, consultations and Tribunals.
- Organising transition meetings with previous school/setting where relevant.
- Organising transition meetings with parents and carers.
- Once placement has been agreed, arranging initial visit to the school.
- Creating individual transition plans with agreed dates, times and support.
- Meeting other relevant professionals and liaising with other services.

- Keeping PFA (Preparation for Adulthood) as our 'Golden Thread' and ensuring this is planned for and considered at all stages.
- Allocating a Transitions Officer to support with visiting other settings.
- Allocating a Careers Lead to support with careers advice and life beyond Newman.
- Support with applying for FE courses/transition to adult social care.

How do we support children who are looked after?

The Designated Teacher for Children Looked After is Michaela Glarvey. They work closely with the Virtual School Team, Social Care and other professionals to ensure that effective systems are in place to support these children and that additional support, advice and funding is accessed when required. The school report attendance data for these children to the Local Authority on a weekly basis.

All Children Looked After have a statutory care plan which is drawn up and reviewed by the Local Authority. They also have a Personal Education Plan (PEP) which is a statutory requirement for children looked after in educational provision.

The Designated Teacher is responsible for monitoring pupils' progress and ensuring they have the support they require in order to achieve the outcomes set out in the PEP. They are also responsible for attending statutory meetings and liaising with other professionals in relation to Children Looked After.

What are the contact details of support services for parents of pupils with special educational needs, including those arrangements made in accordance to the SEND Code of Practice?

[Child and adolescent mental health service \(CAMHS\) – Rotherham Doncaster and South Humber NHS Foundation Trust \(RDaSH\)](#)

[Homepage | The Rotherham NHS Foundation Trust](#)

[Home - Sheffield Children's NHS Foundation Trust](#)

[Early Help – Rotherham Metropolitan Borough Council](#)

[Early Help and Social Care – Rotherham SEND Local Offer](#)

[Children and families – Rotherham Metropolitan Borough Council](#)

[Rotherham SEND Local Offer – Here you will find help, advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability \(SEND\).](#)

[Homepage – Rotherham SENDIASS](#)

Please also see our school website as updated or further information from support services may be shared throughout the course of the academic year: [TEAM Education Trust - Newman School](#)

Arrangements for handling complaints about the provision made in school.

If you have concerns about the SEND provision made in school, you should contact your child's class teacher initially. If unresolved, contact Site Leads on the below telephone numbers, or by emailing office@newmanschool.co.uk FAO:

Whiston: Lucy Dalton 01709828262

Dinnington: Emma Love 01709242586

Newman Additional Resource: Michaela Glarvey 01709362542

If your concern is still unresolved, contact the Headteacher.

We aim to respond to concerns within 7 school days of the concern being reported.

The full complaints procedure is available at: [TEAM Education Trust - Newman School](#).

Accessibility

We aim to treat all pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Newman School aims to comply with the Public Sector Equality Duty 2011 and is committed to providing an environment and communication approach that values and includes all pupils, staff, parents and visitors regardless of their education, physical, social, sensory, emotional, sexual orientation, spiritual and cultural needs. We are committed to taking positive action in relation to the Equality Act 2010 by developing an inclusive culture, support and awareness across the school and staff.

At Newman School, our vision is to ensure equality of education and opportunities for disabled pupils, staff and all those receiving services in the school. We aim to develop a culture of inclusion and diversity in which people feel safe to disclose concerns and issues with trusted members of staff and to participate fully in school life. We will endeavour to make reasonable adjustments to make sure that the school environment is as accessible as possible. At Newman School, we believe that diversity is a strength, which should be respected and celebrated by all those 4 who learn, teach and visit. Through a multi-agency and collaborative approach we are dedicated to meet the needs of each and every student, parent/carers and visitors to Newman School. We are committed to ensuring that our students receive "the right support, at the right place, at the right time". Through our curriculum offer and holistic child centred approach our vision is to strive to ensure that our students have the best possible foundation to be successful. We will strive to ensure the students in our care know they are valued, understood, nurtured and supported to achieve and thrive. We are also committed to ensuring staff are trained and understand equality and disability issues referenced in the Equality Act 2010. We will also consult with stakeholders, multi-agencies and specialists in the development of the accessibility plan.

We aim to improve and maintain access to the physical environment of the school sites, adding specialist facilities as necessary and physical aids. The accessibility plan for physical accessibility covers areas such as: Practicality and ease of movement around buildings – entrances, corridors, stairs, furniture and equipment in classrooms; Transport and Car Parking; Toilets and Changing facilities; Access to specialist equipment and furniture; Signage around the school sites.

The Accessibility Policy can be found here: [Equality and Accesibility Action Polan policy updated Nov 2020](#)