Newfield

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Special Educational Needs & Disabilities (SEND) Information Report 2026-27

How do we support children/young people with special educational needs or disabilities?

Who are we?

Newfield educates and cares for children and young people (aged 2-19) who have a wide range of learning difficulties, including, autism, profound & multiple learning difficulties, severe learning difficulties, complex medical needs and sensory impairments: within the 'family' of Blackburn with Darwen schools. Collaboratively with our mainstream colleagues, we provide a **'centre of expertise'** offering specialist expertise and advice in education, health and care for children and young people with learning and health care needs.

Our specialist staff and resources meet the needs of children and young people in a purpose built school equipped to the highest standards. We do this in partnership with a resident health care team and other outside agencies to provide the highest quality education and support, ensuring that all aspects of well-being for your children and young people's lives are met.

Your child and family are at the centre of everything we do.

Our Ofsted rating is 'good' and our most recent inspection was in December 2024. The full report can be downloaded or viewed online from Ofsted's website.







Our Aims & Ethos

Together we will:

- ensure that each child and young person has a right and an opportunity to have a 'voice' to access learning and communicate their individuality
- help each child and young person to achieve, and be the best that they can, through recognising and celebrating their uniqueness and attainments
- maximise each child and young person's personal independence and prepare them for adult life
- encourage each child and young person to develop as a thoughtful, caring individuals who respect and value themselves and others.

We will do this through:

- ensuring a caring, safe and secure environment that maximises and promotes their safeguarding and well-being
- providing a stimulating and fun learning environment that promotes opportunities to enable each child and young person to continue with their personal learning journey
- promoting, nurturing and celebrating each child and young person's abilities and achievements using their unique interests and strengths
- valuing and celebrating the diversity of the whole school community through respect for each person's rights, beliefs and values
- providing an enriching curriculum, and learning journey, that is personalised and accessible
- providing opportunities for inclusion both within and outside the school environment
- creating a welcoming, informative and supportive environment for parents/carers, families and professionals in a mutually collaborative partnership

How do we ensure that children/young people who need extra help are identified early?

Your child and family are at the centre of everything we do.
All children and young people who attend Newfield, require specialist support to access learning. We will work with you to identify what type of support will best meet the needs of your child, and allow them make progress in all areas. Our class sizes are small, ensuring that each individual has the right type and amount of support, differentiated access to learning and appropriate opportunities to work as independently as possible, in order for them to be confident learners.
We will work with you through many opportunities including, Person Centred Planning, Education Health Care Plans, Annual Review, termly parent/carer consultation, Home/school diaries, home visits, parent/carer workshops, school counsellor and more.

'Parents and carers are overwhelmingly positive about how well their children are supported'. Ofsted, 2021.

What should I do if I think my child/young person may have special educational needs?

If your child already attends a nursery, school or other provision, you should speak to their Manager, Leader, Headteacher or the SENCo who will be able to support you in determining whether your child has additional needs and what steps need to be taken to support your child and your family.

If you wish to speak to a member of staff at Newfield then you are most welcome to contact us directly in school. If you wish to have a look around and to discuss your child's needs further, then please contact the Local Authority via email on statutory.assessment@blackburn.gov.uk or telephone 01254 666749 to arrange a visit.

How do we measure children and young people's progress?

Children's progress is measured against age-related expectations but we recognise that our children's starting points are significantly lower than those of their mainstream peers. Therefore we measure progress from individual starting points. We formally measure pupil progress, through the B Squared assessment tool, in English, Maths and Science. This allows us to measure and monitor pupil progress against engagement steps or progression steps.
This formal monitoring of progress takes place and is reported through:

- Ongoing Assessment and 'Evidence for Learning' Learning Journals
- Individual Newfield Frameworks, currently for Maths and English
- Data Analysis
- External Accreditation
- Reports to parents and carers
- The Annual Review process, linked to the child's EHCP

Termly tracking allows us to check that pupils are on target to reach their expected level. Interventions are put in place for any child not meeting their interim targets.

How will both you and I know how well my child/young person is making progress?

We monitor children's progress regularly and report to parents on a termly basis via our 'Personalised Learning Plans' and 'Parent Consultation' meetings. As a Leading Parent Partnership school we value greatly the opportunity to work with families and offer support. We actively encourage our parents to come into school regularly for formal meetings, informal discussions and to join in the regular fun events we hold here.
The staff are in regular contact with parents and carers through the following methods:

- Class Dojo
- ParentMail App
- The Evidence for Learning App
- Phone Contact
- Parent/Carer Partnership
- Home Visits
- Termly Consultation Meetings
- Annual Review of Education Health Care Plans



How is the curriculum matched to an individual child/young person's needs?

The school is organised into two separate departments, based on age phase – Primary and Secondary with Post 16.
All pupils follow a personalised curriculum tailored to individual needs – see website.

The School caters for pupils with complex and severe learning difficulties. All pupils follow specific curriculum pathways appropriate to their need.
We are accredited by the NAS (National Autistic Society) and have a high percentage of children with complex Autism who are able to learn in a low distraction environment, working on bespoke programs which support their learning.
At Newfield we consider education in the fullest, holistic sense to incorporate the individual needs and circumstances of each child in our school. All of our children and young people are considered as individuals and their learning abilities, styles and preferences will be taken into account when devising teaching and learning opportunities for the child.

How will school support my child? How are the school resources allocated and matched to the individual child's needs? How is the decision made about the type and level of support my child needs? How are teaching approaches modified to meet my child/young person's needs?

The support the school provides depends on the child's needs as identified in their EHCP.
Our school offers specialist expertise and advice in education, health and care.
We strongly advocate a person centred approach in order to achieve the best outcomes. We therefore work closely with parents, carers and colleagues from the children's and adults' social care teams, as well as the many other professionals who work to support our children and their families. We hold joint reviews and meetings, which place the children and young people firmly at the centre of collaborative working.
Newfield's 'Person Centred Planning' approach allows us to place your child and your family at the centre of any decisions that are made, giving you the chance to ensure that your child lives the life they want to lead. We aim to give a voice to all of our young people, working together with the others who are important to your child and building a picture of what is key to making them healthy, safe, happy and able to achieve their potential.
Working closely with the resident/visiting health services and in collaboration with parents and families, we are able to offer a co-ordinated response to health and medical requirements.
Our classes have a staff:pupil ratio, which ensures the right amount of specialist support whilst promoting learner's independence.

We have a designated teacher for our Looked After Children, who works alongside the pupil's family, class teacher and social worker to complete the Personal Education Plan (PEP). This process ensures that the money we receive for these learners directly supports their education.

Your child will always be at the centre of everything we do and meeting their needs is paramount. From the very start a teacher at Newfield begins to plan their approach to meeting the needs of each individual. As well as overall ability, teachers will also consider the following, which may impact on a child or young person's learning needs and learning style:

- Medical issues or conditions
- Pupil preferences and motivators
- Communication needs and style
- Dynamics with peers/ other class members
- Comfort and well-being of pupils

Each child has a Personal Learning Plan and a Well-Being profile & plan, which may incorporate specialist assessments and interventions, to ensure that the correct

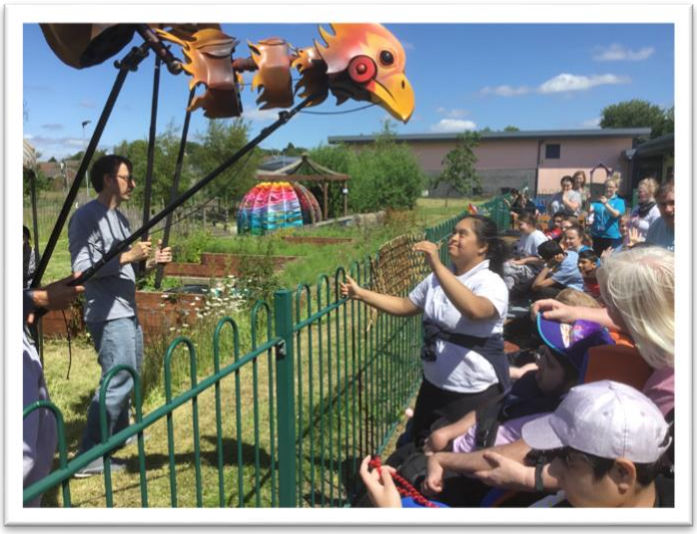
approaches for that individual are put into action. We provide specialist programs to meet the needs of children, in addition to the multi-sensory approach delivered in most of our teaching and learning.

How will school help me to support my child/young person's learning?

We are always happy to offer advice to parents/carers on how they can best support their child's learning at home. We have a range of types of homework to suit children of differing abilities and needs. We also offer many parent and family training opportunities via workshops from our skilled staff on a range of subjects specific to children's abilities and needs. We hold the Leading Parent Partnership Award, which celebrates our collaborative working with parents. We provide a solid and supportive induction programme, including home visits. Parents gain information through face to face meetings, letters, emails, the website and telephone calls. We recognise that many of our pupils do not have English as their first language; staff have a variety of ways to engage with all parent/carers and pupils including a number of community language speakers. Daily contact is maintained through the home school book.

'*He's come along tremendously with all the interventions he's received and the training and support I've received. He's now sociable and confident, he's trusted with responsibilities and he likes the independence. It's helped massively with my stress and I now feel heard.'*
Quote from a parent, WAS, June 2020

We offer a range of Parent/Carer Workshops and Consultancy sessions in school over the year, delivered by school staff, therapists and external agencies, including:



- Twinkle phonics for Literacy
- Carers Service
- CYGNET Programme for parents of children and young people on the autistic spectrum
- Sleep difficulties
- Riding the Rapids - managing behaviours
- Welcome to Holland
- Positive behaviour support
- Planning for the future
- Maths
- Introduction to Makaton signing
- Internet safety for children and young people with learning disabilities
- Epilepsy
- Early Years provision
- Continence support and advice
- MOVE Program for physical development - Newfield is a MOVE accredited school and holds the Silver level of the MOVE Quality Mark.

What support is available in the school to ensure my child/young person's overall well-being? How does the school manage the administration of medicines and personal care?

Newfield achieved the Wellbeing Award for Schools (WAS) in June 2020, and again in 2024.
The well-being of our children and young people is a top priority at Newfield, and our holistic approach means that in addition to working on educational progress, we are able to focus on the pastoral aspects of a child's development. We have education, health and care assistants (EHCAs) in each class who will know your child very well and will support their learning and care needs, including therapy programs and interventions. We work closely with social care teams and health staff, to ensure that all of our children and young people get the right support, in the right way, at the right time.

The school nursing team support the school with the development of health care plans for pupils. The school has a policy with regard to the administration and management of medicines on the school site and unless children are unwell or have a communicable disease every effort is made to support children in their attendance at school.

The school supports all aspects of personal care and hygiene and has an Intimate Care policy. Our healthy school rules support children in making healthy lifestyle choices and these are underpinned by a robust PSHE curriculum and individual support with personal care and independence targets.

- Education Health Care Plans
- Well-Being Plans
- Specialist diets (provided through our catering kitchen) and allergy considerations
- School Food Plan
- Health Team Input
- UNICEF Rights Respecting School Award – promoting children's rights and ensuring that they have a 'voice'
- School council and buddy system, where pupils act as advocates for one another
- National Autistic Society Accreditation
- Anti-Bullying ethos
- First Language Interpreters

How will my child/young person contribute their views?

Key to the aims and ethos of Newfield is our striving to ensure that all of our children have a 'voice' - that is, they are able to make choices and communicate preferences, in a way that is appropriate to them. We work closely with Speech and Language Therapists to give our pupils the best opportunities to develop that 'voice'.
The pupils have a variety of ways of contributing to the running of the school and being genuinely listened to:

- School Council
- RRSA Steering Group
- Buddies
- Pupil Complaints Procedure



The School Council meets every half term and ensures that each class in school is represented. The representatives are elected annually and act as advocates for their class mates. They discuss a wide range of things and can make requests that key staff attend and answer them directly about areas of school ranging from curriculum to facilities to fundraising to food!

'The promotion of communication has a high profile in the school. All pupils have an expressive communication target set within their annual review which ensures the best possible input to support them to communicate in whatever way is most appropriate.'
RRSA, June 2017

The RRSA Steering Group also meets half termly and works predominantly on ensuring that the school, and the wider community locally and internationally, continues to celebrate and to further protect children's rights.

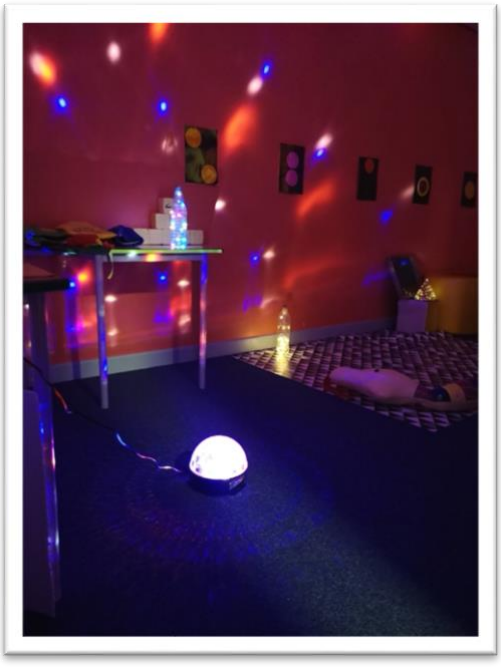
Each child contributes to their Annual Review by attending the meeting and/or contributing to the completion of their own advice form/presentation.

What specialist services are available or accessed by the school?

We provide;

Education

- Mainstream School Outreach/Inclusion support programme
- National Autistic Society Accredited Provision
- Specialist Qualified Staff for children with autism
- Picture Exchange Communication Systems Trained staff for communication
- Specialist trained staff in Autism specific programmes including TEACCH
- MAKATON trained staff for communication
- ACE Centre service level agreement, to support us to develop children's communication
- Qualified Team Teach Tutor for positive behaviour support
- Qualified Accredited Safer People Moving and Handling Trainers for physical needs
- Switch assessment (ICT) for access to communication and learning



Well-Being

- UNICEF Accredited Rights Respecting School Award
- Continence advise (to advise on toilet training, specialist referrals and related problems)
- Sleep Counsellor (to advise on sleeping difficulties or patterns)
- Medically trained and clinically supervised staff
- First Aid and Paediatric First Aid Qualified Staff (for offsite visits)
- Person Centred Planning and collaborative Education Health Care Plan - Key Working Support
- Qualified Teacher for Visual Impairment (Birmingham University Accredited)

- Parent/Carer coffee mornings for support and networking
- Parent/Carer workshops (range of topics including Autism, Behaviour, communication)
- Leading Parent Partnership Award school
- Specialist diets and food requirements

Health and Medical Services on site

- Nursing Team (including qualified Paediatric nurses and health care assistants)
- Paediatric clinics/appointments
- Dietician clinics/appointments
- Orthotic and Wheelchair services
- Speech and Language Therapy
- Occupational Therapy
- Sensory Integration Programmes
- Physiotherapy
- Hearing Impairment screening and clinic
- Visual Impairment screening and clinic

What training have the staff supporting children/young people with special educational needs, had or currently having?

All of our staff have Continuous Professional Development to ensure that they meet the needs of all our children and their families. There is a rolling programme of initial, and refresher training, to ensure that we maintain high standards of education and care in all aspects of our specialist services. Some staff are trained as trainers by accredited external providers, enabling us to provide many accredited programs for staff and parents/carers, including specific courses to support children's communication, health, behaviour and physical development and sensory needs.

Child Protection and Safeguarding are an essential priority in Newfield.

Collectively our staff hold a large variety of professional qualifications including:

- Fully qualified teachers, many of whom have advanced specialist qualifications and Master Degrees (e.g. Autism)
- Higher Level Teaching Assistants with relevant accreditation

Externally qualified staff and in house trainers with the following specialisms;

- Moving and Handling Trainers
- Team Teach Trainer (for positive behaviour support)
- MIDAS Driver Assessor Trainer
- MOVE Senior Practitioners
- Attention Autism
- Zones of Regulation
- Sensory Integration
- Profound and Multiple Learning Difficulties
- Food Hygiene
- Paediatric First Aid
- Advanced swimming teacher qualification
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- Autism Diagnostic Observation Schedule (ADOS) to assist in autism diagnosis and assessment
- QTVI (Qualified Teacher for the Visually Impaired)
- Family Wellbeing Coordinators
- COSHH Health & Safety Training
- IOSH (Institution of Occupational Health & Safety)
- Health and Safety in the work place
- Evacuation Chair Training and trainers
- Legionella Training

In addition to those listed in the previous above we have;

- Social Communication Emotional Regulation and Transactional Support (for children with Autism)
- Picture Exchange Communication Systems
- Augmentative and assistive communication (high and low tech)
- Intensive interaction
- Sensory integration
- Disability Awareness
- Switch Assessment and Accessibility
- Bi-lingual Interpreters

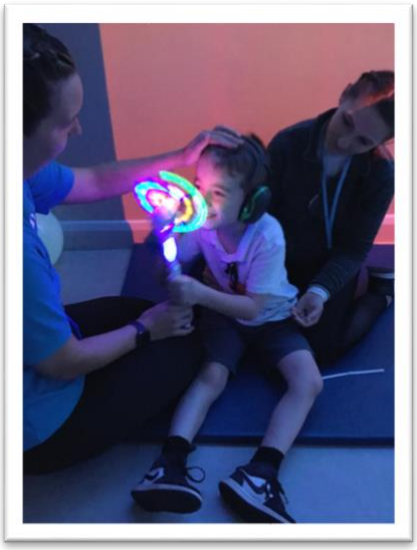


What activities will be available for my child/young person?

Curriculum Activities

- The Explorers Stage has a play-based curriculum of planned adult led activities linked to the children's individual learning targets, taken from their Personalised Learning Plan covering Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.
- The KS2, 3 and 4 phase follow pre-formal (covering the 4 areas of learning, communication and interaction, physical and sensory, Independence and community and cognition and learning), pathfinders or semi-formal (cover 6 areas of learning – communication, language and literacy, mathematical understanding, community and the sider world, personal, social and emotional development, physical development, expressive arts) within a 'creative curriculum' termly theme. In addition to this core subject offer, all pupils access specific therapies, programs and enrichment activities to meet the needs of each child.
- The Post 16 curriculum is based around preparation for adult life and much of this learning is based in the local community, making use of public venues, including work experience through community partners such as ASDA and Halfords. Learning in this phase leads to nationally recognised accreditation.

- Pupils in all phases have opportunities to take part in outreach visits and recreational activities. All pupils swim in school or at local swimming pools and are able to make choices to engage in preferred physical activities.



Extra-Curricular Activities

- School Choir
- School Drama and Performance Club
- Lunchtime clubs
- Duke of Edinburgh Award Scheme
- Work experience
- Community visits
- Educational visits
- Occasional residential visits

Accessibility at Newfield

Equality Duty and Accessibility Plan

Newfield School complies with the general and specific duties of the Equality Act (2010). In accordance with the duty we publish information that demonstrates that we have due regard to the need to;

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

These specific duties have been considered in relation to all our policies and procedures in school. Our objectives will be reported on and published as part of the Governance public documents available for inspection under the Freedom of Information Regulations and Data Protection duties and in the school newsletter to parents/carers.
Our Equality Objectives are set, reviewed and published annually in our School Development Plan and as part of our Accessibility Plan

The Building

Newfield is a purpose built specialist environment which is fully accessible throughout and contains many specialist features to support children and young people with a wide range of physical and sensory impairments, including;

- Electronic doors and access to promote independence
- Largely ground floor accommodation with lift access to upper floor
- Sensory Hydrotherapy pool
- Sensory Multi-media Studio
- Sensory Hall all with state of the art interactive multi-sensory equipment
- Play areas equipped with all-weather musical instruments & play equipment
- Outdoor gym
- Sensory integration equipment
- Hoisting and ceiling tracking
- Catering kitchen



- Hygiene suite and adapted bathrooms and changing facilities

The provision also has;

- A sensory garden
- sensory integration resources, swings and other equipment
- a sensory studio with interactive multi sensory equipment
- a walking/ cycle track
- classrooms with en-suite workrooms to facilitate one to one or low distraction work spaces trampolines for re-bound work
- a range of outdoor spaces and play equipment including wheelchair, swings, a trim-trail and wheelchair roundabout





Teaching and Learning

- National Autistic Society Accredited Provision
- Interactive white boards in all rooms
- Accessible switch devises for ICT and learning programs
- Individual and tailored communication devices and aids
- Augmentative and Alternative Communication (AAC) and Assistive Technology (AT), linking with the ACE Centre.
- Access to curriculum through ICT
- VI mobility and orientation equipment
- A specialised curriculum that is fit for purpose in our special school setting, based around the National Curriculum, but meeting the needs of children and young people
- A wide bank of resources to ensure access at all levels to promote improved progress Information
- A large number of bi-lingual staff support communication and act as interpreters where required
- Internal & External signage, which aids and improves accessibility to key areas of the school site and building for visitors.
- Digital signage displays key information to pupils, staff and visitors in reception areas.
- A food symbol system is in place which enables pupils to make food choices in school
- Materials have been developed to improve communication and information about school to the wider community
- Training programs for parents/carers and professionals support development in specific areas of SEND expertise

How will school prepare and support my child/young person when joining the school or transferring to another School or College?

All transition arrangements are made with your child's needs at the centre and a plan around how your child makes any transitions would be developed with you – since all children are different – again the transition will be bespoke to you and your child.

- Before a child joins Newfield, we would expect at least one visit to assist the child to understand and recognise where they will go to school and who will be in their class, and some children may come several times with their parents to settle them into school. Visiting the child at home and in their current educational setting is very valuable in helping to prepare the child for starting school, therefore the class teacher and Deputy Head Teacher will almost always meet a new pupil prior to them commencing and the Head Teacher may also attend the meeting.
- Transitions between phases of the school are managed by giving pupils and parents opportunities to meet new class teams and spend time in new classes before the actual transition, in order to prepare children for the changes.
- Transition planning takes place during Education, Health and Care Plan meetings annually, so that any changes are well planned and your child or young person, as well as you and their wider family, feel well supported through them and confident about them being successful.
- Extensive preparation for leaving school takes places when young people are ready, through Person Centred Planning activities with a wide range of agencies, including New Directions, Health and Social Care, Colleges and other providers.

How are parents involved in school life?

At Newfield School we welcome a regular and open dialogue with parents. The school operates a home/school diary system, for everyday messages and information. We consider parents/carers to be our partners in the education and care of the pupils at the school. Our Home/School Agreement details our commitment to your child and our expectations of the parents' role.

*'**Parents** are encouraged to be involved in their child's education in order to incorporate strategies at home, 'We came here and haven't looked back since'. 'This school provides the support, not just on paper but you can see the impact.' 'Newfield school is not just a school- it is a family within a home'. (parents). Staff and families clearly refer to the school as the 'Newfield family' and parents very much value the progress their children are making and the provision school offers.*
LPPA, June 2023.

Newfield holds the Leading Parent Partnership Award (LPPA)

There are many ways in which parents can become involved in school life and these include:

- As a volunteer to assist with activities on an occasional or regular basis
- By attending the many events that take place in school
- By attending Parent Consultation meetings which are held every term to discuss pupil progress
- By attending your child's Annual Review.

Our website contains lots of information for parents, which is regularly updated.

How are the Governors involved and what are their responsibilities?

Our Governors have three key roles:

(i) **Our Governors provide a strategic view of where the school is heading**.
Governors decide their vision for the school and set the framework for how aims will be achieved. Governors review policies and decide on priorities for school improvement.

Through Governors Workshops, in collaboration with the Senior Leadership Team and School Improvement Partner, they identify key items for the School Improvement Plan (SIP). Governors collect information and take advice on all aspects of school life from the Headteacher but then make their own decisions. Governors monitor the budget and ensure that spending matches the priorities of the SIP.

(ii) **Our Governors act as critical friends to the school.** As critical friends Governors offer support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed. They also challenge, ask questions, seek information, improve proposals and seek to arrive at the best solution for all concerned.

(iii) **Our Governors hold the school to account for the quality of education provided and the standards that the school achieves.** Governors set challenging targets for the school to achieve in the light of national and local priorities. They also systematically monitor and formally evaluate pupil outcomes.

All of our pupils have SEND and therefore all functions of the school and activities of the Governing Body are designed to meet the needs of these learners.

Who should I contact for further information or to discuss a concern?

If your child attends Newfield please contact their class teacher. Alternatively you can contact the Assistant Head for your child/young person's area of school, one of the two Deputy Headteachers, or our Headteacher depending on who you feel would be most relevant to your enquiry.

Who should I contact if I want my child to join the school?

At Newfield School we are very pleased to receive guests for both informal visits and professional training opportunities. Visits with a view to requesting a place should be directed through Blackburn with Darwen Children's Services Department. The Local Education Authority is the admissions officer for Newfield School and placement at the school must be agreed with them.

The following are available in school:

- 'without prejudice visits' - visit by the parents and child to the school, with no expectation of admission on either side at this stage
- Pupil Induction visits

If you are interested in visiting school please contact us to arrange your visit & ask for more details.

SEN Information Report

Reviewed: 6th November 2026 To be reviewed: December 2027

Signed Headteacher: Rachel Kay

Signed Chair of Governors: Sara Barr-Frost