



Unique learners. Limitless learning.

SEND Information Report 2025-26

What are special educational needs and disabilities?

The SEN Code of Practice (2015) states that a child or young person has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

There are 4 broad areas of SEND:

- Communication and Interaction (C&I)
 - Speech, Language & Communication needs (SLCN)
 - Autism Spectrum Disorder (ASD)
- Cognition and learning (C&L)
 - Profound and Multiple Learning Difficulties (PMLD)
 - Severe Learning Difficulties (SLD)
 - Moderate Learning Difficulties (MLD)
 - Specific Learning Difficulties (SpLD)
- Social, emotional and mental health (SEMH)
- Sensory and/or physical (P&S)
 - Hearing Impairment (HI)
 - Visual Impairment (VI)
 - Multi-sensory Impairment (MSI)
- Physical Disability (PD)

The following descriptions are taken from the SEN Code of Practice (2015: 97-98).

Communication and Interaction

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.



Unique learners. Limitless learning.

Children and young people with an Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What kinds of Special Educational needs does Newton Bridge Academy make provision for?

Newton Bridge Academy comprises of two sites, Newton West Site and Newton East Site.

We cater for pupils between the ages of 2 and 19 with moderate to severe learning difficulties and complex needs. Our pupils' needs are wide ranging; many are on the autistic spectrum, with others having ADHD and varying degrees of developmental delay, and some with Profound and Multiple Learning Difficulties.



Unique learners. Limitless learning.

At Newton Bridge, we see every member of our school community as a 'unique learner' capable of 'limitless learning', through the acceptance and celebration of diversity, pupils' rights and the belief that all children and young people can learn, achieve and fully participate in school and wider community life, whatever their circumstances.

We are committed to a 'strengths not deficit' based approach to understanding and exploring learning 'differences' rather than learning 'difficulties', and in doing so we place the unique talents and abilities of every pupil at the heart of what we do, celebrating progress and success in all its forms.

How would Newton Bridge Academy identify and assess my child's special educational needs?

Every pupil has an Education, Health and Care Plan. These are reviewed annually. In addition, our pupils are constantly observed and their progress noted. We also work together with external agencies to identify and assess our pupils' strengths and needs.

Pupils are assessed against their own prior learning and we also conduct our own assessments within school. Every pupil has their own targets (Individual Progress Plans) which identifies long term and short-term objectives based on the EHC plans. These are formally evaluated three times per year.

How will I know how well my child is doing at school?

A parent/carer evening is held three times a year with teachers to discuss progress and review individual targets. The school works closely with therapists and external agencies to identify the holistic needs of every pupil. Every year we discuss progress at Annual Reviews and our expectations for your child. We communicate with you regularly through Class Dojo and by telephone. In addition to the Annual Review, you will also receive an Annual Report from us each year.

How will the staff support my child?

Pupils may be taught 1:1, in small groups or whole class depending upon the activity. Our pupils are provided with high quality teaching and our Teaching Assistants work alongside teachers to provide additional support in lessons and, where appropriate, during tailored intervention sessions.

How do we adapt the curriculum?

Our aim is to provide a curriculum that is relevant and broad and helps pupils to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.



Unique learners. Limitless learning.

How will the curriculum be matched to my child's needs?

At Newton Bridge Academy, the provision we offer is personalised and tailored to meet the individual needs of all our pupils.

At Newton Bridge Academy we understand that the learning journey for each individual pupil will be personal and unique and so our whole school curriculum has been designed with this in mind. Our curriculum is flexible, creative and ambitious for all, and is characterised by pre-formal, informal, semi-formal and formal learning pathways to reflect the range of developmental needs, differences, abilities and aspirations of our diverse pupil population.

The school offers a bespoke, broad and flexible curriculum to allow deep learning within each pathway, incorporating advice and therapies from all professionals involved with the pupils.

What does this look like at Newton Bridge Academy?

The curriculum at Newton Bridge is structured into five main areas:

- Early Years/Key Stage 1 (Stepping Stones)
- Pre-formal Curriculum (Engagers)
- Informal Curriculum (Explorers)
- Semi-Formal Curriculum (Discoverers)
- Formal Curriculum (Navigators)

All planning, both, medium term and short term is highly differentiated within each class. Each class has a full-time equivalent teacher and one or more teaching assistant. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, Hearing and Visual Impairment Specialist Services and specialist teacher advisors where and when appropriate. The SEN Code of Practice (2015) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' At Newton Bridge Academy our priority is to ensure that all our pupils have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual pupils. We also recognise that some pupils will require educational provision that is 'additional to' or 'different from' this.

To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

- **Assess:** The class teachers and if necessary, the SENDCo or professionals from external agencies, assess the needs of the individuals.
- **Plan:** We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do:** We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.



Unique learners. Limitless learning.

- **Review:** We evaluate the impact of the support provided and consider whether changes to the support need to be made.

How is the decision made about the level of support my child receives?

Your child will initially have their needs identified through their EHC plan. We constantly review this and using our expertise and experience will identify when and where additional support may be need.

How will my child be included in activities outside the school curriculum including trips?

At Newton Bridge Academy every pupil has the opportunity to access trips.

We have a robust safeguarding policy and protocol in place. Pupils' health and well-being is paramount. Personal care is conducted discreetly and with dignity and fostering independence whenever possible.

We work with medical practitioners if your child has a health need and will discuss with you a Health Care Plan and administration of prescribed medication. We also work with Social Services and the Children with Disabilities Team.

What support is there for my child's overall well-being?

Within school we have access to staff trained in the following therapies: Counselling, Horse Riding, Hydrotherapy, Music Therapy, Physiotherapy, Occupational Therapy, Rebound Therapy, Sensory Circuits, Speech and Language Therapy, Yoga and Art Therapy. We also work closely with CAMHS, child and adolescent mental health services, the Community Paediatric team and Educational Psychologists if your child needs that level of support.

What training is provided for staff supporting children and young people with SEN?

All of our teachers are qualified and have undertaken specialist further professional development. Our Teaching Assistants also have a range of expertise. The SENDCo is currently completing the National Professional Qualification for Special Educational Needs Coordinators.

How are Parents and/or Carers involved in the school?

We hope to meet new parents and/or carers at the stage when you are deciding which school is your preferred choice for your child.

Each year we hold a structured conversation with you where we discuss targets for your child for the coming year. We hold three parent/carers evenings, and you are very much encouraged to come along to your child's Annual Review.



Unique learners. Limitless learning.

How can you get involved and who should you contact?

Friends of Newton Bridge Academy (FONBA) meet regularly to arrange social events and fund-raising activities. We also hold a Christmas Fayre, Summer Fete and put on a Christmas Performance and other events to which you are warmly invited. For further information, our website is regularly updated with upcoming events or alternatively please contact our school office.

How do Parents and/or Carer and children get involved in their education?

We keep you informed of your child's progress through the Annual Review, Annual Reports and by sharing personal targets at your child's parent/carers evening. We also write to you on the online platform Class Dojo or ring you if needed and we hope you will also keep in touch with us that way as well.

Pupil voice is captured through the School Council, as well as contributions to their EHCP Annual Reviews.

What do I do if I have a concern about the provision for my child?

In the first instance we encourage you to contact your child's class teacher. If you still have concerns, then please contact the Headteacher. In the unlikely event that your concern is not resolved then please contact our Chair of Local School Board.

What specialist services and expertise are available at or accessed by the school?

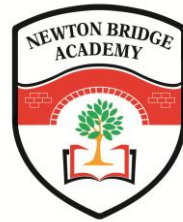
We work closely with the following to support your child's needs. All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy. Specialist services including Hearing and Visual impairment and the Educational Psychology services, Music Therapy, CAMHS – Child and Adolescent Mental Health Services, Social Services – children with disabilities team.

Your child will need an Education Health Care Plan before being considered for admission to our school.

How do you prepare my child for joining your school or transferring to another school?

We offer a structured induction to your child once they are referred to us.

When the time comes for your child to move, we will liaise with the receiving school and follow their transition process. We will enhance this with extra visits if necessary.



Unique learners. Limitless learning.

What is the Local Authority Local Offer?

This is a resource developed by the Local Authority to signpost services and provision for young people with SEND in the local area.

How can I access support for myself and my family?

In the first instance go to <https://www.lincolnshire.gov.uk/send-local-offer>. Parents/carers are also encouraged to contact the school with any questions and a member of the leadership or pastoral team will be happy to assist.