



## **Newdigate Primary and Nursery School**

### **SEND Information Report**

This document aims to provide parents/carers with all of the information they need to understand how their child's needs will be met by both the school, and also by the Local Authority and Special Support Services. At the end of the document there is a glossary to explain some of the terms used, as well as the main people responsible for SEND provision within the school and externally.

#### **Definition**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They will have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### **The SEND needs that the school provides for**

Children who are making less than expected progress given their age and individual circumstances.

These children can be identified when their progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than academic attainment such as social, emotional, mental and physical development

#### **Our policy for identifying children and young people with SEN and for assessing their needs**

Class teachers, LSAs, the SENDCO and the SLT work closely to analyse all children's progress and needs.

This analysis draws on:

- teacher's assessment and experience of the pupil, pupil progress and attainment data and behaviour
- individual's development in comparison to their peers
- the views and experience of parents/carers
- the child's own views
- if relevant, advice from external support services

## How we consult with families of children with SEND and involve them in their child's education

Discussions with parents/carers can take place with all members of staff involved:

- during parents/carers evenings,
- additional formal parents' meetings, before and/or after school
- informal conversations before and after school
- by prior arrangement at a convenient time
- by telephone

When external support services are involved, meetings can be arranged for everyone, including parents/carers and children, to express their feelings and decide the best way forward to support the child.

Children who have Education, Health and Care Plans (EHCP), annual reviews take place to discuss progress and targets set. This often includes external support services.

## Our arrangement for assessing and reviewing a child's progress towards their potential outcomes

Class teachers, LSAs, SENDCO and SLT assess and review the progress of all children every term with a thorough analysis of attainment and progress data being made at the end of each term.

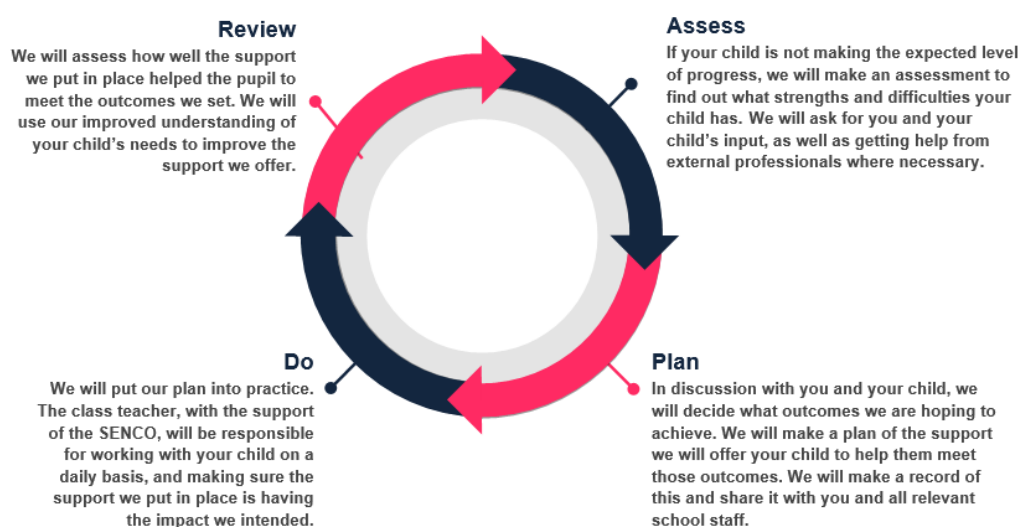
Progress data may be in the form of academic targets reached, more general or specific teacher assessments and observations.

If there are concerns over any child's progress then the specific barriers are identified and measures put in place to try and overcome these barriers. In some cases, children will be identified as needing interventions (extra support) over and above the Universal Provision in the classroom. Not all children receiving these interventions are classed as children with SEND -they simply need a boost to put them back on track.

However, some children have more specific needs and need more specific support. These needs can be identified as early as their time in Nursery but can also be identified at any time throughout their school life. Parents/carers are informed of any concerns and their views are considered as valuable.

## Measuring a child's progress

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, school will set outcomes that we want to see the child achieve.

Whenever an intervention is in place, children will be assessed before it begins. This is known as a 'baseline assessment'. School complete this so that they can see how much impact the intervention has on the child's progress.

School track the child's progress towards the outcomes set over time and improve support and strategies offered to what the child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

### **Our approach to teaching children with SEND**

Our school values each individual equally regardless of their Special Educational Need. We pride ourselves on inclusion for all children, wherever possible, and are proud of the way our children accept others for what they are and help with their support.

Teaching children with SEND can involve a number of the following:

- Careful planning and preparation by the class teacher
- Adapting learning and the support in place for small group and individual children
- 1 to 1 support with an adult, in or out of the classroom
- Small group support with an adult in or out of the classroom
- Involvement of outside agencies for expert advice, assessment and in school support
- Adapting and using areas in school for specific support.

Great care is taken to make sure that children with SEND are not singled out and have full access to the curriculum.

### **How we prepare children as they move between phases of education, i.e. our preparations for their transfer to secondary education or their move to another primary setting**

Children moving between primary phases are supported depending on the level of need and transition arrangements are made accordingly. Transition can include a number of the following:

- transition discussions take place between current and new class teachers
- transition meetings are held with the involvement of parents/carers, class teachers, SENCO and outside agencies
- familiar support staff sometimes stay with children in their new class
- children meet and work with their new class teacher on induction days
- individual photo/liaison books are made for children and parents/carers to talk about over the summer break
- regular visits to new classroom throughout the summer term

For children who are moving schools, additional arrangements can also involve:

- LSA or pastoral team from new school visiting and meeting SEND children
- discussions between SENDCOs of both schools to pass on relevant information
- additional visits arranged with the school for small groups of children
- SENDCO and key support LSA visiting new school with child and parents/carers
- relevant documentation is shared with new school

## **How we adapt our curriculum and our learning environment for our children with SEND**

Adaptation of the curriculum in the classroom is the responsibility of the class teacher by:

- familiarising themselves with all available assessments and known strategies for reducing barriers for individual children
- adapting and scaffolding activities aimed at a level which is accessible but challenging
- making use of available resources (such as coloured overlays to help with dyslexia or ICT recording media to help children verbalise thoughts before writing)
- considering different learning styles (e.g. visual, audio, practical etc.) and teachers varying their teaching to suit
- keeping up to date with new developments regarding support

Class teachers organise their classrooms to make resources easily accessible for all children. Visual timetables are used and routines are established so children are well prepared for the day's events. Some children use individual visual timetables or now/next boards to support at times of daily transition and to reduce anxieties.

In some cases, children will be given their own working area of the classroom to minimise distractions to themselves and others.

The **Disability Equality Scheme and Disability Accessibility Plan** sets out the school's aim to make the school fully accessible to children, parents/carers and staff who may have a physical impairment.

## **The expertise of our trained staff who will support SEND children and advise on how specialist expertise will be secured**

Over the last few years all staff in school have received training in a number of areas where new research has shown how a child's learning can be affected. Our school is committed to continuing staff development to gain knowledge and expertise. However, if a child does not make expected progress in spite of universal provision and intervention then the SENDCO can involve more specialist expertise through:

- Specialist Teaching Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Integrated Disability Service
- Visual Support Service
- Complex Learning Team
- Child and Adolescent Mental Health Service (CAMHS) or also known as RISE
- Occupational Therapy Service
- Physiotherapy Service
- Hearing Impairment Specialists
- Connect for Health (School Nurse)
- Relate counselling

Agencies can become involved to get higher need advice in order to provide additional support for children. If school is unable to provide the level of expertise or resources for support then an application can be made for extra funding from the Local Educational Authority through an Education Health and Care Plan (EHCP). In rare cases, even with this extra funding, the school has been unable to meet the needs of the child and the Local Authority have helped parents/carers find alternative provision in specialist schools.

**How we evaluate the effectiveness of our SEND provision**

The Senior Leadership Team, Inclusion Lead and/or SENDCo regularly monitors:

- class teachers' planning, marking and assessment through paper and book trawls
- teaching through lesson observations
- interventions through direct observations, paper trawls and discussions
- outside agency recommendations and their effectiveness

The effectiveness of our SEND provision is evaluated termly along with the progress of all children. Pupil progress meetings also take place termly which also gives staff the opportunity to discuss any concerns and what intervention or support can be put in place in the future.

**Our support for improving emotional and social development, including how we listen to the views of SEND children and how they are included in the schools anti bullying policy**

Our school has recognised the importance of supporting children with their emotional and social development and this is reflected in our whole school ethos. Support starts in Nursery, particularly with language development and providing children with an environment which makes them feel safe and secure, with an understanding of clear boundaries. Children develop a trust of adults and a consideration for their peers. This continues in all classrooms throughout Foundation, KS1 and KS2.

Our school also run friendship groups. This gives children the opportunity to learn about their feelings and discuss how they feel. It also supports them with developing the social skills and forming friendships.

A morning group is in place for children who find transition into school difficult. This starts at 8.30am and offers the children the opportunity to come into school early and complete some calming activities before entering the classroom.

Our school also subscribes to Relate involving a trained counsellor coming into school to support children and families, 1:1 or in small groups.

With support from outside agencies, the school continues to develop the strategies/interventions within school to ensure that children's mental health and well-being is supported.

If there are further concerns that require outside agency support, the SENDCo can complete these referrals, with the permission of the parents. (For example, referrals to the school nurse, CAMHS etc).

**How this school helps to meet the needs of SEND children and their families with regards support from external bodies, such as health services, local authority support services and voluntary sector organisations**

Our parents/carers are encouraged to share any concerns with our staff initially through their child's class teacher. From these initial discussions, in some cases, we can advise that our school's Family Learning Mentor, Mrs Laura Montgomery-Bennett, become involved. With her support, we can approach professional bodies, other than those with academic expertise, to help with a wide range of support which can benefit the whole family. The Early Help process is designed for this purpose.

**How school supports looked after and previously looked after children**

Stefanie Ellis is the designated teacher for looked-after children and previously looked-after children at Newdigate Primary School. SLT along with the Designated teacher make sure that all teachers understand

how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

#### **Information on Warwickshire's Local Offer**

The 'Local Offer' is a requirement for the local authority to provide a place where parents, carers and young people can find out information on what schools and services there are and what they can provide for children and young people with Special Educational Needs. This will enable parents, carers and young people to understand what is available to them in the local area and make informed choices

The link to Warwickshire's Local Offer is: <https://www.warwickshire.gov.uk/send>

#### Glossary

**SEND** – Special Educational Needs and Disabilities - A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him to her. A disability as defined under the Equality Act 2010 is a “physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

**EHCP** – Educational, Health and Care plans – The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older prepare them for adulthood.

A request for an EHCP can be done by the parents/carers of the child or a person acting on behalf of the school with the knowledge and agreement of the parents/carers. The Local Authority must determine whether the EHC assessment is needed and must communicate its decision to the parents/carers within 6 weeks of making the request.

**LSA** – Learning Support Assistants – Adults qualified to support children

**SENCO** – Special Educational Needs Co-ordinator

**SLT** – Senior Leadership Team

#### Key Members of Staff:

Mrs Marshall, Headteacher ([head2633@welearn365.com](mailto:head2633@welearn365.com))

Mrs Wright, Deputy Headteacher

Miss Grove, Assistant Headteacher, Inclusion Lead, SENDCo

Miss Tolley, SENDCo ([tolley.s1@welearn365.com](mailto:tolley.s1@welearn365.com))

Mrs Montgomery-Bennett, Family Learning Mentor

Mrs Bell, Upper Key Stage 2 phase leader

Mrs Lawrence, Lower Key Stage 2 phase leader

Miss Brotherhood, Foundation stage phase leader

Donna Eller, Specialist Teaching Service Teacher ([donnaeller@warwickshire.gov.uk](mailto:donnaeller@warwickshire.gov.uk))

#### Useful websites:

- Warwickshire Local Offer: [www.warwickshire.gov.uk/send](http://www.warwickshire.gov.uk/send)
- Information regarding Educational Health and Care Plans: <https://www.warwickshire.gov.uk/requestehcassessment>
- SENDIAS (SEND Information, Advice and Support Service for parents): <https://www.kids.org.uk/warwickshire-sendias-front-page>
- Coventry/Warwickshire MIND: <https://cwmind.org.uk/>
- RISE: <https://cwrise.com/>
- Compass (School nurse service): <https://www.compass-uk.org/>
- Family Information Service: <https://www.warwickshire.gov.uk/children-families>
- Relevant policies can be found on the school's website: <https://www.newdigate.warwickshire.sch.uk/>
- Link to SEND code of Practise: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>