

# Newton Primary School

## SEND Information Report 2024- 2025



### Introduction

Newton Primary School is a mainstream primary school with an inclusive ethos. We follow the Special Educational Needs and Disabilities (SEND) Code of Practice, which came into effect on 1<sup>st</sup> September 2014. This recognises four broad areas of SEND:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical

At Newton Primary School, we see and value the whole child and their lived experience. We work relentlessly hard as a team to best identify, understand and meet their needs so that every child is enabled and empowered to reach their full potential and participate fully in school life. We aim for every child to be ready for the next steps in their development and education, preparing them for the skills and knowledge they need for adulthood.

This Information Report details our approach to SEND in school and how we identify and support pupils with SEND. Our SEND policy is also available on our website. At Newton Primary School, we embrace the fact that every child is different and unique, and we celebrate their achievements and progress from their individual starting points. Our inclusive ethos means that we work in partnership with children, parents, carers and outside agencies to provide the best possible educational outcomes for all our children. Where needed, we put support in place at the earliest possible stage. This is done after consultations between the class teachers, SENDCo, parents and carers. We believe that all children, whatever their need, should always be able to achieve and reach their potential in our welcoming, hardworking, positive and nurturing environment.

### **1. How does the school identify if children need extra help?**

At Newton Primary School, children are identified as having SEND through a variety of ways. If the school has concerns about your child's learning and progress in school, then initially the class teacher will set up a meeting with you to discuss this with you in more detail.

- Concerns raised by a parent/carer and shared with teaching staff and or SENDCo.
- If your child has recently come to us from a previous school or pre-school setting the class teacher and or SENDCo will liaise with them. Children arriving with an SEN Support Plan or EHCP in place are identified on entry.
- Teachers check progress and attainment regularly and share any concerns with parents/carers and SENDCo, so that planning and support can be put in place.

- Pupils performing below 'age expected' or equivalent (e.g. percentile rankings) are identified through their teaching sessions, quizzes and tests.
- When appropriate, teachers complete an initial referral outlining areas of concern to be shared with parents/carers and SENDCo.
- When teachers first identify a pupil as requiring provision for their Special Educational Needs, they will create a SEN Support Plan which will create short term targets as part of our graduated response (Assess, Plan, Do, Review) to meeting needs. We believe that best practice is for us to work in partnership with parents/carers to co-construct and agree these targets. Teachers review the targets and impact of the provision on a termly basis and meet with parents/carers to share these, agree next steps and create new targets once the same have been met.

## 2. Who are the best people to talk to in school about my child's difficulties regarding SEND?

- **Talk to us** – appointments can be arranged in person, by telephone or by email. Please see the school contact details on the school website.
- **The Class Teacher:** your child's class teacher is the first person to contact if you have any concerns. They know your child best and know how they learn and engage in lessons, as well as how they interact with others socially throughout the school day. They plan for individuals and groups, as well as the whole class, so that needs are met through High Quality and Adaptive Teaching.
- **The Headteacher/SENDCo: Kim Stow**  
As SENDCo, Kim Stow is responsible for co-ordinating the support for pupils with special educational needs or disabilities (SEND). Kim will liaise with pupils, staff, parents and carers to ensure everyone's voice is heard and appropriate support can be put in place.  
As Headteacher, Kim is responsible for the day-to-day management of all aspects of the school. She will also make sure that the Governing Body is kept up to date about issues relating to SEND.
- **The SEND Governor: Erika Thornhill.** The SEND Governor is responsible for making sure that the necessary support is provided for any child with SEND who attends our school.

## 3. How will the school support my child?

The Code of Practice describes how help for children with Special Educational Needs should be made by a step-by-step approach or graduated response. We recognise that children learn in different ways and can have different needs. Specialist expertise may be brought in to support and advise the school with the difficulties that a child may have, undertake assessments and observations, and advise on appropriate strategies and provision to put in place. Provision may be needed through a graduated response for a short time or for several years, or perhaps even through a pupil's whole education.

### Who will oversee, plan and work with my child and how often?

At Newton Primary School, we have developed and implemented a robust curriculum with high quality and adaptive teaching that addresses and meets the needs of pupils. The extra or different provision could be a different way of teaching certain things, providing extra time to understand and complete tasks or working on a key part of the learning in the lesson. Provision may be whole class, in a small group or 1:1. There may be the use of particular equipment, for example, a writing slope or technology.

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.

- The SENDCo/Headteacher oversees the progress of any child identified as having SEND.
- The content of this support will be explained to parents when support begins, as part of a child's SEN Support Plan. This bespoke program of support means that the teacher has the highest possible expectations for all pupils in their class, and that all future learning and support is built upon what your child already knows, can do and understand. This will also ensure that specific strategies, which may have been suggested by the SENDCo or outside agencies, are put in place and reviewed.

#### **4 What support will there be for my child's overall well being?**

We are a caring and nurturing school that holds a child's emotional and spiritual development as a priority. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. The class teacher will liaise with parents/carers, and the SENDCo/Headteacher, to ensure that the wellbeing of all pupils is managed in a supportive and professional manner in the best interests of the individual child.

**Head of Pastoral Care:** Mrs Rachael Sanderson is responsible for providing, supporting and advising on pastoral support for identified pupils across the school. For more information, [click here](#).

#### **How will my child be able to contribute their views?**

- Children who have SEN Support Plans are asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey and when the SEN Support Plans are reviewed (age and stage appropriate). Teachers also create Pupil on a Page documents with the pupil, which provides information about the pupil's interests, what is important to them, and the areas they have difficulties with and the best ways to support them to achieve.
- If your child has a Educational Health Care (EHC) plan, their views will be sought before any review meetings (as is age and stage appropriate).
- All pupils are given the opportunity to complete school questionnaires about school, their learning and their learning environment.

#### **5. How will the curriculum be tailored to match my child's needs?**

- All learning activities within class are planned so that all children are able to access learning and barriers removed.
- The class teacher, with support of the SENDCo, will implement strategies advised by outside specialists involved in your child's support.
- The class teacher, with the support of the SENDCo, will discuss a child's needs and what support will be appropriate, for example, regarding equipment, time allocated to tasks or other matters related to provision for needs.
- All pupils as well as those with SEND will have access to the appropriate resources needed in order to support them to progress, for example, talking tins, concentration stations or adapted equipment.

#### **6. How will we know if support has had an impact on a pupil's learning and progress?**

- Ensuring that the child is making progress from their individual starting points, academically against national age expected levels (or equivalents) and/or that the gap is narrowing between them and their peers.
- By reviewing your children's SEN Support Plan targets and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- By evaluating the learning that a child has completed.

### **7. What opportunities will there be for me to discuss my child's progress?**

- We hold termly parents/carers meetings in Autumn and Spring term. In order to support with transition to the next class/year group, we offer a meeting in the Summer term. This is with the person who will be your child's teacher in the Autumn term.
- You are welcome to make an appointment to meet with either the class teacher, and/or SENDCo, at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- If your child has an EHC plan, an Annual Review meeting is held where the pupil, parents and any professionals involved review progress towards outcomes and targets.

### **8. How do we measure the progress of your child in school?**

- Your child's progress will be continually monitored by their class teacher.
- Their progress will be reviewed formally with the Head Teacher/SENDCo every term.
- As a school, we track and analyse children's' progress from their individual starting points, as well as against national expectations and age-related expectations, on a termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.
- The Head Teacher/SENDCo report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets with the SENDCo every term.

### **9. How will my child be included in activities outside the classroom, including school trips?**

- All children are included in all parts of the school curriculum. We will provide the necessary support to ensure that this is successful and may discuss this with parents/carers to ensure we best needs.

### **10. How will the school prepare and support my child when joining the school, transferring to a new school or new Key Stage?**

- We encourage all new children to visit the school prior to starting so they can meet their new teacher and take a look around the school environment.
- We can take photographs of key people and places in school and the school grounds to create a booklet to support with transition.
- For children starting in EYFS, the class teacher along with the Headteacher, carry out visits to home to begin to get to know the family and build a strong home-school partnership. We also hold a meeting for parents in school, and visits to school, in order to help children, parents and staff get to know each other.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. These can be adapted and personalised to suit your child's needs.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

### **11.What specialist services and expertise are available to or accessed by the school?**

As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including the Local Authority:

- Inclusion Team
- Educational Psychology Service
- SSPI, SSVI, SSHI (School Support Service for Physical Impaired, Visual Impaired and Hearing Impaired)

### **Health Provision delivered in School**

- Speech and Language Therapy
- School Nurse/Doctor
- CAMHS (Child and Adolescent Mental Health Service)

Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.

### **11. Who can I contact for further information?**

- Please speak to your child's class teacher in the first instance.
- General information relating to SEND can be found on the school website, including within the SEND policy.
- Further information is available from the SENDCo/ Headteacher, Kim Stow.
- You might also wish to visit the following website to access the Derbyshire Local Offer: <https://www.derbyshire.gov.uk/education/schools/special-educational-needs/send/the-local-offer/the-local-offer.aspx>