



NEWBURGH PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Information Report – January 2019

Here at Newburgh Primary, provision for all children is through quality first teaching. We recognise that for some children learning can be a challenge, and we provide appropriate support, through differentiation and tailoring provision to meet individual needs as required. This may include environmental adjustments, changing teaching styles or varied levels of adult intervention.

<p>Does our school have a Special Educational Needs and Disability Co-ordinator (SENDCo)?</p>	<p>Special Educational Needs and Disability is co-ordinated by Mrs Neelam Chamba - and supported by a wider Inclusion Team in school</p> <p>Part time Wednesday – Friday (please note Friday is morning only)</p> <p>Please contact via school office: admin2325@welearn.365.com</p> <p><i>01926 775354</i></p>
<p>Who are the staff involved in the wider Inclusion Team in school?</p>	<p>In school we have:</p> <p>Mrs Asa Hicks - Learning Mentor, highly skilled to support the pastoral needs of children. This can be short or long term, one to one or small group. Discussed and reviewed with child, parent/carer, external agency (if involved) and teaching staff.</p> <p>Mrs Jan Miller - highly experienced SEND Assistant, to deliver targeted support, for Cognition and Learning needs across all year groups.</p> <p>Teaching Assistants – specifically trained in different areas of SEND to support teachers in class.</p> <p>Class teachers - highly motivated and experienced to deliver quality first teaching, ensuring that children’s needs are met through a challenging and engaging curriculum established to meet the needs of all learners.</p>

What are the different types of SEND in school?

Cognition and Learning – Children and young people who find learning, thinking and understanding harder than most other pupils. Some of the things children and young people with these difficulties might find hard are:

- Take longer to learn important skills
- Find it difficult to remember things such as the important words for reading and times tables
- Find it hard to understand how to use letter sounds to read and spell words
- May need more time to think about their answers

Communication and Interaction – Children who find it difficult to interact with the people and world around them. Some of the things children with these difficulties might find difficult are:

- Changes to their usual routine and timetable
- Talking to other adults and or children and young people, especially when in a group
- Talking about a topic they haven't chosen to talk about
- Making friends or keeping a friend for a long time
- Following rules made by someone else
- Dealing with noises, smells or other sensations around them
- Understand what other people mean when they are talking

Social, Emotional and Mental Health difficulties – Children and young people who find it difficult to manage their emotions and behaviours in a way that affects their daily life. Some of the things children and young people with these difficulties may find difficult are:

- Follow rules set by others
- Sitting still for periods of time
- Listening to and following instructions
- Understanding how they feel
- Making and keeping friends
- Dealing with their difficulties in a way that does not cause harm to themselves or others
- Taking responsibility for the things they do

Sensory and or Physical Needs – Children and young people who have a disability that may make it difficult for them to manage their everyday life without change or support. This may be because of hearing or visual difficulties or other medical needs. Some of the things children and young people with these difficulties might find difficult are:

- Hearing what others in the school/classroom are saying
- Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them
- Moving around without the aid of a walking aid or wheel chair
- Using pencils, scissors, knives and forks and other things that we need to use without changes or support

How do we support children with SEND in our school?

A Graduated Approach to SEND Provision



ASSESS - carry out observations, discuss with teaching staff, child and parents
PLAN – the support required to enable a child to make progress in learning, behaviour or general development
DO - implement support with all staff, parents and adults working together
REVIEW – discuss the effectiveness and impact, check against outcomes, and establish next steps

- **Universal Provision** - Inclusive learning environment, with qualified staff to identify, plan and deliver teaching which takes into account the needs of the children in the classroom. This may include routines to promote emotional wellbeing, short periods of extra support and regular communication between staff and parent/carers.
 - For **all** Learners
- **Targeted Provision** – This provision is additional to and different from Universal provision. It may include additional, specific time limited interventions, generally these are to accelerate progress in English, Maths, and social/emotional development. Targeted provision may require additional staffing, individual visual timetables, involvement from specialist external agencies and/or more careful and detailed planning to meet the needs of children and an Individual Education Plan Pupil Profile (IEP PP) may be required to recognise children more formally on the SEND register
 - For Learners who are making less than expected progress
- **Higher Needs** – This provision is additional to and different from Targeted provision. Here it will be necessary to provide a highly tailored intervention/support schedule to accelerate the progress that meets the needs of the learner, to ensure achievement of potential. Children may require daily one to one support during significant parts of the school day. Home/school communication may be enhanced, highly structured routines and visual aids and a potentially tailor made curriculum to match needs to ability. Working alongside specialist external agencies to deliver and review progress. This level of support is closely monitored and for some children this **may** lead to a request for an EHCp being discussed, considered or sought following at least two terms of Higher Needs provision.
 - For Learners who are not able to make consistent progress despite Targeted provision

EDUCATION HEALTH CARE PLAN (EHCp) – will be discussed and requested through specific guidance in accordance with the Warwickshire SEND Matrix for School Age pupils, which in turn reflects the SEND Code of Practice 0-25 years.

- Speak to the SENDCo Mrs Chamba, or
- Visit www.warwickshire.gov.uk/ehcplan for further information

<p>How do we identify children with SEND?</p>	<p>Observations School based assessments and monitoring schedule Information from children and parent/carers Specialist assessments carried out by staff or external agencies Information from previous setting End of Key Stage assessments Specific diagnosis from a specialist</p>
<p>How we involve children to actively engage in their learning?</p>	<p>Child friendly reviews (Annual Reviews are Person Centred Reviews) Self / peer assessment at the beginning and the end of a learning topic/intervention Individual visual timetables and resources Personalised work stations where required Page Profiles – child friendly (for all children identified as SEND Provision or EHCplan) Key adults assigned to support specific needs Equipment available to children in school to choose from (to support learning)</p>
<p>How are parents encouraged to participate in SEND process?</p>	<p>Parents are welcome to come and talk to the class teacher and SENDCo Termly parent evenings and SEND reviews Targets set and sent home to see what your child's needs are Regular year group newsletters to inform of curriculum coverage Information on website Signposting to other provision available Workshops to engage parent involvement</p>

<p>How do we support transition in school, between different stages and settings?</p>	<p>Handover meetings with staff at the end of the year Class SEND files Visual aids for additional support during transition between year groups, Key Stages and to new /different settings Transition meetings with secondary staff, and feeder pre-school staff Transition sessions and days for vulnerable children Pre-tutoring and passports for transition for key events and changes to routine</p>
<p>What other opportunities to discuss the progress and effectiveness of SEND provision</p>	<p>Contact school via phone call, email or visit Arrange a more formal meeting with the member of staff you wish to speak to – always seek to speak to the class teacher in the first instance Arrange a meeting with the SENDCo, this can also be arranged with an external agency worker to attend SENDCo is available during termly parent evenings More regular home school link can be established</p>
<p>How does our school endeavour to improve social and emotional wellbeing?</p>	<p>Full time pastoral support, including supervised interaction and quiet time, as well as drop-in access sessions at lunch times Lunch time interactive social clubs run by staff volunteers Forest school School Council, and ECO club Lunch time Drama Club for Upper School RSC associated activities throughout the year Timetabled Nurturing Groups for Lower and Upper School “Worry Box’ accessible to Lower and Upper School School orchestra and Boys and Girls Choirs Weekly counselling service (Phoenix Group) Wide range of after school sports clubs (outside agencies)</p>

<p>What external agencies do we work with regularly and on a needs basis?</p>	<p>Regular visitors to our school are: EP - Educational Psychologist STS - Specialist Teacher Services SALT- Speech and Language Therapist (NHS) EMTAS – Ethnic Minority and Traveller Achievement Service Phoenix Group Counsellors</p> <ul style="list-style-type: none"> ➤ Parental permission is required to access any specific guidance and support from any external agency <p>We also access support on a needs basis from: Parent support – local schools support Compass (formerly School Nurses) Parent Support Adviser CWRise, which includes CAMHs and NeuroDevelopmental Assessment and Support</p>
<p>How do we ensure we are accessible and inclusive in our practice?</p>	<p>SEND Policy and Accessibility Plan regularly reviewed and updated Reporting to Governors regularly Learning walks Monitoring progress and provision internally and externally with local schools Audit of provision with STS Identifying training needs and skills update Attendance to meetings/conferences of local/national updates and information</p>
<p>What should you do if you have a concern regarding the SEND provision for your child?</p>	<p>In school we take concerns raised seriously, as we endeavour to meet the needs of children in a caring and supportive manner. If you have a concern, always speak to the class teacher in the first instance. To discuss the matter further contact the SENDCo, followed by the Head Teacher – Mrs Janice Simpkins or the SEND Governors Mrs Anna Meredith / Mr Rob Hughes admin2325@welearn.365.com governors2325@welearn.365.com 01926 775354</p>

<p>What further support is available to parents/carers?</p>	<p>Parent Support Adviser (through referral) – please speak to your class teacher, SENDCo or Learning Mentor</p> <p>Family Information Service – www.warwickshire.gov.uk/fis guidance and advise to signpost services that are available</p> <p>SENDIASS – Special Educational Needs and Disability Information, Advice and Support Services, www.kids.org.uk Search “Warwickshire SENDIASS” for our local area</p>
<p>Where can the Warwickshire Local Authority, ‘Local Offer’ be found?</p>	<p>Visit www.warwickshire.gov.uk/send</p> <p>Here you will find information about SEND & Inclusion Priorities</p> <p>Information regarding services, policies and guidance to support children and young people to access provision available to them within the local area.</p>
<p>Finally...</p>	<p>Our SEND Information report is reflective of Warwickshire SEND provision policy and guidance, as well as the SEND Code of Practice: 0 to 25 years, January 2015. At Newburgh we strive to ensure that all children achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. We hope that this report has presented clear information, as to how we identify needs and provide appropriate provision to ensure all our children reach their potential.</p> <p><u>Review date January 2020</u></p>