Newberries Primary School

SEND Information Report

Introduction

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

The four broad 'areas of need' (as outlined in the Code of Practice 2014) are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

- At Newberries Primary School, we acknowledge the fact that every child is an individual and therefore every child has different educational needs; this is certainly the case for children with Special Educational Needs and/or a Disability (SEND). Provision for pupils with SEND is provided throughout the school to support children in accessing a broad and balanced curriculum. Newberries School strives to ensure all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated. Newberries School believes in giving pupils with SEND equal opportunities to take part in all aspects of the school's provision, by making reasonable adjustments and removing barriers to learning.

1. How does Newberries Primary School know if the children need extra help and what should I do if I think my child may have special educational needs (SEND)?

The identification of SEND is built into the school's overall approach to monitoring the progress and development of all pupils. The benefits of providing effective provision have been proven to improve the long-term outcomes for the child.

There are a number of ways a child may be identified as having SEND.

- The school assesses each pupil's current skills and levels of attainment at the beginning of Reception, alongside records received from any preschool providers.
- Regular assessments of progress are made for all pupils and any child making less than expected progress in relation to their age and individual circumstances is then investigated further.
- Termly focussed meetings are held with class teachers and members of the SLT (including the SENCo) to discuss the progress of all pupils and to identify any pupils needing additional support. This can include progress in areas other than attainment, for example with wider development or social needs.
- Teachers and teaching assistants, alongside the Special Educational Needs Co-ordinator (SENCo), use their experience and professional expertise to identify learning needs and suggest appropriate action.

- If a class teacher identifies a child who would benefit from additional support, they have a discussion with the SENCo (Mrs Webster-Smith) to discuss the best way to support the pupil. Parents will be contacted and staff will work in partnership with parents to discuss the pupil's needs.
- If you have a concern about your child and you think they may have a special educational need, the first person to speak to is their class teacher. Following this, a conversation with the SENCo, Mrs Webster-Smith, may be needed to determine the next steps.

Mrs Webster-Smith can be contacted via the School Office by emailing admin@newberries.herts.sch.uk or by calling 01923 857180.

2. How will school staff support my child?

- Class teachers have overall responsibility for planning and teaching the curriculum, ensuring the learning is differentiated for all abilities and learning styles.
- If special educational needs are identified, the class teacher, supported by the SENCo, will seek to match provision to the needs. This may be within the class or as an intervention for a small group or on an individual basis.
- A graduated approach will be used if a need is identified and the assess, plan, do and review process will be discussed with parents and quality first teaching methods will be put in place.
- If additional intervention strategies are required to support a pupil, a Support plan will be created and SMART targets will be created. A Support Plan will be written to outline any key target areas and intervention provided to support them. These are a working document and parents (and children where appropriate) will be involved in the target setting process.
- Targeted short-term interventions are put into place for those children who need additional support alongside high quality classroom provision, following advice from external professionals where relevant.
- Some children may require some additional resources to help them access the curriculum such as reading overlays, concentration aids or sensory equipment. The use of additional resources will be discussed with parents. Staff will also work with external professionals, where relevant, to discuss any additional resources that a pupil requires.
- All staff working with the child will be made aware of the relevant strategies and provision that is required to be in place for the individual child. The SENCo is responsible for sourcing any relevant training opportunities to best support the needs of individuals.
- Newberries Primary School aim to provide a consistent, high-quality response to all children's needs.
- The impact of interventions is monitored closely through observations, regular meetings and looking at the child's progress.

3. How will I know how my child is doing?

We aim to ensure that parents have every opportunity to know about their child's progress.

- The school reviews the learning of pupils on a regular basis, which includes intervention progress, progress towards age related expectations, progress against learning objectives and general well-being.
- All children in the school receive an annual written report, currently in the Summer term.
- Parent Consultation evenings in the Autumn and Spring terms.
- For those children on the SEN register, parents and their children are also invited to attend a Support Plan Meeting once a term to review previous targets and plan new ones, along with a discussion about the child's needs and provision in place.
- Other means of communication may also be put in place where appropriate.
- The school has an open-door policy which means that class teachers and the SENCo are always happy to arrange a time to discuss your child's progress at other times and set new targets if necessary.
- Annual review meetings will be held with pupils with a statement of SEND or an EHC Plan.

4. How will the learning and development provision be matched to my child's needs?

- Teachers plan to ensure there are a range of differentiated activities to suit the different needs within the class, based on their knowledge and assessments of the children's learning.
- Children with SEND who are working at a considerably lower level than the rest of the class may need additional and different learning activities in some subjects. We adapt and change the curriculum based on the personalised needs of a child, as not all children learn in the same way.
- Some children may require a more personalised curriculum. This may include tasks and activities which are designed based on a child's interest in order to focus their learning and maintain their attention.
- Reasonable adjustments will be made and appropriate specialist equipment may be given to pupils in order to support their access of the curriculum.
- Some children might require regular nurture as part of a group or on a 1:1 basis in order to help them be ready to access learning.
- Wherever possible, we aim to develop the children's ability to become independent learners.
- Where relevant, staff will work alongside external professionals and will use external advice in order to match provision to a child's needs.
- Staff will work in partnership with parents in order to gain valuable information about the needs of a child.

- Children will be offered the chance to provide staff with feedback about what they feel is working well for them and what additional strategies or resources might help them.
- Teachers follow a cycle in which they:
  Assess and identify individual pupils' needs through pupil progress meetings, using progress data, knowledge of the child, discussion with pupil and parents, SENCo and other professionals as appropriate.
  Plan the necessary provision, adjustments, interventions and support to be put in place.
  Do - put in place any extra support required, ensuring the child continues to receive quality input from the class teacher; work closely with support staff involved in delivering additional support.
  Review the effectiveness of the support and decide on what further support is required.

5. What support will there be for my child's overall wellbeing?

- At Newberries we take the wellbeing of our children very seriously. We believe in a partnership between school and home to support your child in all aspects of their life.
- We have a designated teaching space which can be used by a number of groups and individuals throughout the day, both in a timetabled and on a less structured basis.
- We have opportunities for nurture sessions which can take place as part of a group or on a 1:1 basis.
- Staff realise the importance of talk and provide regular opportunities to listen to children and talk about their concerns or worries.
- Pupils are encouraged to speak to a member of school staff and use the class 'What I want my teacher to know box' if they have any concerns.
- An external Family Support Worker is available to work with children and families.
- Newberries uses the Herts STEPS approach for promoting positive behaviour.
- The SENCo can make referrals to external services such as School Nursing and CAHMS.
- Children take part in regular PSHE sessions delivered from the Jigsaw scheme of work in order to support a child's social and emotional development.
- Children take part in regular mindfulness sessions.
- Staff teach children about the importance of having a Growth Mindset.
- Staff work in partnership with parents in order to try and provide a pupil with support targeted to their needs.

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

- Where a pupil continues to make less than expected progress despite targeted support in school, the SENCO will seek the advice and support of relevant external professionals.
- Parents will always be informed and involved in the decision to refer to specialist advice and provision.

The school has access to a wide number of specialist services including:

- SpLD Advisory Service – advice and support for children with specific learning difficulties in English and Mathematics.
- Speech & Language Therapy (SaLT)
- Communication and Autism Team- supports children on the autistic spectrum and children with communication difficulties.
- School Nurse
- Occupational Therapist
- Educational Psychologist
- Specialist school outreach services
- Low Incidence Team – supports children with visual impairment, hearing impairment, physical and neurological impairment.
- Community paediatricians and other healthcare professionals may work with children with SEND, however parents' should access these services through their GP in the first instance.

7. What training have the staff, supporting children with SEND, had or are having?

- At Newberries Primary School we believe your child's learning needs will first be met through high quality first teaching, delivered by the class teacher(s).
- School staff have experience in working with children with a range of special educational needs.
- The school also has access to external agencies who may be able to provide advice, training and further assessment where needed.
- Staff receive training on a regular basis from the SENCo, other members of staff and outside specialists.
- The SENCo, Mrs Webster-Smith, has completed the Special Educational Needs Award accreditation.
- All staff receive Epipen Training.
- TAs and Office Staff receive first aid training; key members of staff have higher level paediatric first aid training.
- All Staff are Herts STEPS trained.
- Staff have received autism training.
- All staff have up to date Child Protection Training.
- Individual members of staff are trained in specific interventions set up by the SpLD outreach services.

- Individual members of staff are trained to use specific resources and strategies provided by behaviour support outreach services.
- Individual members of staff have been trained in specific, spelling, phonics and maths interventions.
- Individual members of staff have attended training targeted at supporting children's social and emotional development.
- Individual members of staff have received specialist training from speech and language therapists and occupational therapists.

Please follow the link to support services for parents of children and young people with SEND, this includes SEND Information and Advice Support Service (SENDIASS).

https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-parents-carers-and-families/services-for-parents-carers-and-families.aspx

8. How will you help me to support my child's learning?

- The class teacher and SENCo are available to discuss any concerns you may have regarding your child's learning. They will be able to suggest strategies to further support your child.
- Parent consultation meeting are held twice a year to support individual needs.
- An Annual written report is provided in the Summer Term.
- Support Plan Review Meetings are held termly.
- In the Autumn term we hold 'Meet the Teacher' sessions for parents to find out more about class routines and expectations.
- EHCP Review meetings are held annually.
- When external professionals are involved, parents are invited to attend a meeting.

9. How will I be involved in discussions about and planning for my child's education?

As above.
We value parental involvement in all aspects of your child's education. As well as the more formal meetings throughout the year, you are welcome to come in to discuss your child's needs at any point during the year. Parents will be involved in setting targets on Support Plans. Parents will also be asked to contribute to referrals to external professionals.

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

- We ensure that all children are able to participate in all aspects of the school's life and activities.
- When planning outside activities and trips, the individual needs of all our pupils are taken into account.
- Where necessary we will consult with parents and make adaptations as required to support the child.

- Risk assessments will be carried out to ensure the safety of all children on school trips.

11. How accessible is the school environment?

- The school's Accessibility Plan sets out our aims to ensure the school is accessible to all regardless of their individual, social and personal circumstances.
- Newberries Primary School believes in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.
- The school is accessible for wheelchair users.
- The school has a disabled toilet.
- Newberries strives to ensure that all children and visitors, regardless of need, can fully access the school. We welcome individual discussions where specific adjustments are required.

12. Who can I contact for further information?

- Our Special Educational Needs Co-ordinator (SENCo) is Mrs Webster-Smith. Mrs Webster-Smith can be contacted via the School Office by emailing admin@newberries.herts.sch.uk or by calling 01923 857180.
- Our school governor with responsibility for SEND is Lewis Myers.
- On a daily basis, any enquiries about your child's learning should be directed to the class teacher.
- If you have a concern about provision for your SEND child please contact the class teacher in the first instance. If a concern arises you may follow complaints procedure – this can be found on the school website or on request from the school office.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- In the summer term, before the children start with us, our Reception teacher makes nursery visits for those children with SEND. The SENCos meet or speak on the phone to pass on any information and paperwork.
- If a pupil has SEND, The SENCo is happy to speak on the phone, or to have a meeting to discuss your child's needs and the way in which the school will support them.
- Transition between year groups within the school is supported by meetings between the class teachers to pass on information.
- Pupils moving to Secondary school at the end of Year 6 will complete a visit to their new school. Those children with SEND may make additional visits which will be arranged between the school SENCos. Secondary school staff may also visit the school in the Summer term to be given information on the children's learning and social profiles. Copies of children's SEN paperwork is also passed on to the secondary schools.

- Our PSHE (Personal, Social and Health Education) curriculum supports all our children with developing the skills needed to support them during periods of change and transition.

14. How are the school's resources allocated and matched to children's special educational needs?

- The school receives a notional SEN budget based on a set formula. The Headteacher, Governors and SENCo use a strategic approach to ensure the financial resources are used effectively to support the progress of pupils with SEND.
- Funding cold be used to support children in a group or on an individual basis. It could also be used to buy specific SEN resources.
- On occasion it may be possible to apply for Local Higher Needs Funding (LNHF).

15. How is the decision made about how much support my child will receive?

The amount of support your child will receive will be decided between the class teacher, SENCo and members of the SLT. This will be done in collaboration with the pupil, parents and any external agencies involved.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The local authority, Hertfordshire County Council, has published its local offer of services and provision for children and young people with SEN on its website:
www.hertfordshire.gov.uk/localoffer