



Newtown Primary School

Special Educational Needs and Disabilities Information Report November 2019

What kinds of Special Educational Needs and Disabilities (SEND) do we provide for?

We provide for pupils with all kinds of Special Educational Needs and Disabilities that attend mainstream schools. This includes pupils who need additional support in the four following broad areas:

- Communication and interaction.
- Social, emotional and mental health.
- Cognition and Learning.
- Sensory and/or physical needs.

All types of Special Educational Needs and Disabilities (SEND) fit into one or more of these main areas set out in the SENDs Code of Practice and some types of SEND may involve needs across all four areas.

Here are some of the specific needs we cater for in school, but actually our commitment to making our school accessible for all pupils means that this is in no way an exhaustive list:

- Dyspraxia
- Aphasia (loss of parts of speech)
- Autistic Spectrum Conditions (including social interaction difficulties)
- Receptive and expressive language disorders
- Auditory memory difficulties
- Selective mutism
- Word-finding difficulties
- Dis-fluency disorders (including stammering)
- Emotional and behavioural difficulties
- ADHD (Attention Deficit, Hyperactivity Disorder) and ADD (Attention Deficit Disorder)
- Depression
- All aspects of mental health management
- Psychological issues
- Poor self-esteem and self-image

- Dyslexia
- Dyscalculia
- Global developmental delay
- Working memory issues
- Moderate learning difficulties
- Supporting pupils with needs arising from diagnosed medical conditions or syndromes
- Visual difficulties / impairment
- Hearing difficulties / impairment

The County also has a Local Offer, which details the kinds of support they can provide for children with SEND. You can find information about our Local Authorities' Local Offer by entering:

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>

into your internet address bar or following the hyperlink.

e-mail: localoffer@cumbria.gov.uk

How do we identify pupils with SEND?

We know when pupils need help if:

- Children join the school with a previously identified SEND.
- Concerns are raised by parents/carers, the teacher or the child.
- Limited academic progress is being made or the child is performing well below age-related expectations.
- There are concerns about the child's behaviour or emotional development.
- There is a medical diagnosis made.

What should you do if you think your child has SEND?

- First talk to the class teacher, they are the first point of contact for parents and know your child best.
- If there are still concerns, then you can contact the SENDCo (Special Educational Needs and Disabilities Co-ordinator). Mrs Jill Adams through the school office.

How do we assess and review the needs of children with SEND?

We assess the needs of children with SEND by closely analysing our termly assessment data to establish their next learning steps. We look at progress towards IEP (Individual Education Plan) targets to help us to assess whether provision is effective. We sometimes use other assessment tools to help us to identify the social and emotional needs of children. We have behavioural tracking systems to help us to assess progress towards behavioural targets. We may also use outside specialists to help us to assess children's needs and to give us a more detailed view of their learning profile. For children with significant or complex needs and when we need advice and support from outside specialists, we use the SEND Early Help Assessment (EHA) process to analyse needs. The EHA collects lots of information together from everyone involved with a child and their family and is a valuable tool for supporting effective multi-agency work.

How do we measure progress?

- We may measure progress by repeating assessments done previously and then looking at how much progress has been made. We also look at evidence of the development of new skills, knowledge and understanding.
- For behaviour, we may use frequency count tracking sheets to monitor the frequency of particular behaviours that impede or support learning.
- IEP targets are looked at frequently by teachers and are reviewed termly.
- We may at times use standardised scoring.
- For children with an EHCP (Education, Health and Care Plan) we use PIVATS assessments for pupils with significant learning difficulties; which break national curriculum progress down into smaller steps to allow us to capture small steps of progress and to plan precisely for future learning. EHCPs will have an annual review and outside agencies will contribute to them allowing us to gain further evidence of progress and this progress is reported back to the county SENDs team.

How do we adapt the curriculum for pupils with SEND?

- Mrs Adams, our SENDCo organises provision for children with SEND and he works with parents, class teachers and support staff to ensure that children's needs are met.
- We teach a broad and balanced curriculum that is topic based and therefore can be easily adapted to ensure access for all pupils.
- Wherever possible, children with SEND are taught in the class with their peers and each pupil's education is carefully managed by the class teachers who will provide differentiated work to suit children's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has specific needs then there may be some personalised planning to meet their needs. This may involve working in a small focus group with either a teacher or a teaching assistant. The frequency of and length of time that this kind of work will continue for will depend; but it will usually be for a long enough period of time for progress to be evaluated e.g, half a term or a term. Any such interventions will be regularly evaluated to make sure that they are helping your child to make progress and to help us to plan what to do next. This kind of work may well require an IEP (Individual Education Plan) and class teachers and our SENDCo would work together to draw up a plan to share with you, so that we can get ideas from you before plans are made final.
- Teaching Assistants (TAs) may be allocated time to work with your child either 1:1 or in a small group situation. Wherever possible we work with children in groups to avoid making children feel uncomfortable and to place them in a joint learning situation, which helps to re-enforce their learning through the contributions of the other children in the group.
- Occasionally a child may need more specialised support from an outside agency such as an Educational Psychologist, Speech Therapist or Specialist Teacher. If we need specialist advice, we will make a referral with parental permission and arrange a meeting to discuss and plan for children's needs.

How do we involve parents?

All of our parents are encouraged to be involved in their child's education and in the life of the school.

This may be through:

- Discussions with the class teacher.
- Working with our Family Learning Mentor.
- Parents evenings.
- Contributing to IEP development and review.
- Attending EHA review meetings and/or TAC (Team Around the Child) or TAF (Team Around the Family) meetings.
- Attending and contributing to annual reviews of EHCPs.
- Being encouraged to come along to school events and getting to know us.
- Answering questionnaires or other information gathering drives.
- Using a home / school book system when it is agreed to be appropriate to ensure daily involvement.

How do we involve children?

- Staff members are always on hand to offer time and support to children and children are really good at picking out who they want support from in school. This helps children to tell us what they think and how they feel and we do listen to and take account of what children tell us.
- Our school ethos is one of support, acceptance and tolerance and our children flourish in the 'culture of care' that lies at the heart of our school.
- Vulnerable children may be given access to Mrs Lund, our Family learning Mentor to support them more specifically in an ongoing way to make sure that their wellbeing is supported and their needs and wishes are accounted for.
- Mrs Lund runs nurture support when pupils need something different and this provides them with a good opportunity to talk about their feelings and concerns.
- If a child has an EHCP, we will ask for their views and wishes and record these at each annual review.
- Child views contribute to EHAs (Early Help Assessments).
- When children have an IEP, we ask them general questions to make sure that they are happy about what they are doing and understand who they will be working with. We are very careful to protect children's self-esteem and self-image and therefore, children's involvement levels will depend on the individual child's age and needs.

- We have a school council to support all our pupils and to feedback and manage issues for children in school.

How do we prevent bullying?

- Everything we do to involve children (above) helps us to be aware of and to manage bullying.
- Our ethos of support and tolerance offers protection to children with SEND and makes bullying far less likely.
- We also focus very clearly on children's strengths both in school and out and don't just focus on academic skills as a staff team to raise the status and esteem of all children and especially those with SEND. This in turn makes bullying less likely for them.
- We provide periodic bullying awareness teaching to teach about bullying and to develop self-help strategies for children. This creates an opportunity to identify instances of and resolve issues around bullying.
- Support from our Family Learning Mentor is very important in providing extra support to children with SEND on their own terms. Bullying for children with SEND can be particularly difficult for children to cope with and that's why we do everything we can to prevent it and to help if a child feels that they are being bullied.
- We are aware that the first person to find out about bullying is usually a parent and we listen carefully to and take immediate action if a parent reports that their child is being bullied in any way.
- Our most vulnerable pupils have additional support when needed during break times and this ensures that they do not become distressed by others playing, or experience bullying from others.

How do we support children as they join our school or move on to another school?

- We provide visits for all children prior to joining our school and offer enhanced programmes for children with significant needs.
- If a child with SEND is moving on to a new school, we offer transition planning, where the child's needs are established and a programme developed to support them and their new school in the move. The plan would identify and deliver on key actions e.g.

additional visits to the new setting, identification of a mentor in the new school and supported meetings with them etc. The SENDCo also ensures that outside agencies that are involved make contact with services in the area to which the child is moving to ensure continuity of provision and support.

- SENDCos from both schools liaise to share information and to ensure the continuing success of the children as they move on to a new school.
- We take a holistic view of children's educational journey and take any and all actions necessary in support of pupils with SEND to ensure that as much support can be put in place prior to transfer to secondary school.

How do we support children with social, emotional or mental health issues?

- We have specific assessment tools to help us to identify and plan to meet needs.
- We set clear boundaries to provide consistency and re-assurance.
- We closely monitor progress academically to minimise stress and reduce the risk of 'opting out' in lessons.
- We may allow children to work with Mrs Lund (Family Learning Mentor).
- We provide nurture based activities and have a sensory room available here in school.
- We may refer to outside agencies, such as Barnardo's, the county's Behaviour and Wellbeing Officer or CAMHS (Child and Adolescent Mental Health Services).
- We may work with the County Inclusion Support Team to gain advice and develop strategies.
- An Individual Behaviour Plan may be written to implement behavioural targets and to develop and monitor strategies used to manage emotional wellbeing.
- A Behaviour Management Plan may be drawn up to manage risk to the child and to others.
- We sometimes use contracting to help children. This means that they agree to work on specific behaviours.
- We use general and targeted rewards and consequences.
- We often use non-verbal praise and frequent recognition to promote a positive self-image along with the use of physical

acknowledgement e.g. a hand on a shoulder to acknowledge and re-assure.

- We use low-confrontation strategies.

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

In school we have members of staff with expertise in:

ADHD (Attention Deficit Hyperactivity Disorder)
Art Therapy
ASC (Autistic Spectrum Condition)
Behaviour Management
British Sign Language
Clicker 6
Counselling
Dyslexia training
Epilepsy medication training
First Aid
Food Safety
IDL (Indirect Dyslexia Learning)
Magical Spelling
Makaton
Maths Recovery
Narrative Therapy
Neuro-developmental Delay
Numicon
Nurture Group training
PEXS (Picture Exchange System)
PIVATS (Performance Indicators for Value Added Target Setting)
Play Therapy
Reading Intervention
Read, Write, Inc.
Safer Handling
SEAL (Social and Emotional Aspects of Learning)
SLD (Severe Learning Difficulties)
SMART Moves
Social and Emotional Difficulties
Speech, Language and Communication
Team Teach
Tracking pupil progress
VI (Visual Impairment)

To gain further advice and support, we have links with:

- Educational Psychology (to assess in detail children's learning skills).
- Community Paediatricians.
- Barnardo's.
- Speech and Language therapy.
- Area SENDCo / Specialist Advisory Teacher for Early Years.
- Specialist Advisory Teacher in Autism.
- Specialist Advisory Teacher in Language and Communication.
- Specialist Advisory Teacher for Pupils with Physical and Medical Difficulties.
- Occupational Therapy.
- Public Health and Wellbeing Nurse (formerly school nurses).
- Child and Adolescent Mental Health Services (CAMHS).

- Health Visitor (for under-fives).
- Specialist Advisory Teacher for visual impairment.
- Specialist Advisory Teacher for hearing impairment.
- Children's Services (previously social services).
- The Children's Centre.
- SEND IAS (Independent Advice and Support).

Staff have attended and continue to attend a range of training to support them in meeting the needs of pupils with SEND.

How are children included in activities outside of the classroom including school trips?

- Activities and school trips are available to all our pupils subject to our behaviour policy.
- Detailed risk assessments are carried out to ensure that all children have access to trips and special events.
- Children with access difficulties all have PEEPs (Personal Emergency Evacuation Plans) and these would be applied to any outside activity.

How accessible is the school?

- We are a single storey building with wheelchair access and are committed to making any reasonable adaptations to ensure access to pupils with SEND.
- We have a disabled toilet in a quiet place in the school (affording privacy and discretion) and this toilet has shower facilities within, if these were to be required.
- Some specialist equipment is available if needed.
- Assistive technology is also available e.g. i-pads, modified keyboards etc.

Who can you contact for further information?

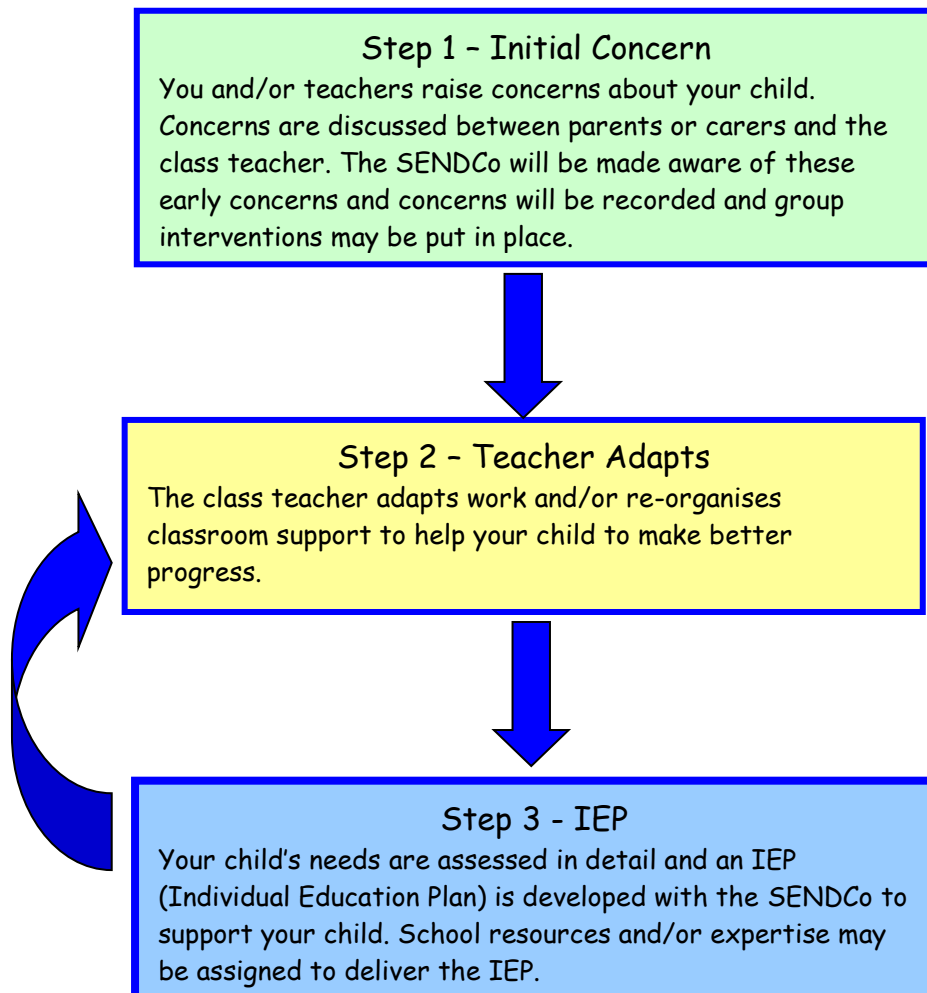
If you wish to discuss your child's needs, need advice or information, or are unhappy about any aspect of our provision, please contact the school office to arrange a meeting with the SENDCo Mrs Adams.

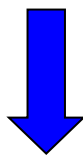
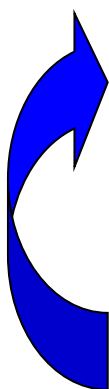
There is additional information in our School Local Offer (also on the website) and this contains contact details for support services in our area.

Our SEND flowchart which explains how the SEND systems works in our school follows.

SEND Flowchart

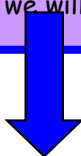
Here is a flow chart showing you the steps we take to support children with SEND. We only move from one step to another if your child still needs more support and is not making good progress. If your child makes excellent progress, we may decide to move back a step. You will be involved every step of the way and please feel free to ask us if you have any questions!





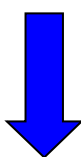
Step 4 - Early Help Assessment

The SENDCo arranges a TAC (Team Around the Child) meeting and invites you and outside specialists to come along and help us to carry out an EHA (Early Help Assessment). We need lots of information from you at this stage to help us to fully understand your child. The information we collect, helps us to plan very closely to meet the needs of your child. Plans made will be reviewed through another TAC meeting and we will all decide what to do next.



Step 5 - Education and Health Care Plan

If it has been agreed by everyone at step 4, we will apply for an ECHP (Education and Health Care Plan) from the County. This is where the County assesses your child's needs and gives the school extra resources to help us to support your child's learning and development. This process takes around 20 weeks from start to finish and can be quite involved. Don't worry, we will help you through the process!



Step 6 - EHCP is in place

Once we have the EHCP, you will have a copy and have chance to come into school to discuss it so that you know exactly what is going to happen. The EHCP will be reviewed once a (school) year and everyone that supports your child (including you and your child) will be involved in the review to make sure that the Plan is working well. To help us deliver on the plan, your child will have a detailed IEP and timetable and we will meet regularly to make sure things are going well.