



Special Educational Needs and Disability (SEND)

Local Offer November 2019

Welcome to the SEND Local Offer at Newtown Community Primary School. You can find all of the information you need about how we support children with SEND to reach their full potential.

The schools local offer links to Cumbria County Councils Local Offer which will provide parents/carers with information about how to access services in this area and what they can expect from these services. This information can be found at www.cumbria.gov.uk.

Children may have SEND throughout, or at any time during their school career. Curriculum planning and assessment take account of the type and extent of the difficulties experienced by children. Such children may need additional or different help from that given to other children in their cohort.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include providing short-term interventions as well as catering for long-term needs.

If your child has a Special Education Need or Disability and you require further information about our provision please contact our SENDCo on 01228 409650 or SENDCo@newtown.cumbria.sch.uk

How do we know if a child needs extra support?

- We work closely with feeder nurseries to identify children with additional needs before they start school.
- Concerns may be voiced by parents/carers, teachers or the child.
- Progress being made is limited. Each half term, tracking data for every pupil in school is collected to monitor progress and is then analysed to identify pupils who are not making expected progress despite high quality teaching and suitably differentiated work.
- Pupil Performance reviews are held each half term when each class teacher meets with the Headteacher to discuss the progress of the pupils in the class and plan appropriate support where needed.
- We do not identify children as having special educational needs unless we are taking action that is additional to or different from that which goes on in the classroom as part of our differentiated approach.
- All children receiving support are identified on the school's Provision Map which records the additional needs and support in place for each child.
- Support is also recorded through our 'pupil journey' tracking.

What should I do if I think my child may have special educational needs?

- Parents/carers should speak to the class teacher in the first instance.
- The SENDCo, Family Learning Mentor and Headteacher are also available to discuss any concerns.
- Sometimes, if a diagnosis or referral to health is needed it can be quicker to go via your own GP. This may be suggested to you by staff.

How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs their work will be planned by the class teacher, with the support of the SENDCo. It will be differentiated according to individual needs.
- They may have additional adult support, resources made available to them, or either group or 1:1 interventions to support progress and development.
- Equipment such as writing slopes, wedge seat cushions, coloured overlays, tablet computer, laptop, pen/pencil grips, magnifiers are available to support pupils.
- Newtown School follows the Read, Write, Inc. programme which supports all children and ensures that children access learning which is carefully matched to their stage and ability, rather than age.

How will school staff support my child?

- The teacher or teaching assistant (TA) may give additional support in class.
- A TA may be allocated to work with the pupil in a 1:1 or small group situation. Sometimes this help is given outside the class. Wherever possible, we work with children in the class or in small groups as we know that children make the best progress when learning alongside their peers.
- These interventions will be discussed with parents/carers and, if appropriate, the child. They will be recorded on the school Provision Map which details the interventions, timings and staffing of the interventions.

- An Action Plan or Individual Education Plan (IEP) may be drawn up which details who will be responsible for delivering the agreed actions and the expected outcomes of these actions.
- Once per term, the Action Plan will be reviewed by all involved. It may be decided that advice from professionals from an external agency is needed.
- The class teacher will make a referral with the support of the SENDCo by completing an Early Help Assessment (EHA) and include Action Plans and minutes of any meetings or attach IEPs to monitor progress.
- Professionals from outside agencies will then be involved in future Action Plans and Reviews.
- If, after acting on outside advice, progress is still limited, we may take advice to see if the child's needs may be best met through an Education, Health and Care Plan (EHCP). Once this has been agreed, the SENDCo will begin to collect evidence and then make an application to the Local Authority.

How will I know how my child is doing?

- You can make an appointment to speak to the class teacher or SENDCo.
- You will be able to discuss your child's progress at Parents' Evenings.
- You will be invited to attend review meetings.

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

- The class teacher and/or SENDCo may suggest how you can support your child.
- Where outside agencies are involved, advice will be provided by them to help you.

What support will there be for my child's overall well-being?

- Our SENDCo and Class Teachers work closely with Mrs Lund (our Family Learning Mentor) to monitor and coordinate the provision for pupils with any additional needs, both academic and social.
- Pupils who are experiencing social, emotional or behavioural difficulties have access to small group work based with Mrs Lund.
- A Teaching Assistant works with children on a 1:1 or small group basis as appropriate.
- For those children with a medical need then a Care Plan is drawn up in consultation with parents/carers and advice from the school nurse. All staff who are involved with the pupil are made aware of the plan.
- Some staff are trained in the use of an epi-pen and some have been trained in the use of epilepsy medication and administering insulin.
- Medicines are administered in school in agreement with parents/carers but only where a signed consent form is in place.
- 8 members of staff hold a current First Aid certificate.
- 4 members of staff hold a current Paediatric First Aid certificate.

What other training do the staff supporting children with SEND have or are having?

- All our staff are involved in and committed to providing high quality education and support for SEND pupils.
- Many of our staff have additional qualifications, training and expertise to support children with SEND in these areas:-

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)

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

- Further expertise is accessed through the school's links with outside agencies.
- The school works in partnership with many different agencies. This means that a plan of support can be developed to meet your child's needs both in and out of school.
- Listed below are some of the outside agencies with whom we work collaboratively:

Barnardos/Family Action
Child and Adolescent Mental Health Service (CAMHS)
Educational Psychologists (EPs)
Occupational Therapists
SENDIAS (SEND Independent Advice Service – providing advice and support to parents)
Physiotherapists
School Nurses
Social Care
Specialist Advisory Teachers (covering, Physical and Medical needs, English as an Additional language, Autism, Language and Communication, Visual and Hearing Impairment and Early Years)
Speech and Language Therapists

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

- Activities including educational visits and trips are open to all pupils.
- Risk assessments are carried out when planning any out of school activity and the needs of SEND children will be specifically identified.
- Where a pupil has additional/medical needs these are discussed fully with the parents beforehand.

How accessible is the school environment?

- There are designated points of entry and exit.
- All classroom entrances are wide enough for wheelchair access.
- There is wheelchair access to the EYFS outdoor learning environment.
- The main entrance benefits from a secure entry system.
- Additional bolts on all entrance and exit doors are fitted.
- There are high handles on the EYFS and KS1 entrance doors.
- A toilet, including shower area, for the disabled, is situated near the Sports Hall entrance.

How will the school prepare and support my child when joining Newtown Primary School or transferring to a new school?

- In the summer term all pupils attend a Transition session where they spend some time with their new class teacher within school.
- Staff liaise with feeder nurseries and with receiving secondary schools to ensure a smooth transition.
- Where necessary, transition plans are developed to meet the needs of individual pupils.
- Secondary school staff visit pupils prior to them joining their new school. Enhanced transition programmes are put in place for all pupils with special needs.
- The SENDCo liaises with the SENDCos from the secondary schools to pass on information to ensure continuity of provision for pupils with additional needs.
- When children with SEND move to or from Newtown Primary School the SENDCo liaises with the SENDCo of the other school to exchange information and advice.

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

- The SEND budget is allocated each financial year.
- Where your child has an EHCP and has funded hours, these hours are allocated first, as a priority.
- The money is used to provide additional support or resources to meet individual needs.

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

- Decisions are made in consultation with the class teacher, SENDCo and Extended Leadership Team.

- Pupils with EHCP's, have their needs assessed and funding allocated by the Local Authority.
- Decisions are based upon half-termly tracking of pupil progress and the outcomes of assessments made by outside agencies.

Who can I contact for further information?

- You can contact the SENDCo or the Headteacher for further information.
- Cumbria's SEND Local Offer can be accessed at <http://localoffer.cumbria.gov.uk>
- You can also access further information on the Cumbria County Council website.