

Newborough C of E Primary School

SEND Information Report

2019-20

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students. This document is intended to give you information regarding the ways in which we ensure that children with SEND are educated, wherever possible, in an inclusive environment to enable each pupil to reach his or her full potential. It may not list every skill, resource and strategy we deploy in order to achieve this, as these are continually developed and refined to meet the changing requirements for individual pupils.

"I have just listened to three of our children talking together at lunchtime. They said "We are different: I have Autism, I have learning difficulties. But it is good to be different at our school" It was so lovely to hear the children talking together about their differences happily."

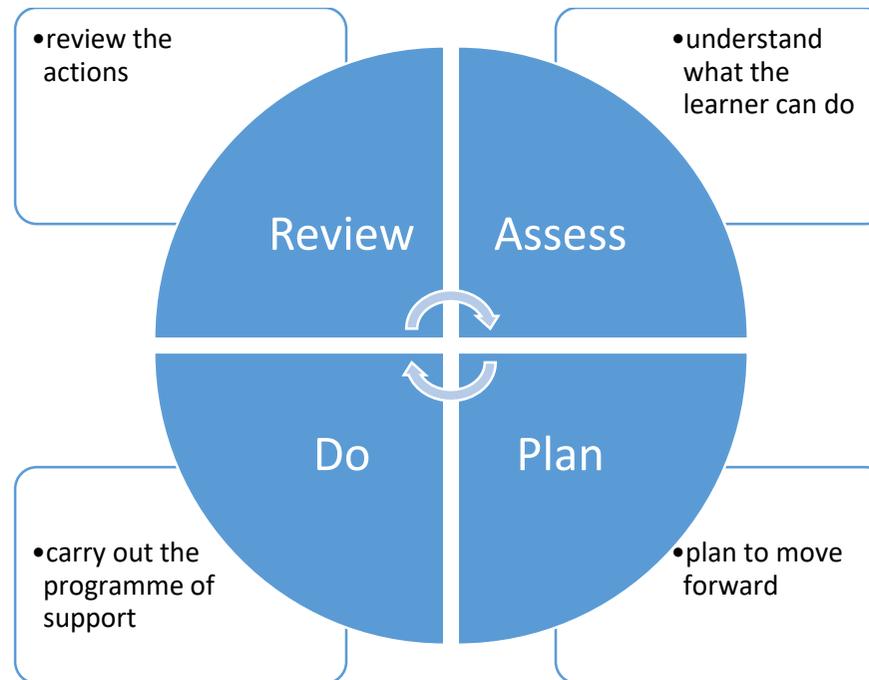
1:1 Teaching Assistant September 2019

At Newborough Primary School, we strive to include all children and support pupils with a range of special educational needs, with varying degrees of complexity. These needs can impact upon the child's capacity to learn in all areas or be more specific. We support children with the following areas of need:-

Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health and Physical and/or Sensory.

Contact Details	
Your first point of contact is:	<ul style="list-style-type: none"> • Class teacher
Our Special Educational Needs Co-ordinators (SENCO) are:	<ul style="list-style-type: none"> • Mrs Helen Goulbourne, SENDCo and Deputy Head and Mrs Mary Cragg, Specialist Support (Diploma in Specific Learning Difficulties)
Their dedicated SEN time is:	<ul style="list-style-type: none"> • Mrs Cragg 1 day every 3 weeks • Mrs Goulbourne 1 day each week
Other people in our setting/ school who might be contacted include:	<ul style="list-style-type: none"> • SEND Governor contactable via school office
External support services for information/ advice are:	<ul style="list-style-type: none"> • SEND Information Advice Support Service – Tel. 01733 863979 email pps@peterborough.gov.uk • Educational Psychology Open Access Consultation Service – Tel. 01733 863689 • City Council Website http://www.peterborough.gov.uk/education showing access to SEND gateway • Marion Deeley, Parent Partnership Officer Tel. 01733 863979 mariondeeley@peterborough.gov.uk

At Newborough CE Primary School, we want every child to achieve their full potential and we are committed to equality of opportunity in striving for this. Children can expect to have classroom tasks tailored to their needs and we would expect a child to access most of their learning through high quality class teaching. However, some children need additional support or have specific, identified needs requiring a personal programme and that is when the following documentation may become relevant to you and your child. Our teaching and support will always be based around the graduated approach of:



The **Code of Practice** identifies four main areas of need:

- Cognition and Learning;
- Communication and Interaction;
- Social, Emotional and Mental Health and
- Physical and/or Sensory.

Cognition and Learning	
What does this mean?	This area of need relates to how a person processes and reasons information. It revolves around many factors, including problem-solving skills, memory retention, thinking skills and the perception of learned material. It is this area that includes Autistic Spectrum Disorder (ASD), Attention Deficit Disorder (ADHD) and Specific Literacy Difficulties (SLD), which we usually refer to as dyslexia.
What will support for this look like?	<ul style="list-style-type: none"> • Differentiated tasks • Learning tasks are presented in different learning styles • Tasks broken into small steps • Apparatus and support materials • Liaison with Autism Outreach Team • Different coloured overlays or books with different coloured pages
Who will deliver it?	The class teacher and teaching assistant will lead most of this process. If the adaptations are not having impact, then the SENCO will become involved.
How will it be monitored?	<ul style="list-style-type: none"> • Through daily marking • Parents' Evenings • Assessment Data • If the SENCO has initiated a programme, then through the six week evaluation form • Feedback from Autism Outreach

Communication and	
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Interaction	
What does this mean?	<p>This area relates to:</p> <ul style="list-style-type: none"> • the ability to understand and engage with what is being said in class • the understanding and use of age appropriate vocabulary • difficulties with the actual mechanics of pronunciation • behaviours for learning such as organisation and concentration • this is usually a factor for children on the Autistic Spectrum
What will support for this look like?	<ul style="list-style-type: none"> • Visual timetable • Personal prompts • Pre and post teaching support • Small group support • Dedicated Speech and Language sessions based on reports provided
Who will deliver it?	<p>The class teacher and teaching assistant will lead most of this process. If the adaptations are not having impact, then the SENCO will become involved. If the child has a Speech and Language programme from a community therapist, then a Teaching Assistant will follow this up.</p>
How will it be monitored?	<ul style="list-style-type: none"> • Through daily interaction • Parents' Evenings • Assessment Data • If the SENCO has initiated a programme, then through the 6 week evaluation form • By Speech and Language therapists' visits

Social, Emotional and	
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Mental Health	
What does this mean?	<p>This area refers to children who demonstrate difficulties with:</p> <ul style="list-style-type: none"> • emotional regulation, their behaviour is extreme or inconsistent, • social interaction, significant issues relating to their peers and the people around them • they have had /or are experiencing mental health problems as diagnosed by a professional • this is usually a factor for children with ADHD
What will support for this look like?	<p>This is usually very tailored support but may include actions such as:</p> <ul style="list-style-type: none"> • agreed behaviour plan • home/school liaison book • a referral to CAMHS (Children and Adult Mental Health Service) • bereavement support • a referral to CHUMS • An EHA application
Who will deliver it?	<p>The class teacher and teaching assistant will be integral to this process. The Headteacher /Deputy may be involved in agreeing a behaviour plan. If the adaptations are not having impact, then the SENCO will become involved. The whole school community will need to understand the support for individuals and take responsibility for playing their part.</p>
How will it be monitored?	<p>Records of incidents Pupil/parent/teacher/voice</p>

Sensory and/or Physical needs	
What does this mean?	Children who have a sensory or physical disability often need support to be able to access educational facilities and resources. Support is put into place depending on the severity of the disability. This might be a Visual or Hearing Impairment (VI or HI), a Multi-Sensory Impairment (MSI) or a Physical Disability (PD). These students are likely to have the same capacity to learn as their peers, but require support or specialist equipment to access the same opportunities.
What will support for this look like?	This is usually very tailored support but may include actions such as: <ul style="list-style-type: none"> • support with removing and positioning hearing aids • having a specific place in the classroom for ease of viewing or hearing • support in PE lessons • specific equipment i.e. move and sit cushions • 'sensory diet' guidance as provided by the Occupational Therapist (OT) • Advice from the Physiotherapist (PT) • Access to our multi-sensory programme, Sensory Circuits
Who will deliver it?	The class teacher and teaching assistant will be integral to this process. Two TAs run daily Sensory Circuits every morning. The SENCo will liaise with the OT and PT. The whole school community will need to understand the support for individuals and take responsibility for playing their part.
How will it be monitored?	<ul style="list-style-type: none"> • Child voice • Parent voice • Professionals updated reports

As of September 2019 we have 24 children receiving some form of SEND support.

We are committed to developing the ongoing expertise of our staff. We currently have expertise in our school in:

Area	In school expertise	Other outside agencies possibly involved
Cognition and Learning	<p>Every class teacher makes adaptations to meet children's needs.</p> <p>The SENCO team is able to carry out certain assessments to establish strengths and difficulties in these areas:</p> <ul style="list-style-type: none"> • Full assessment for the diagnosis of Specific Learning Difficulties, (Dyslexia) • Cognitive Assessment • Mathematical difficulties <p>Teaching Assistants are able to run programmes which:</p> <ul style="list-style-type: none"> • support handwriting • support spelling • support reading • support maths 	<p>School Nurse</p> <p>EHA pathway</p> <p>Educational Psychologist</p> <p>Autism Outreach</p> <p>Virtual Schools</p>
Communication and Interaction	<p>We have a Teaching Assistant who has considerable experience of supporting children with Speech and Language difficulties. This may be by following a programme set by a therapist, carrying out locally agreed assessments, or promoting communication in social settings.</p>	<p>Southfields HUB Local SLT</p>
Social, Emotional and Mental Health	<p>While every member of staff will be proactive in empowering children to become socially and emotionally resilient, through the PSHE curriculum, if more were required; we would refer to the School Nurse. The Headteacher and the Deputy Headteacher are now fully trained to teach 'Paws B' which is a 12 lesson programme of Mindfulness lessons. This is part of MISP (Mindfulness in Schools Project).</p>	<p>School Nurse EHA pathway EHA MASG CAMHS</p>
Physical and/or Sensory	<p>The school's 1:1 Teaching Assistants run multi-sensory activities with children with sensory needs.</p>	<p>Occupational Therapist Physiotherapist</p>

Training

Since January 2019 the TAs and Teachers have gained more skills and knowledge through the following training:

- YMCA Child's Mental Health Training
- Clicker Sentences for the I-pads and Laptops
- Sensory Circuits led at Southfields Primary school and Northborough
- Paston Pack training by the OT Service
- Precision Teaching training by the EP Service
- Circle of Friends training by the EP Service

From September 2019:

- Support for Spelling training led by Mary Cragg
- Stammering Workshop for all staff led by Helen Joslin (SALT)
- Reading for Inference (Sue Howard LA English Advisor)
- Additional Sensory Circuits training at Southfields Primary School

School Partnerships and Transitions

Transitioning from playgroup to school is led by our EYFS teacher and teaching assistant. They make visits to the incoming Reception class in the summer before they begin school and then make a home visit in the week prior to the children starting. Parents complete an information sheet which identifies any incoming SEND issues. Some children have very specific needs and professionals make every effort to meet with parents to discuss these before transition.

From class to class, our teachers pass important information regarding children and their needs. In Y5, any child with an EHCP will have their annual review discussed with the secondary placement. Our Y6 teacher liaises with all secondary schools regarding children's needs and again in the case of specific needs, there is likely to be a professional meeting with the SENDCo, parents and Secondary school.

Complaints

From 1st September 2003, the Governing Bodies of all maintained schools in England have been required, under **Section 29 of the Education Act 2002**, to have in place a procedure to deal with complaints relating to the school and to any community facilities or services that the school provides. The law also requires that the procedure be publicised. The requirement to have a complaints procedure in place does not in any way undermine efforts to resolve concerns informally. Taking informal concerns seriously will reduce the number of concerns that develop into formal complaints. This policy document follows guidance published by the Department for Education and sets out the staged procedures that the school follows if a complaint is made by a parent. The Policy can be found on our School Website.

Relevant school policies underpinning this SEND Information Report Include:

- Our School Vision and Statement of Ethos
- Characteristics of Learning
- Assessment Policy
- Exclusion Policy
- SEN/Inclusion Policy
- Accessibility Policy
- Anti-Bullying and Positive Behaviour Policy

Legislative Acts considered when compiling this report include:

- Special Educational Needs and Disability (SEND) Code of Practice (CoP) 2015
- Children and Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

SEN Information Report, date March 2019

Reviewed, March 2019

Next review, March 2020