

Newborough Primary School SEND Newsletter Issue 3 September 2022



Welcome to another SEN Newsletter!

It has been lovely to see the children return to school and settle so well into their new classes. For those of you who haven't read one of our Newsletters before, we use this platform to keep you up to date with all things linked to Special Needs happening in our school. If you have any concerns regarding special needs or if you feel your child is struggling please first speak to your child's class teacher and they will then chat to us (Miss Blyth and Miss Driscoll) who are the school SENCOs and we will arrange a meeting with you, if necessary.

Over the next half term, those of you with children on our SEN register will be sent a copy of their APDR (Assess Plan Do Review) to ensure you are aware of the provision they are receiving and targets they are working on. At the parents evening in Autumn 2, a reviewed document will be shared alongside their new one.

Future Plans

Look out for dates for our coffee morning and evening where we will be inviting parents and families in so you can meet with us and discuss any concerns. In the future, we will be looking to invite experts from different agencies into school.

Our approach to supporting pupils

Further information about our approaches to supporting pupils with SEND can be found on our SEND information page of the school website. Please note that this area is in the process of being developed so keep checking back: <https://www.newboroughschool.co.uk/page/?title=SEND+Offer&pid=125>

Questionnaire Responses

Last half term, we sent out a questionnaire to all parents and would firstly like to thank those of you who responded. This is a really useful process for us to be able to evaluate what is working well and what the school community feel we need to improve.

What is working well...

- ✓ 90.9% know who to contact for help regarding SEN support
- ✓ 81.8% feel their child is well supported
- ✓ 100% of parents felt their child's needs were understood
- ✓ 81.8% of parents felt they had opportunities over the year to discuss their child's progress with their class teacher
- ✓ 100% felt SEN newsletter and Drops-ins have been useful
- ✓ More interaction with the new teacher ready for September has been positive
- ✓ The fact parents are invited to special events to support/reassure is very much appreciated
- ✓ I am happy with my child's improvement in both confidence and steps in their education
- ✓ Overall a massive improvement from previous years and now the right people running this challenging area
- ✓ I feel that since the change in SENDCO it has vastly improved.
- ✓ School are beginning to understand the needs of my child and communicate them well

Areas of concern and what we are doing about this...

Concern	Our Response
End of year no review no informing handover progress copy of change to teacher communication move up days what about parents meeting new teachers before sept to discuss	We held an open evening in the Summer Term where families could meet their child's new teacher.

provisions with new teachers rather than all having to talk to them at start term provisions could already be in place	Going forward there will be a parents evening in Autumn Term, Spring Term and if your child is on the SEN register there will be a handover meeting with the current class teacher, new class teacher, parents and child (if appropriate). At present, we have in depth handovers between class teachers but would like to welcome you to these meetings going forward if you have a child with SEN needs.
Targets that can be shared between teacher, child and parent. Action plan to work on together.	If you child is on the SEN register your child's class teacher would have shared an Assess Plan Do Review (APDR) during parents' evening with you, showing the specific provision your child is receiving to reach their targets. If you felt this did not happen please contact one of us. If you are unsure if your child is on the SEN register please ask your child's class teacher.
To have more than 1 transition days.	Next year we are planning to have more transition for children.
Have the teacher in the classroom more with extra help	The school carefully utilize the school budget to use adults in the most effective way to support all children. Owing to being a smaller school, staff do sometimes need release time out of the classroom to manage additional areas of responsibility. That being said, if anyone can spare an hour to support with reading or classroom help we welcome volunteers ☺.

Support for Families

Impartial Advice- Peterborough SEND partnership and Family Voice Peterborough can offer families impartial support and advice about matters relating to SEND.

Local Offer - The local offer gives children and young people with special education needs or disabilities and their family's information about support and services in Peterborough:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Family Voice – Offer help and advice to parents. They also offer events, trips and activities to families. For more information see link; www.familyvoice.org

Family First – Offer free open play sessions at Crofts Corner in Bretton.

Blue Smile – Support children with art based therapies, helping them to learn and be happy. More information can be found at; <https://www.bluesmile.org.uk/>

Little Miracles – is a charity which offers support to families with children who have additional needs or disabilities. More information can be found at;

As always, thank you for reading and we welcome any feedback about this newsletter and any items or topics that you would like to be included.

SEN Support: A Parent and Carers Guide

I have some concerns about my child

Before you get in touch: write down your concerns and points to raise so that you remember everything you want to say or ask

On Inclusion register for SEN. This will be on your child's reports

Not on Inclusion register for SEN

My concern is about behaviour, friendships, mental health or social skills and not SEN

Speak to the class teacher first as the adult in school who knows your child best and is responsible for their daily education and welfare. If your query is about a report from an outside agency or a referral you've already discussed with the SENCO, it's best to speak to the SENCO.

Wave 2/3

6 weeks of monitoring any new strategies put in place by the class teacher/ SENCO/ Outside Agency

Progress Minimal progress

Continue monitoring and support

New or additional Outside Agency support will be sought. If this is a new professional for your child, consent will be needed before this takes place.

Wave 2/3

Speak to the class teacher first as the adult in school who knows your child best and is responsible for their daily education and welfare. Dependent on your concern, they will monitor and put appropriate strategies in place. This will be reviewed in 6 weeks. At this point, if minimal progress is made, the SENCO will be informed and advice given using the Bexley SEN Toolkit.

Wave 1/2

After 6 weeks, another review will take place. If minimal progress has been made then your child will be named on the Inclusion Register as needed SEN support and more formal interventions and strategies will be put in place.

Wave 1/2

Progress Minimal progress

After 6 weeks, another review will take place. If minimal progress has been then this indicates that Outside Agencies need to be consulted for advice and/or support. Your consent will be needed before this takes place.

Wave 2/3

If minimal progress is made, despite a range of strategies and interventions decided on by both school and Outside Agencies, then it may be necessary to consider applying for an EHCP or looking to receive a diagnosis of a specific need, such as ASD or ADHD. Parental consent would be needed. In this circumstance, minimal progress would mean a child was working at least 1-2 years below their expected curriculum.

Wave 3

If your child's needs are clearly severe, an EHCP assessment may be requested sooner. This usually happens before a child enters school at reception age.

The referral process can be long. The waiting time for an ASD or ADHD assessment can be up to 52 weeks after the referral is accepted. Some services, like CAMHS, have very strict criteria for accepting referrals.

It is rare for Dyslexia to be diagnosed in Primary School. The support needed for a child with possible Dyslexia, such as spelling practice or visual support, is part of everyday good teaching.

Being on the Inclusion Register does not mean that an EHCP and extra adult support will be given. At the last census, 4% of Bexley children on the Inclusion Register for SEN had an EHCP.