

Newbold Church School SEN Information Report June 2026

This guidance complies with the statutory duty described in **Special Educational Needs (Information) Regulations (Clause 64)** and takes account of:

- **SEN Code of Practice 2015**
- **Equality Act 2010**
- **Children and Families Act 2014**

Newbold Church School is a mainstream school that caters for many different Special Educational Needs and Disabilities. Through our inclusive practice, we provide a safe learning environment where all children are nurtured, challenged and encouraged to be the best that they can be, within the context of a Christian ethos.

Key Contacts:

Position	Name	Contact
Head Teacher	Mrs Kerry Marsh	01246 232370
SENDCo	Mrs Kimberley Passarelli	01246 232370 kimberley.passarelli@newbold-pri.derbyshire.sch.uk
SEND governor	Mrs Sarah Barden	01246 232370

This information report sets out how we identify, support and monitor our children with SEND. For more information, please see the following:

School SEND policy (school website)

School Inclusion Policy (school website)

Derbyshire Local Offer (<https://localoffer.derbyshire.gov.uk>)

What are special educational needs?

The 2015 Code of Practice states that:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided.

At Newbold Church School, we believe every child should have access to a broad and balanced curriculum. We aim to make sure all pupils can take part in all areas of learning by adapting activities, teaching methods and resources to meet their individual needs.

Meeting Different Types of SEND

Our school provides additional support for a range of needs, including:

Communication and Interaction

Some pupils may have speech, language and communication needs (SLCN). This can mean they find it difficult to express themselves, understand what others are saying, or use social communication skills.

We recognise that:

- Pupils with autism may find social interaction particularly challenging.
- Every child with SLCN is different, and their needs may change over time.
- Pupils may need support with different aspects of communication at different stages.

The SENDCo works closely with pupils, parents and specialists (such as speech and language therapists) to help pupils develop their communication skills and reach their full potential.

Cognition and Learning

Some pupils may need additional support with learning that goes beyond what is usually provided in the classroom.

Learning difficulties can cover a range of needs, including:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Some pupils may also have specific learning difficulties (SpLD), which affect particular areas of learning, such as:

- Dyslexia (reading and spelling)
- Dyscalculia (maths)
- Dyspraxia (coordination and movement)

The SENDCo ensures that support is carefully planned to meet each child's individual needs.

Social, Emotional and Mental Health (SEMH)

Some pupils may experience social, emotional or mental health difficulties. These can show in different ways, for example:

- Becoming withdrawn or anxious
- Finding it hard to manage emotions
- Displaying challenging behaviour

We understand that behaviour can sometimes be linked to underlying needs such as anxiety or low mood. The school supports pupils through our SEMH and behaviour policies, ensuring that:

- Children receive appropriate support
- Any impact on other pupils is managed carefully

Sensory or Physical Needs

Some pupils may have physical or sensory needs, such as vision or hearing difficulties, which can affect how they access learning.

We recognise that:

- Some conditions may change over time or be linked to age
- Not all physical difficulties mean a child has SEND

A pupil will be considered to have SEND if they need special educational provision to support their learning.

Areas of staff expertise

At Newbold Church School, we have members of staff trained in many different areas to support children with SEND. This includes, but is not limited to:

Name of staff member	Area of expertise
Mrs E Kirk	• ELSA (Emotional Literacy Support Assistant) • Nurture Group • Time to Talk
Ms M Taylor	• Play Therapy • Drawing and Talking • Art Therapy
Mrs M Johnson	• ECAT (Every Child a Talker) • ECAM (Every Child a Mover)
Multiple staff members	• Dyslexia screening and support • Precision Teaching • Intensive Interaction • Attention Autism • Curiosity Programme

- The school SENDCo has completed the Post Graduate Certificate National Award for SENDCos. This was awarded in 2015.

Name of SENCO	Email address	Phone number
Kimberley Passarelli	Kimberley.passarelli@newbold-pri.derbyshire.sch.uk	01246 232370

What training do staff supporting children and young people with SEND undertake?

Where relevant, staff have access to targeted training such as:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils with autism
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- The SENDCo is kept aware of current advice and guidance via attendance at the half-termly SENDCo Update meetings, both for DDAT and Derbyshire County Council
- Training is always carried out as a new need arises, and the school has extensive links with outside agencies which are called upon if a child has needs which the school currently has no/limited experience of.
- **Local Academy Committees:** our LAC has a Link Member whose brief is to oversee SEND.

How does our school know if children need extra help?

At Newbold Church School, we identify pupils who may need additional support in a number of ways:

- Concerns may be raised by parents or carers, teachers, or a child's previous school or setting.

- When pupils join our school, we assess their current skills and levels of attainment. This builds on information from previous schools or settings where available.
- Teachers regularly monitor the progress of all pupils. We may have concerns if a child's progress:
 - Is much slower than other pupils of the same age starting from a similar point
 - Does not improve over time
 - Does not close the gap between them and their peers
 - Shows a widening gap compared to their peers

This may include areas beyond academic progress, such as social development.

It is important to note that slow progress or lower attainment does not automatically mean a child has SEND.

When deciding if a child needs additional support, we:

- Consider the outcomes we want for the child
- Look at expected progress and attainment
- Take into account the views of the pupil and their parents

We then decide what support is needed and whether it can be met through high-quality classroom teaching or if additional support is required.

We also carry out regular classroom and end-of-term assessments. These help us identify if a pupil is finding learning difficult. Other signs might include changes in behaviour or a child expressing that they are struggling.

What Should I Do if I Think My Child Has Special Educational Needs?

If you have concerns about your child, the first step is to speak with their class teacher. The class teacher will arrange an early discussion with you and your child. This conversation will help to ensure that:

- We understand your child's strengths and any areas of difficulty
- Your concerns as a parent or carer are listened to
- Everyone agrees on what we want to achieve for your child
- Next steps are clear

A record of this discussion will be kept and shared with you.

If it is decided that your child needs SEND support, we will inform you formally.

You can also contact the school's Special Educational Needs Coordinator (SENDCo), **Mrs Passarelli**, by calling **01246 232370**.

The SENDCo:

- Oversees the day-to-day running of SEND provision
- Coordinates support for pupils with additional needs, including those with Education, Health and Care (EHC) plans

The Headteacher also has overall responsibility for all pupils in the school and is available to offer advice and support if you have concerns about your child.

Involving Key Stakeholders

The school has links to a variety of outside agencies which can be called upon to support pupils and their families. This includes health services (such as Physical/Hearing/Visual Impairment Teams, Physiotherapy and Occupational Therapy), Social Care and more specialised services like the Elm Foundation and Compass Changing Lives.

Assessing and reviewing pupils' progress towards outcomes

In usual circumstance we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Our approach to teaching pupils with SEN

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.
- If a pupil has needs related to more specific areas of their education or social skills, such as spelling, handwriting, maths & literacy skills etc, we will make reasonable adjustments in order to increase their access to the taught curriculum. Here the pupil may be placed in a small focus group run by the teacher or a teaching assistant.
- These interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Any children with an EHC Plan will have Individual Education Plans, which will be reviewed on a termly basis. Parents will be invited to contribute to the setting of new targets and the reviewing of existing targets. This is in addition to the annual review of the EHC Plan.
- For children receiving GRIP funding/Inclusion Funding, the school will have a detailed provision map showing how the GRIP/Inclusion money is being spent. Children receiving GRIP/Inclusion funding also have IEPs, reviewed on a termly basis.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as coloured overlays, visual timetables, larger font, etc.

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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

The school budget includes money for supporting children with SEND. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

For pupils with SEND but **without** an Education Health and Care plan, the decision regarding the support required and funding allocated will be taken at joint meetings with the Head Teacher and SENDCo in conjunction with the Local Academy Committee. For pupils with an Education, Health and Care plan, this decision will be reached when the plan is being produced or at the annual review.

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

All of our staff are trained to meet the needs of children with SEND, but occasionally a pupil may need more expert support from an outside agency. Newbold Church School has links with the following external agencies:

1. Inclusion Support Advisory Service (Formerly Support Services for Special Educational Needs (SSSEN), Behaviour Support Service and Autism Outreach Team)
2. Hearing Impairment Team
3. Visual Impairment Team
4. Educational Psychologist Service
5. Physical Impairment Team
6. Social Services
7. School Nurse
8. Chesterfield Royal Hospital/SPOA (Referrals can result in links with different paediatricians/physiotherapy/occupational therapy etc).
9. Speech and Language Therapy
10. CAMHS (Child & Adolescent Mental Health Service)
11. The school also has staff trained in administering Dyslexia screening checks.

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How will you and I know how my child is doing and how will you help me to support my child's learning?

- In usual circumstances will be able to discuss your child's progress at Parent's Evenings. Your child's class teacher will be available at the end of each day if you wish to discuss your child's progress. Appointments can be made to speak in more detail to the class teacher or the SENDCo by visiting the school office.
- For children accessing specialist services, such as Speech and Language Therapy, a monitoring form will be completed by the specialist following the session with the child, and a copy of this will be sent home to parents, along with any advice and suggestions for home activities.
- We, as a school, will be constantly monitoring your child's progress through teacher assessments and daily observation.
- You can support your child at home by talking to them about their day at school and ask them what they have been learning. Show interest in their topic for the term.

Supporting emotional and social development.

- The school offers a wide variety of pastoral support for pupils. We offer a broad curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge, which supports and promotes a healthy lifestyle and which promotes the values needed to succeed in modern Britain.
- Staff including the class teacher, SENDCo, Deputy or Headteacher may meet with you to discuss strategies to use if there are problems with a child's behaviour/emotional needs. If outside agencies, or the Educational Psychologist have been involved, suggestions and programmes of study are sometimes provided that can be used at home.
- Newbold Church School has a rigorous Anti-bullying policy which is available on our website and through the link in the documents sections of this report. This is promoted through the school's behaviour policy and PSHE curriculum. We also have an Online Safety policy which can be found on the school's website. The school recognises that pupils with SEND may be more vulnerable to issues surrounding online safety and aims to address this through online safety lessons.
- The school has members of staff trained in nurture, ELSA, play therapy and art therapy, all of which are used to successfully support children with social and emotional difficulties.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete the necessary training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**
- There are always a large number of First Aiders on site, including Paediatric first aiders.

Sexual Violence and Harassment

The school understands that children with SEND may be more vulnerable to sexual violence and harassment. All children have specific RSHE (Relationships, Sex and Health Education) delivered at an appropriate level for their age group.

Staff have had specific training on Sexual Violence and Harassment and understand the importance of taking all allegations seriously and challenging inappropriate behaviours.

Emotional support is even more tailored towards the individual in the case of a SEND child. If it was thought that the child was not accessing the whole class sessions, the child may cover the content in a 1:1/small group situation with a trusted adult. The content would be taken from the approved resources, such as Jigsaw, or the NSPCCs PANTS programme, but would be tailored to suit the needs and understanding of the child in question. Staff would also ensure that there is sufficient repetition of key content to boost pupils understanding and confidence within the subject, including the teaching of key phrases such as 'Don't like'/'no'.

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

Activities (such as after school clubs) and school trips are available to all, and all children are encouraged to participate. Risk assessments are carried out and procedures are put in place to enable all children to participate. If the school, parents/carers or a health and safety risk assessment suggest that a child requires 1:1 support due to their particular needs, the school are able to provide this.

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

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately, and a meeting will be set up with parents to identify and reduce any concerns.

Within the school year:-

- We give all new children a tour of the school with their parent/carer
- We introduce children to their new teacher and show them where they will put their coats etc.
- Children will be assigned a buddy from their new class

In certain circumstances, such as the child not having attended school before, special starting arrangements may be agreed. If a previous school has been attended, then we will contact the previous school for the child's records. Where there are concerns the SENDCo will also be contacted.

Transition to the next school

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school.
- These opportunities are further enhanced for pupils with SEND. Please refer to the SEND policy for more information.

What is the local offer?

The SEND Local Offer is designed to support children and young people with special educational needs and/or disabilities and their families. It outlines the services and provision available to families of children with Education and Health care Plans or children without a plan, but with additional needs.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found at <https://localoffer.derbyshire.gov.uk>

Who can I contact for further information or if I have any concerns?

Complaints about SEND provision in our school should be made to the class teacher or Headteacher in the first instance. Parents/carers will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

What if my child has SEN and is Looked After?

- All the above applies. The school has a designated teacher for Looked After Children. Looked After Children are regularly reviewed by the PEP process (Personal Education Plan) which involves Social Care workers and the Virtual Head Teacher for Looked After Children (DCC) and as part of that process levels of need and levels of support are habitually discussed and agreed.

Support services for parents of pupils with SEN include:

Umbrella- an independent service supporting disabled children, young people and their families.

www.umbrella.uk.net

Telephone 01332 785658.

Derbyshire Information, Advice and Support Service for SEND- a service providing impartial information and advice for Special Educational Needs and Disability.

www.derbyshireiass.co.uk

Telephone 01629 533668

The details contained within this information report will be updated in accordance with the Derbyshire Local Offer

Updated June 2026
K Passarelli