



Frambury Lane, Newport, Saffron Walden, Essex, CP11 3PU
Acting Headteacher: Miss Keeley Chandler

SEND Information Report

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Newport Primary School SEN Information Report.

Mrs Helen Wicks is the SENDCo (Special Educational Needs and Disabilities Co-ordinator) at Newport Primary School and is responsible for the SEND provision. She can be contacted by either telephoning the school office on 01799 540055 or you can email her directly at: senco@newport.essex.sch.uk.

At Newport in line with our core values we are an inclusive school. This means that all children are accepted and welcomed regardless of ability, disability or medical need. We aim to meet the needs of every child through high quality teaching using a creative and inspirational curriculum. "Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" 'SEND code of practice January 2015' [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

However, we recognise that all children are individuals and may need extra support to help them reach their full potential. For some children this will be short term to help them overcome a particular hurdle in their learning but for others who may have learning difficulties this support may be more long term and could include advice and assessment from outside agencies.

Here at Newport being an inclusive school is not "just" about what happens within the classroom. It is about giving all children opportunities to succeed and take part in wider school life such as clubs, sports events, enjoying friendships and celebrating achievements at home and at school.

What types of special educational needs (SEND) do we provide for?

A pupil has SEND when their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available for pupils of the same age.

Newport Primary school is a mainstream community school. We provide for a wide range of SEN and these fall into four broad categories as set out in the SEND Code of Practice 2015. These are:

- **Communication and interaction** – this includes speech production, having difficulty saying sounds correctly; language difficulties, understanding what is being said and being able to find the vocabulary to express yourself clearly. Autism spectrum conditions (ASC) also comes under this category of need.
- **Cognition and Learning** – children who learn at a slower rate than children of the same age or it can be a specific learning difficulty such as a severe and persistent literacy difficulty (SPLD) or Developmental coordination disorder (DCD)
- **Social, Emotional and mental health** – This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn and can include anxiety, depression, eating disorders, challenging behaviour and Attention Deficit Hyperactivity Disorder (ADHD).
- **Sensory and/or Physical Difficulties** - This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties and disabilities.

How do we identify and assess children with SEND?

We aim to identify children with SEND as soon as we can; recognising that early identification of special needs and targeted support can lead to improved outcomes and progress for these children. Children with SEN can be identified in one of several ways and these include:

- Class teachers identify children who are not making expected progress and will discuss this with parents. Concerns can then be raised with the SENDCo who may suggest interventions and further assessment of the child.
- If a parent is concerned about their child's progress and/ or the possibility that they may have a special educational need they should speak to the class teacher in the first instance. If a parent's concerns persist, they can contact the SENDCo directly.
- A child can also raise concerns about their learning. Children will often say to their teacher or the teaching assistant working in their class that they find an aspect of their learning difficult and we take these concerns seriously, talking about them with the child and possibly assessing the child further to identify the difficulty in order to decide on any further action.

Ways we assess and identify children as having special educational needs include:

- Baseline tests – reading ages / spelling ages
- Teacher / LSA / SENCO identification through observation / marking
- Parental or child concerns
- Tracking progress through pupil progress meetings
- Target Tracker analysis
- Phonics screening
- Speech and language screening in Reception year
- Early Years baseline
- Phonological awareness assessment
- English assessments
- Maths assessments
- Pre-school assessments and liaisons between settings
- Therapists e.g. speech and language, occupational.
- If children come into school with a statement/EHCP already in place

Assess, Plan, Do, Review

We follow a graduated support approach which is called “**Assess, Plan, Do, Review**”.

This means that we will:

- **Assess** a child’s special educational needs
- **Plan** the provision to meet your child’s aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress and plan next steps for your child.

Each pupil’s education will be planned for by the class teacher as part of high quality teaching. It will be differentiated accordingly to suit the pupil’s individual needs. This may include additional general support by the teacher or learning support assistants in class.

If a pupil’s needs relate to more specific areas of their education such as spelling, handwriting, mathematics or literacy skills then the pupil may be placed in a small focus group. This may be run by the teacher or learning support assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the class teacher to ascertain the effectiveness of the provision and to inform future planning, with support from the SENDCo when appropriate.

If a pupil’s needs require longer term support this may result in the creation of a ‘One Plan’. The ‘one planning process’ involves the family, the child and other relevant professionals. This process will identify outcomes for the child and how they may be achieved.

When a pupil’s needs are more complex an assessment for an education, health and care needs may be undertaken by the Education authority in response to a request by the school and an EHC plan developed. This is developed in collaboration with the family, child, and as appropriate, other relevant professionals.

The percentage of pupils who require a One plan or an EHCP are only a small percentage of the pupils within the school, as the majority of pupils needs can be met with high quality teaching strategies.

In the academic year 2021 – 2022, 12.6% of pupils nationally were receiving SEN support and only 4% of pupils were supported by an EHCP.

School Provision and use of the graduated approach

High Quality Teaching

- ☐ Differentiation in class
- ☐ Next step marking and target setting
- ☐ Inclusive Curriculum

Pupil Progress Meetings

If progress is still slow despite 'High Quality Teaching', concerns are raised at Pupil Progress Meetings with the Headteacher, SENDCo/Deputy Headteacher.

Interventions

- ☐ Implement additional interventions.
- ☐ Track progress
- ☐ Change intervention if impact is not being seen

Additional School Intervention and support

- ☐ Additional Support plan in place with specific achievable targets, reviewed termly

Referral to other professionals

E.g. SaLT(speech and language therapy), Specialist Teacher Team, Educational Psychologist, Inclusion partner, Community Paediatrics, Art therapy

Outside agency involvement

- ☐ Act on recommendations from outside professionals
- ☐ Build into support plan

High Needs

- Outside agency involvement
- More detailed assessment and development of interventions
- More complex/enduring difficulties whose progress is slow, despite carefully planned interventions

3 Rounds One Planning

- There must be clear evidence that appropriate intervention as described in the Provision Guidance Toolkit has been put in place and reviewed at the previous levels of the graduated approach

EHCP

- Application for EHCP
- LSA support, whilst encouraging independence

What expertise do our staff have in teaching children with SEND and how do we obtain further expert help if we feel we need it?

Once a child has been identified as having special educational needs and their needs assessed we will consider how we can meet these needs to ensure that the child makes progress. The SENDCo, Mrs Wicks, is an experienced SENDCo who holds the National Award for SEN Coordination. Staff at Newport have experience of teaching children with special educational needs and we continually review training needs for staff, both teachers and TAs, to ensure we have the expertise to meet the needs of children who attend Newport School. Staff have had the following training:

- How to use the Essex Provision Guidance Toolkit
- Introduction to the Ordinary Available documents
- Calmer classrooms
- Introduction to Makaton.
- Speech, Language and Communication needs and how to provide classroom support.
- Precision teaching
- Read Write Inc Training
- Gym Trail (PNI)
- Handwriting (PNI)
- Access for all (PNI)
- Inclusive PE workshop (PNI)
- Clicker 8
- Sensory processing
- PANS/PANDAs
- Supporting children with ADHD
- Attachment aware training
- Trauma Perceptive practice training
- Epilepsy and Asthma training
- Autism Education Trust training – Good Autism Practice

If we feel we need support to meet the needs of children with SEND we will access advice from specialist teachers, educational psychologists, Inclusion partners and other agencies such as the speech and language service, physiotherapy service, occupational therapy service and Child and Adolescent Mental Health Service (CAMHS). Parents are consulted about this and their permission is sought and gained before we consult outside agencies.

How are adaptations made to the curriculum and the learning environment of children and young people with Special Educational Needs?

We use the Essex Provision Guidance and the Ordinary Available documents to help assess and adapt every classroom to meet the needs of the children in that class through high quality teaching and differentiation. In addition the school has:

- Ramps to make the site accessible
- Writing slopes
- Pens and pencils to support writing grips
- Sensory cushions
- Ear defenders to help filter noise

- Toilets adapted for disabled users
- Widened doors in some parts of the building.

We also take and seek advice from specialist teachers, educational psychologists and other outside agencies such as the speech and language therapy service. We also work closely with parents and listen to their recommendations about their child.

How are equipment and facilities used to support children with SEND secured?

The school makes every effort to ensure all children have full access to the curriculum and, where possible, specific equipment and facilities are provided. These resources can be secured through:

- Specialist Teacher Team
- External advisors and professionals.
- The school itself.

How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

We work closely with parents and offer an open door policy for parents to contact the class teachers, SENDCo and head teacher if they have concerns about their child. When we feel we need the involvement of outside agencies, we do so with the permission and co-operation of the parents/carers of the child involved.

We work closely with outside agencies such as social care, specialist teacher teams and health and often do so in a team around the child approach. Please see our child protection policy for our procedures if we have concerns about safeguarding for any child. The policy can be accessed on the school website.

How do we consult parents of pupils with SEND and involve them in their education? How do we involve the child?

Parents are kept involved at all times with their child's education at Newport Primary. All Parents have opportunities to meet with their child's class teacher at parents evening throughout the year as well as opportunities to talk informally with both the class teacher and the head teacher. As soon as a child is identified as possibly having SEND the class teacher will discuss their concerns about this with the parent/carer and an appointment to meet the SENDCo will be offered to the parents to discuss concerns with her. At this point the SENDCo will talk the parents through the process of assess, plan, do, and review. At this meeting outcomes for the child will be discussed with parents.

The SENDCo and class teachers will talk with the children about how we are going to support them and what progress they are making. Staff will meet with children to discuss their outcomes and what they would like their outcomes to be and to gather their views about school.

How do we assess and review a child's progress towards their outcomes?

There are pupil progress meetings held termly with the class teacher and a member of the senior management team and the SENDCo. Provision maps, where the interventions of children are recorded, are reviewed termly to assess the child's progress towards outcomes. This information will be shared with parents by teachers at parent's consultation or other meetings with the class teacher. The SENDCo is also available at parents' evenings should parents wish to speak to the SENDCo then. Alternatively, if the parent/carer wishes to meet outside of parents evening with the SENDCo they can arrange this by contacting the school office or emailing the SENDCo directly.

If a child has an individual action plan (known as a one plan in Essex) then parents/carers and child will be invited to a meeting with the class teacher to discuss progress towards outcomes. The SENDCo may also be in attendance at these meetings.

If a child fails to make progress we will consider asking for support and advice from outside agencies such as the specialist teacher team, educational psychologists etc.

Some children require more support than the school can provide at SEND Support and the decision may be made to apply for additional funding by requesting assessment for an Education Health Care Plan. (EHCP).

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

All children have opportunities to join in all activities including after school clubs, school visits, residential trips and school council. We carry out risk assessment for all out of school activities to ensure the safety of all.

For those children who need support in developing peer relationships we run social skills groups, we use adult support for some children to access all areas of the curriculum. As part of the school curriculum all children have lessons in Personal, Social, Health Education (PSHE). We have weekly house circle times to help children understand and use our school values.

How do we support pupils with SEND to improve their emotional and social development?

We use a variety of approaches to help all children develop their social and emotional skills. These include:

- PSHE
- Zones of Regulation
- We have worked with Kids Inspire
- Social skills groups
- House circle times
- Our School Values
- Calmer Classroom Training
- We can refer for art therapy
- Lego therapy
- Pastoral support for play times as necessary...
- Use of Growth Mindset to develop both learning and emotional resilience.

How do we support children and young people with SEND moving between different phases of education?

Times of change can be times of anxiety for all children and their families. To allay this as much as possible we endeavour to prepare children for change by:

Pre-school to Foundation Stage

- Meet with our SENCo
- Transition visits to work in the future classroom
- Photo books
- Liaison with pre-school SENDCo
- School Tours

Primary school to Secondary School

- Team around the child meetings
- Extra visits to secondary school
- Support offered to parents when visiting secondary schools.
- Secondary SENDCo to meet with us and parents and child
- Year 5 annual review with staff from planned secondary school.

When a child moves school at other times we will contact the next or previous SENDCo, our paperwork will be forwarded as soon as possible, meet with parent and child when they visit Newport school as required.

For some children changing year group can be quite stressful and we prepare these children with a moving on book to be talked about in school and shared at home. This book will contain photos of new classroom, coat peg, teacher, teaching assistant etc.

All children will have opportunities to meet their next class teacher on moving up mornings. Parents will be able to informally meet with their child's next class teacher at open evening towards the end of the summer term.

Who can young people and parents contact if they have concerns? How do we handle complaints from parents of children with SEND about provision made at the school?

At Newport School we believe that talking to resolve problems is good practise and if you have any concerns, we would like you to come and talk to us.

In the first instance any concerns should be raised with the class teacher. If you are not happy with the response or you feel that your concern is more with work carried out by the SENDCo, then contact the SENDCo directly. If you still have concerns then contact the Acting Head Teacher, Miss Chandler.

If we cannot resolve your concerns informally, the school's complaints procedure is published on the school website.

Children are always free to speak with the SENDCo if they have concerns themselves, as well as speaking with their class teacher or Miss Chandler

We would also encourage you to take part in the Personal Outcome Evaluation Tool (POET), which is an online questionnaire run by Essex County Council to feedback your opinion and experience of SEND support and EHCP support. The survey can be found at essexlocaloffer.org.uk/POET or email POET@essex.gov.uk

How do we evaluate the effectiveness of our SEND provision?

We use a variety of methods to evaluate the effectiveness of our SEND provision. We track children's progress using raise on line, target tracker, provision mapping, and teacher assessments. We also seek parent views and pupil perception. We review the effectiveness of our interventions and their delivery as part of the provision mapping process. There are also termly governor monitoring meeting with the SENDCo and headteacher.

What support services are available to parents and where can the Local Authority's offer be found?

The Local Authority publishes its own Local Offer which contains contact details relating to support services available to parents and carers of pupils with SEND in Essex www.essexlocaloffer.org.uk

Examples of support services which can be accessed by parents/carers of children with SEN include:

- SEND Information, Advice and Support Service (SENDIASS) (Chelmsford). A confidential and impartial information, advice and support service on issues related to special educational needs and disability (SEND). Tel No: 01245 353575 <http://www.essexsendiass.co.uk/>
- Families in Focus is a parent-led charity, supporting families who have a child (or children) or young person up to the age of 25 with any Special Educational Need or Disability (SEND). Tel No: 01245 353575 www.familiesinfocusessex.org.uk
- Special Needs And Parents (SNAP) (Brentwood) If you have a child between 0 – 25 years who has any additional need or disability and you live under Essex County Council, Thurrock or Southend local authorities then we are here for you and your family. No formal diagnosis or professional referral is necessary to access SNAP services. Tel No: 01277 211300 <https://www.snapcharity.org/>

Other useful organisations:

- Kids Inspire (Chelmsford) provide mental health and trauma recovery support for children, young people and their families. Tel No: 01245 348707 <https://www.kidsinspire.org.uk/>
- Essex Educational Psychology Service. Parent helpline available Monday's 1-5 p.m. term time. Telephone No: 01245 433 293
- Special Needs Jungle is a parent led information website <https://www.specialneedsjungle.com/>
- YCT (Harlow and Saffron Walden) is a counselling and therapeutic support charity. We specialise in supporting children and young people aged 5 – 25 years, their families and the professionals who work with them. Tel No: 01279 414090 <https://yctsupport.com/>
- Essex Family Support Service is led by Community360 whilst working in partnership and collaboration with other voluntary and community sector organisations across Essex to deliver this service as part of the wider Essex Child and Family Wellbeing Service. Tel No: 01206 505250 <https://www.community360.org.uk/what-we-do/essex-family-support-service/>

- Spectrum (Cambridge) is a multi-award winning, parent-led children's charity. We provide events, sessions, and support for families of children with Autism, additional needs, learning difficulties, and disabilities. As an organisation, we are family-focused, advocates of collaboration, passionate about increasing inclusion and reducing isolation whilst supporting Special Education Needs & Disabilities (SEND). Our membership is free. Tel No 01223 955404 <https://spectrum.org.uk/>

Publications:

- Supporting Your Neurodiverse Child – Written for parents by parents
<https://essexfamilyforum.org/wp-content/uploads/2022/12/ECC-Supporting-Your-Neurodiverse-Child-Oct-2022-v3.pdf>