



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

S.E.N.D. Information Report

September 2024

Review September 2025

Newbold Church of England Primary School Is Proud To Be An Inclusive School!

Newbold C.E Primary School is proud to be an inclusive school, valuing the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and well-being of all our children matter.

This section shares the policies and practices that we have in place to ensure these aspirations become apparent.

Changes To SEND

The changes in the Children and Families Bill affect the way children with special educational needs (SEND) are supported in schools. The new approach began in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.



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Policies

As a school we are mindful of and comply with the Local Authority (LA) Expectations of Schools, which outlines the key ways which pupils should be supported in class, along with expected equality duties shown in the school Single Equality Policy.

This section outlines a range of policies confirming the support we give identified pupils to address their additional needs. Different interventions and approaches are used to address specific areas and we would look carefully at your child's individual needs when deciding how best to support your child and which of the interventions to use.

SEND Policy

Accessibility Policy and Plan

Equality Policy

Positive behaviour Policy,

Behaviour Principles

Local Offer

Local Offer – How Can the Local Offer Help?

We can help you find services for children and young people with SEND up to the age of 25. You can start finding services by searching on this website. In addition to helping you find services, the Local Offer:

- Helps you understand what schools and service providers are required to do for SEND children and young people
- Helps the parents and carers of young people with SEND find support for themselves
- Clarifies who is responsible for services for SEND children and young people
- Gives you the information you need to ensure your SEND child can thrive

Click here

http://www.leics.gov.uk/local_offer



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Links for Parents

Supporting Your Child With Education

<http://www.topmarks.co.uk/parents/>

Family information directory <https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/family-information-directory>

IAS service (councilfordisabledchildren.org.uk)

ADHD solutions

<http://www.adhdsolutions.org/>

Autism <http://www.autism.org.uk/>

Dyslexia <http://www.parentchampions.org.uk/resources/understanding-dyslexia-booklet/>

Young Minds http://www.youngminds.org.uk/for_parents

Bereavement <http://www.thelauracentre.org.uk/>

Young carers <http://www.barnardos.org.uk/carefree.ht>

Frequently asked questions

How will Newbold Church of England Primary School know if children need extra help?

Concerns can range from learning difficulties, language and communication difficulties, sensory impairment, medical problems to emotional, social and mental health issues. Please contact **Sherryll Hitchman (Headteacher) 01530 222318**.



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- Some children may be working below age expected levels in Literacy and Numeracy which would indicate extra support may be needed. Some children may have specific learning difficulties e.g. dyslexia. Children may also have low scores on standardized tests e.g. reading/spelling age. It is important to remember that slow progress and low attainment does not necessarily mean that a child has special educational needs. However, it may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with age expected levels means that there is no learning difficulty or disability
- Information passed from a child's previous school may indicate that a child has a difficulty and support will need to be continued.
- Reports received from e.g. doctors, educational psychologists, special needs teaching advisors, speech and language therapists may recommend specific support.
- We always take into account information given by parents.
- We listen to concerns expressed by the child.

After completing an assessment period, Teachers identify children to complete a 6 week 'Inclusive Provision for SEND pupils in Mainstream schools' which will be discussed with parents and the Special Educational Needs & Disabilities Co- Ordinator. Appropriate next steps for the child will be planned for and parents are actively encouraged to be involved in the decision making process.

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

Talk to your child's class teacher about any concerns you may have. The class teacher will discuss these with the SEND Co-ordinator. Alternatively, you can arrange to meet with the SEND Co-ordinator directly.

What will happen if my child is identified as having special educational needs?

Once it has been agreed that a child has additional needs, you will be informed and they will be placed on the Special Educational Needs Register under the category of SEND Support. They may receive extra support or intervention if this is felt appropriate. Your child will receive 3 reviews each year whilst they are on the SEND register. If they continue to make slow progress or have ongoing problems then the



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school may ask for advice from outside agencies (see question 9). A small number of children may go on to have an Education, Health and Care Plan (EHC) - these are for the most complex children that have significant and ongoing needs. If a child has an EHC plan then they will also have an additional annual review and the plan can stay with them up to the age of 25 if it is deemed necessary. These children will also receive a review in the October of Year 6 to discuss transition to an appropriate secondary school.

How will Newbold C of E School support my child?

At Newbold we are mindful of and comply with the LA Expectations of Schools, which outlines the key ways pupils should be supported in class. If a child has been identified as having a special need, they will be given targets which will be set accordingly to their area of need. These will be monitored by the class teacher regularly and by the SENDCO if required three times per year. Targets will be discussed with parents and children and a copy will be given to them.

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

Different interventions and approaches are used to address specific areas and we look carefully at your child's individual needs when deciding how best to support your child and which interventions to use.

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

Teachers are responsible and accountable for the progress and development of all pupils in their class. All work within class is pitched at an appropriate level so that all children are able to access this according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

Teachers will make reasonable adjustments to the curriculum to meet individual need. If appropriate specialist equipment or training will be given to the pupil, e.g. specialist scissors, overlays reading pen.



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How will both you and I know how my child's doing?

Teachers make on-going assessments for all children lesson by lesson and over a series of lessons. This information informs planning. Children receiving interventions will have their progress tracked throughout the time they are receiving the support. For children on the SEN register, there will be three reviews over the year. This will give you a chance to meet with the class teacher and you are offered the opportunity to meet with the SEND Co-ordinator during parent's evenings. Your child's progress will be discussed (including any interventions they have received). However, at any point during your child's time at Newbold C of E Primary School, please feel free to ask your child's class teacher how your child is doing. All children will receive a mid- year and end of year report that will inform you of your child's progress throughout the year.

How will Newbold C of E School help me to support my child's learning?

Children on the SEND register will be given outcome targets and at each review advice will be given on how you can help your child achieve these. At any point during your child's time at Newbold you can talk to your child's class teacher about what support you can give.

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

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team. Pupils are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social, Health and Citizenship Education (PSHCE) curriculum is also taught explicitly on a weekly basis. Children identified needing emotional support are placed on an ELSA program.

What support will there be for my child's transferring between phases of education?

We recognise that transitions can be difficult for all children, especially those with SEND and take steps to ensure that any transition is as smooth as possible. We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings and write social stories to help them. We also liaise closely with their current school.



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If your child is moving to another school we will contact the school SENDCO and ensure that he/she knows about any special arrangements or support that needs to be made for your child. In addition we will make sure that all records about your child are passed on as soon as possible.

If your child is moving classes in school we ensure that all information will be passed on to the new class teacher in advance and a discussion about the needs of all pupils will be discussed at a transition meeting. All Pupil Passports will be shared with the new class teacher.

If your child is transferring to high school a transition programme will be put into place. We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. At our 'feeder' schools, they run a programme specifically tailored to aid transition for more vulnerable pupils. Your child will have the opportunity to visit their new school on several occasions and staff from the new school will visit your child in school.

Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

What specialist services and expertise are available at or accessed by Newbold C of E Primary School?

The Leadership team regularly offer training for staff to improve provision for all pupils, to develop enhanced skills and knowledge to deliver individualised support and interventions. The Special Educational Needs & Disabilities Co-ordinator (SENDCO) is a qualified and experienced teacher as well as receiving ongoing SEND training in specific areas. All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, speech and language needs. The school has access to a range of external services to support both staff and pupils. The agencies used by the school include:

- Autism Outreach Team
- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Children's Therapy Team (Speech and Language/Occupational Therapy/Hearing Impairment/Visual Impairment)
- Paediatricians



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- School Nurse
- Forest Way Outreach
- Primary Behaviour Support Team

• Specialist Teaching Service If required the school can access the services of an Educational Psychologist. They would normally work directly with pupils whose needs are felt to be quite considerable and have not responded significantly to the interventions previously put in place for them. This involvement is generally planned at regular review meetings. In order to help understand the pupil's educational needs better, the psychologist will generally meet the parent and give feedback after the assessment has been completed. They will offer advice to the school and the parent/carers on how best to support the pupil in order to take their learning forward.

What do I need to do to raise a complaint?

If you have a concern about special provision made for your child, you can discuss this with the class teacher. If you are still concerned please talk to the Headteacher who will try to solve your concerns, if this is not possible the Headteacher can help you to make a formal complaint. At all stages you are able to seek advice from The Special Educational Needs and Disabilities Information & Support services SENDIASS. See the School Complaints Policy.