



SEND Information Report 2014–2015

Newdale Primary School

What are the kinds of special educational needs for which provision is made at Newdale Primary School?

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

The code states that:

“Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.”

At Newdale Primary School, we currently have pupils in each of these categories and as the code states, as their needs can often be quite complex, many fall into more than one category. Currently, the areas of need which are most common are cognition and learning as well as communication and interaction. The least common category at present is sensory and/or physical, but we are fully equipped for children whose needs may fall within this category. We have a wide range of provision in place to meet the needs of all children with SEND in our school.

What are the school's policies for the identification and assessment of pupils/students attending the school?

Identification of SEND

In line with local authority guidance we follow the “Assess, Plan, Do, Review” Model. Every 6 weeks we assess the progress children are making. If a child has not made as much progress as we had hoped, we (the SENDCO along with teachers and teaching assistants) plan what we are going to do to support the child and to hopefully assist them in making greater progress. Then we do what we have planned –this may be in the form of an intervention, providing resources, making a referral etc. Finally, usually after a period of about 6 weeks, we review how successful we have been and the progress the child has made.



Once this process has been completed we will assess again and it may be decided that we need to plan for further provision for that child to be put in place, or that no further support is required at this time. At this point it may be felt that a child needs to be placed on the SEND register, as it is felt that they have some form of special need that is creating a barrier to their learning. Some children's needs are such that their support will need to be ongoing throughout their time at school. If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to implement an Education, Health and Care Plan (EHCP).

Assessment of pupils with SEND

As mentioned, pupil progress is assessed every 6 weeks. The SENDCO is responsible for monitoring and analysing the progress of SEND pupils. Following the half termly pupil progress meetings, the SENDCO meets with class teachers to put together intervention groups for the following half term. If children are making good progress it may be felt that individuals need only a small amount of support for a period of time, whereas for other children the level of support may need to be more intensive and consistent. Over the past year, this system has proven an effective method.

What is the provision for pupils/students at Newdale Primary and how is it evaluated?

Provision available at Newdale Primary School and Nursery

Following the 6 weekly Pupil Progress meetings discussed, it is the job of the school's SENDCO to decide which interventions will be run in each phase for the next half term. The interventions will be selected depending on the needs of the children with SEND in that phase at that time. In some cases, it may be felt appropriate for children to take part in an intervention which is running in a different phase (year group), such a decision will be discussed with parents. The school offers a wide range of interventions, which Teaching Assistants and Teachers are trained in. Some of these are brought in intervention packages (produced nationally), whilst others are bespoke interventions, which have been developed in house to meet the needs of a particular group of children. If an appropriate intervention is not available staff will often develop their own.

Monitoring impact of intervention support

At the start of each intervention programme, Teaching Assistants and Teachers will work together to devise a set of targets for the group. Parents will be informed that their child is in a group and what the targets of the group are via a letter. In the first session of an intervention, Teaching Assistants will complete a Pre-Assessment, identifying the children's strengths and weakness at this point. Throughout the intervention (which usually will last for between 6-8 weeks) the Teaching Assistants will record progress and any observations using a



tracker sheet. At the end of the intervention, the children will be tested again to evaluate the progress that they have made and the impact which the intervention has had. This information is fed back to the children's class teachers and also the SENDCO, who can then identify which interventions are most successful in enhancing the progress of our children here at Newdale. Progress is also fed back to parents at parent's evenings. The quality of support offered via our intervention programmes is monitored by the SENDCO on a yearly basis. In 2014-2015 a total of 17 sessions were observed by the SENDCO, all of which were highly positive.

Interventions currently available in school/ nursery

(Please note, these will not all run at the same time).

Support in developing Maths skills	Support in developing Literacy skills	Social/ behavioural support	Support with fine/ gross motor skills	Speech and Language support
Number Crunchers Rapid Maths Plus 1 The Power of 2 Springboard Maths Overcoming Barriers	Letters and Sounds Chatterbooks Code X Football fun Speed Spellers Toe by Toe Speed Reading Rainbow Readers The Volunteer Reading Programme	Mini Gold Circle of Friends Socially Speaking	Write From the Start Fiddly Fun Fun with Movement	ELKLAN Listen with Lucy Language Land

Developing our intervention programmes

Over the past year, the school has employed a fully qualified teacher to provide additional support with Phonics. This has been particularly aimed at children in Year 1, in preparation for the phonics screening test, but also those in year 2 who may not have passed the screening the previous year. As a result of this additional support, this year we achieved a record result in the screening. This support is set to continue next academic year.

We have also recently brought in a new system of teaching spellings in Key Stage 2, the Read, Write Inc. Spelling Programme. As it has only just been introduced, its impact has not yet been assessed. Over the course of the next year, we aim to develop this programme further,



looking particularly at how it can be used to identify and fill gaps in the knowledge of children with SEND, particularly those with dyslexic traits. The SENDCO is also currently looking into providers for additional training in this area, as spelling has been identified as a target for the forthcoming year on the School Development Plan.

Another area which we hope to develop over the next year, is the support which we give those children who are presenting with communication and interaction difficulties. Despite strong links with the Speech and Language Therapy team, it can often prove challenging for teachers to know how best to support children with such difficulties within the classroom on a day to day basis. The amount of difficulties children have can often be very varied and specific to the individual. We are currently trialling ways of working alongside the Speech and Language Therapy team to support children with such needs further.

What training do staff have in relation to the needs of pupils/students at Newdale Primary?

The staff at Newdale Primary School and Nursery have a wide range of qualifications, which enable them to support children with SEND effectively. We think carefully about the strengths staff have and how we can use these skills to support the children in our care. Staff have completed professional development courses in the following areas:

- Listen with Lucy (Speech and Language programme)
- Language Land (Speech and Language programme)
- ELKLAN (Speech and Language programme)
- Autistic Spectrum Disorder Awareness
- Makaton (Sign language for children)
- Positive behaviour management strategies
- Physical restraint and handling
- Understanding attachment theory
- CPI autism awareness
- Chair lift training (for stairs)
- Practical strategies for managing Dyslexia and Dyscalculia in the classroom (BDA)
- Complex Needs forum
- Effective SEN management
- Nurture Group training
- Breaking down barriers
- Managing actual or potential aggression
- SEN assessment

The SENDCO is constantly looking for opportunities to further develop staff's training. Future courses will be booked in line with the needs of children in the school at the time.



As is statutory, the SENDCO has recently completed the National Award in Special Educational Needs Coordination. As part of this, they also achieved a Postgraduate Certificate in Vulnerable Learners and Inclusion from Bath Spa University.

Training this year at Newdale Primary

Over the course of the last year, staff have continued to receive training in various areas of SEND. As new children enter our school, it is necessary to keep up to date with their varying needs. This year, staff attended several courses relating to supporting children with medical needs. One course in particular focused on ensuring correct procedure is followed when administering prescription medication to children. Teachers and Teaching Assistants have also received training on what to do in the event of a child suffering from an Asthma attack and how to safely use the emergency inhaler which the school now possesses. Also, and again in response to the needs of one particular child in our care, some members of staff have also had training in Epilepsy awareness.

How will equipment and facilities be provided to support pupils/students at Newdale Primary?

Equipment

The school's SENDCO is responsible for ordering any additional resources which children with SEND may require. A good supply of such resources is also kept in stock. The school follows the advice of outside agencies such as Occupational Therapy to ensure that children's needs are supported appropriately. Resources which are commonly used within school include:

For children with fine/gross motor and posture difficulties e.g. Dyspraxia:	For children with concentration/behavioural difficulties e.g. ADHD:	For children with specific learning difficulties e.g. Dyslexia:
Writing slopes Easi-grip pencils and pencil grips Different types of scissors Handled rulers Wobble/wedge cushions	Fiddle toys Concentration screens Personalised timetables Time out tents	Tinted overlays Reading rulers Alphabet strips A variety of practical maths equipment Sound buttons (to record sentences) ICT resources including Clicker 6

Additional equipment can be ordered as is required, for example this year we have ordered chewelry and a weighted blanket for 2 particular children with specific needs. For those with



more complex physical difficulties for example, specialist equipment (such as hi-lo changing beds, standing frames etc.) can be sourced.

Facilities

Newdale provides a fully accessible environment for those children with physical needs. The site itself has a number of levels, but all of these are joined by ramps rather than stairs, making it very wheelchair friendly. There are 5 disabled toilets situated at a variety of points throughout the school, meaning that one is never too far. Each of these is fitted with grab bars. All of the classrooms are large and organised to suit the needs of the class. The rooms are well lit, ventilated and are engaging for the children. Our school has a hearing induction loop in both the hall and class base 3. All signs are high contrast and in Braille to aid children / visitors with visual difficulties.

Rainbow Room and Family Room

The school is also lucky to have a "Rainbow Room". This room is furnished with comfortable seating, play tents and bean bags. It also features dim lighting and fairy lights. There are also a number of toys in the room aimed at focusing and relaxing the children. This provides an excellent space for children to calm down and refocus, if they are finding the classroom environment challenging. In addition to this, the school also has a "Family Room" containing a soft play area, which is often used by the school's Nurture Group.

Outdoors facilities

The playground features a number of large tarmacked areas and a gazebo for those who wish to spend their break times more quietly. The playground also features a jungle gym area, which is ideal for helping to develop gross motor skills. In summer 2014, the school invested in and installed an outdoors gymnasium, aimed particularly at children with ADHD and similar difficulties, providing them with an area to burn energy, in a safe environment. Over the course of the next academic year, the SENDCO aims to continue to research ways in which this area can be used to greater effect.

What are the arrangements for consulting parents of children/young people at Newdale Primary and involving them in the education of their child?

We believe that the parents of children with SEND play an essential role in supporting their children's progress both in and out of school. As a result of this, the school work hard to ensure strong links with parents. The school's Inclusion Manager and pastoral team are always available before and after school to talk to, should you have any queries or concerns. The SENDCO also runs termly information sessions for parents, which all parents of children with SEND are invited to by letter. Further appointments can be made with the SENDCO as required by contacting the school. Class teachers are also always available after school on a



daily basis. If they are unable to answer your question directly, they may consult the SENDCO or Inclusion Manager and get back to you as soon as possible. Feedback on provision for children with SEND is also welcomed on our termly parent questionnaires, which are handed out at parents' evenings.

What are the arrangements for consulting young people at Newdale Primary about, and involving them in, their education?

At Newdale we encourage the children in our care to be independent learners and to develop a "can do", resilient attitude. We therefore love to hear from the children as to how they think they can improve their learning environment. This is true of all children in our school, SEND children included.

School Council

The school has a well-established School Council. Each term every class in school nominates a girl and a boy to be on the School Council. As this is nominated by peers, it is completely non-discriminatory and open to everyone. Teachers keep track of who has been on School Council so that everyone gets a chance at some point during their school career. School Council meet with a member of our pastoral team every week to discuss school issues and also run a weekly assembly, with the help of a member of staff.

Pupil Learning Forum

In addition to this, the school also sets up a Pupil Learning Forum each year. The purpose of the Forum is to ask the children more specific question and work with staff to ensure that any necessary changes happen. They conduct a questionnaire, then feedback to teachers and governors during a staff meeting. Following this, staff consider what changes need to be made and feed back to the children again in a further staff meeting. In previous years the forum have bought about new systems for lunchtimes, requested more outside games and had many other great ideas!

Pupil Surveys

The main school body is also given the opportunity to voice their opinion on the way the school is run every term. The Maths and Literacy coordinators carry out surveys with the children on what they think is good and needs improving about in the way we teach these subjects. A termly anti-bullying survey is also carried out, to help ensure that our school community feel happy, safe and secure in their environment. Again, children with SEND will be included in all of these and questions will be reworded as appropriate to ensure full understanding of what is being asked.

The Pastoral Team



In addition, the school's pastoral team play a key role in ensuring that the pupil voice is heard. Children can visit the team at any time of day to air their concerns or just for a chat! The team have a "Worry Box" outside their room, in which children can leave notes. The most recent addition to the pastoral team is Buddy Bear. Buddy is frequently seen around school and likes to ensure children are happy. If children find it difficult to talk to someone directly, Buddy also has her own email address which children can use to contact her on and Buddy will reply as quickly as possible with advice.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Newdale Primary?

The Governing Body

The Governing Body is kept up to date and knowledgeable about the deployment of funding, equipment and personal resources through reports and presentations from the head teacher, SENDCO and Link Governor at Committee and Full Governor Body meeting.

- The Link Governor for SEND meets on a termly basis with the SENDCO to ensure appropriate provision is made for pupils with SEND.
- The Governing Body are invited to observe the intervention programmes in place for children with SEND.
- The SENDCO regularly presents data about the progression and attainment of all SEND children to the Governing Body.
- The Governing Body reviews and monitors the school SEND policy.

Complaints procedure

We are very pleased with the support we offer and we know that on the whole our parents are too – they have told us this in many parent questionnaires. If any parents are unclear or unsure of the support their child is receiving however, in the first instance the issue should be discussed with the child's class teacher. If the issue is still not resolved it may be relevant to speak to the SENDCO (Miss R. Gears) or the Inclusion Manager (Mrs R. Powell). Should further action be required, in line with the school's complaints procedure, the Headteacher (Miss R. Cook) may need to be involved, or as a last resort the Local Authority. For Nursery please contact Miss R. Morgan or Mrs L. Curnow.

How does the governing body involve others – including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Newdale Primary and in supporting their families?



As a school, we recognise that the role of outside agencies and organisations is vital in supporting children with SEND. The SENDO is responsible for coordinating such provision and governors monitor the cost and impact of the agencies that are involved.

Health services

The school has close links with a number of health services, who assist us in supporting a number of children with specific medical needs. Over the course past year, we have received support and advice from the following services:

- Occupational Therapy
- Speech and Language Therapy
- Sensory Inclusion Service
- Ophthalmology
- Children and Adolescents Mental Health Service (CAMHS)
- Paediatric Consultants
- Educational Psychology
- School Nurses

Social services

The staff at Newdale Primary work closely with social services to ensure that all children in our care are well cared for and supported both in and out of school. Our Pastoral Team in particular are in frequent contact with Family Connect and other departments, such as Housing, to ensure that all children at Newdale Primary are given the best possible start in life and that they come to school ready to learn.

Local authority services

On an annual basis, the school buys in additional support from the "Learning Support Advisory Team" who are professionals trained in assessing children's needs and providing advice on how best to support them in school. Over the course of the last year, a total of 15 children in school have been seen by the service. The school also accesses the Behaviour Support Service (often via the Fair Access Panel) who provide assessment, advice and in some cases trained mentors to work 1:1 with particular children in school. In order to keep fully up to date on developments, the School's SENDCO also attends termly SEND Network Meetings, run by the Local Authority.

Voluntary organisations

On some occasions, the needs of particular children are best supported by a more specialist organisation for ongoing support and it can be necessary to contact the voluntary sector.



Children at Newdale have previously benefited from support from organisations such as Relateen and Age Concern.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

At Newdale Primary School and Nursery, we understand that for children with SEND, moving to a new class, key stage or school can be particularly worrying and may also incur difficulties of a practical nature.

Transition at the start of a new school year

As most children join us in September, as a matter of course we hold a transition afternoon at the end of the summer term, in July. On this afternoon children will meet their new teacher and class and take part in fun activities, in their new classrooms. Children from elsewhere who are due to start at the school often attend these sessions and usually find that they really help to settle their nerves over the long summer holidays!

Moving from nursery to school

Pupils moving up to school from nursery are often already very familiar with the school environment before they start. Nursery children eat lunch in the school hall on a daily basis. They also often visit the soft play area in the family room and make use of the forest schools area. Reception teachers hold a transition day for parents and children in the summer term, in which they meet their new teachers, see their new teachers and even have lunch together in the hall!

If a child is moving to us from a different school or nursery, a tour (within school and nursery hours) can be made by booking an appointment with the main school office. This gives children and parents alike the opportunity to see what Newdale is like on a normal day-to-day basis. Where necessary we may feel that it is appropriate for a child to have additional visits to their teacher and classroom on the lead up to the transition, this will be assessed on a case by case basis. If a child has specific physical difficulties, it may be necessary to make additional visits to the school prior to a child's first day, in order to complete risk assessments, to ensure appropriate resources are in place and to train staff. In previous years, at this time, we have worked alongside the Local Authority's Occupational Therapy team to ensure that appropriate procedures and resources are in place.

Transfer from a different primary school

It is the responsibility of the previous school a child may have attended to transfer any relevant paperwork to their new school. For children with SEND this will then be read by the school's SENDCO and passed to their new class teacher. If parents have any particular



concerns they wish to discuss with either the SENDCO or class teacher, an appointment can be made, after all your information and support is both important and useful to us!

Transition to secondary school

We also think very carefully about the transition of pupils leaving us in year 6 to go to secondary school. Most secondary schools in the area offer two transition days as standard, which usually take place on a Thursday and Friday (across the authority) in the middle of June. Some local schools have now started offering a full week. If a child with SEND has particular concerns about attending secondary school, we can also arrange additional visits. In previous years our Inclusion Manager has taken individual children or small groups to visit at a quieter time. Many of the secondary schools now also arrange additional sessions for children with SEND as a matter of course, which several children attended this year.

Transition to a special school

It is sometimes felt that the needs of an individual child cannot be fully met at a mainstream primary school and the decision may be made for them to transfer to a local special school. This is only possible if the child already has a "Statement of Special Education Needs" or an "Education, Health and Care Plan" and is a decision which is made in conjunction with school, parents, the Local Authority and often a number of outside agencies. Places are often limited at special schools, but if it is felt necessary for a child's development then this can be an option. Over the course of the last year, 2 children from Newdale have made this transition. In each case we have planned a careful transition.

Where is the information on the Telford and Wrekin's local offer published?

Telford and Wrekin's Local Offer aims to provide information on what services you can expect from local agencies including education, health and social care. You can access this information here:

http://www.telford.gov.uk/info/20027/special_educational_needs_and_disability_send/290/send_local_offer

Written: July 2015

To be reviewed and updated: July 2016