



**Newtown Church of England Primary School**

**SEND Information Report**

**Reviewed September 2024**

**R.Jones**

**Federation Special Educational Needs Coordinator**



## **Values and Vision**

**Growing together in strength, love and wisdom, we shine.**

**“Let your light shine” Matthew 5:16**

‘Let your light shine’ encapsulates the Federation’s commitment to provide an enriching education which is deep and broad. Pupils will be equipped for life in all its fullness through our Christian values of strength, love and wisdom.

Learning will be a journey of fun and adventure, broadening the horizons of our pupils and inspiring them to be the best they can be. Within a nurturing environment, we will support our pupils to give them the strength to flourish as confident, resilient and independent members of society.

Christian character illuminates all aspects of school life, where everyone is understood and valued. At the heart of our safe and inclusive schools, pupils will be kind, patient and respectful - developing a love of one another, a love of learning and a love of life itself.

The aspirational curriculum will foster curious and creative thinkers, who will be encouraged to maximise every opportunity and be proud of their achievements. Pupils will find joy in seeking knowledge and learning new skills, as they grow together on their journey through childhood.

Our schools are forward-thinking and outward-looking. We will continuously improve and evolve together, in order to inspire pupils who leave our schools feeling excited and ready for the future.

# **SEND Information Report 2024-2025**

## **'All Teachers are teachers of pupils with SEND'**

### **Aims**

Our SEND policy and SEND Information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We believe all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We recognise their potential increased need from a Health & Safety perspective and make appropriate arrangements for inclusion and access to learning. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (last revised May 2015).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

### **Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice (2015))

Because the general level of ability within our school is high, we recognise that some children may feel disadvantaged working alongside high achieving children. They may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence. We will ensure that all staff are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

The school recognises that the needs of high achieving children should also be catered for and can be recognised as a 'special educational need'.

### **Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014, revised 2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

### **Roles and responsibilities**

#### **The SENDCo**

The SENDCo is Miss Rebecca Jones (tel: 01948 710325)

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **The SEND governor is Linda Danton**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

### **The Executive Headteacher is Mr Ben Crompton**

The Executive Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow our SEND policy

### **The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,
- Moderate/severe/profound and multiple learning difficulties

### **Identifying pupils with SEND and assessing their needs**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Each child's current levels of attainment is assessed on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years/other educational setting.

If the child already has an identified special educational need, full details should be transferred from other professionals and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher must establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

**Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.**

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving pupils and parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. The school website contains details of our full SEND policy for parental and pupil consultations.

- All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.
- We recognise the additional duty of care and confidentiality placed upon school through the close working relationships with families of children with SEND and ensure rigorous methods of data protection of medical and health information etc. are applied.
- Children and young people with special educational needs often have a unique knowledge of their own needs and will be encouraged to contribute to the assessment, review and transition process.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo 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.

### **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Welshampton C E Primary School actively seeks to work in partnership with other settings and support agencies to provide highly structured transition programmes.

### **Our approach to teaching pupils with SEND**

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 SEND. This will be differentiated for individual pupils (Wave 1). We also provide the focused interventions through 1-1 support and small group sessions with either a teacher, Higher Level Teaching Assistant (HLTA) or Teaching Assistant (TA) (Wave 2 and 3).

### **Adaptations to the curriculum and learning environment**

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

- Differentiating our curriculum to ensure all pupils are able to access learning, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We will use specialized support programmes when deemed necessary such as SNIP, Nessy learning support, Toe-by-Toe and Black Sheep Learning.

### **Additional support for learning**

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology Service
- Speech and Language
- BeeU
- Occupational Therapists
- Positive Leap
- The Tuition Medical Behaviour Support Service (TMBSS)

### **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term against progression shown by summative data or social, emotional and mental health (SEMH) targets.
- Monitoring by the SENDCo
- Using provision maps to measure progress

- Holding annual reviews for pupils with statements of SEND or EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our educational visits and residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of all school clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. Should the matter be considered to be unresolved thereafter, they will 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

Contact details of support services for parents of pupils with SEND

We include details of support services within the SEND folder on our website.

The Local Authority Local Offer

The local authority's local offer and our contribution is published within the SEND folder on our website.

## **Monitoring arrangements**

This information report will be reviewed by the school and SENCo **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## **Links with other policies and documents**

This Information Report links to our policies on:

- SEND
- GDPR
- Behaviour
- Supporting pupils with medical conditions

Information on Shropshire Council Local Offer can be found on <https://shropshire.gov.uk/the-send-local-offer/>