



SEND Information Report

Context

Newton Regis is a one form entry Church of England mainstream primary school catering for ages 4 - 11.

Identification of SEND

At Newton Regis Primary School children are identified as having SEND through a variety of ways:

- Liaison with previous school/nursery
- Children performing below age expected levels
- Concerns raised by parents
- Concerns raised by class teacher
- Liaison with external agencies
- Health diagnosis via a paediatrician
- Lack of progress
- Results of assessment tests
- Change in the learners behaviour/attitude

What areas of SEND are provided for

- Communication and interaction
- Cognition and learning

- Social, mental and emotional health
- Sensory and/or physical

Raising Concerns

How will I, as a parent, raise concerns if I need to?

- Contact your child's teacher
- Contact the school SENCo (Mrs A Stafford)

How will Newton Regis support my child?

- Teachers deliver quality first teaching and differentiate lessons to meet needs of all children
- Our SENCo oversees all support and monitors the progress of any child requiring additional support across the school.
- If a child needs more focused support such as reading, spelling etc, then the child will be placed in a small focused group for additional support.
- The class teacher will oversee, plan and work with each child with SEND needs, in their class, and is accountable for the support and progress of the child in all areas of the curriculum. They account for the progress made at termly pupil progress meetings with the Headteacher.

Who will explain progress to me and what opportunities will there be for me to discuss my child?

- We strongly believe that education should be a partnership between the parent the teacher and the child.
- We offer an 'open door' policy to enable you to make appointments with your child's class teacher and/or the SENCo.
- Formal parents evenings take place twice a year, in the autumn and the spring terms with an open evening in the summer term.
- Summary termly reports are sent out at the end of the autumn and spring term and a full written report at the end of the summer term. These

reports show attainment in the core subjects (reading, writing, Spag and maths) compared to the national expectations and effort.

- Our SENCo is available for appointments on parents evening.
- For further information, the SENCo is available to discuss your child's progress, the support they are receiving and any concerns.
- To discuss/explain reports prepared by external bodies - such as Educational Psychology, vulnerable learners team.

How are the governors involved and what is their responsibility?

- The SENCo reports to the governors every term to inform them about the progress of children with SEND.
- A link SEND governor holds regular meetings with the SENCo to monitor and evaluate provision.
- This report does not refer to individual children and confidentiality is maintained at all times.
- The progress of children with SEND is compared to that of SEND children nationally.

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

- All work in class is pitched at an appropriate level so that all children are able to access learning according to their specific needs. Where appropriate, specialist equipment may be provided for a child (e.g. pencil grips, easy to use scissors etc) to enable them to access the curriculum more easily.

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

- The school offers a variety of pastoral support for pupils who are encountering emotional difficulties. These include; nurture provision run by two trained teaching assistants, children having named adults to talk to, 'Taking Care' protective behaviours taught across the school in order to develop resilient, socially aware children who can keep themselves safe.

Does my child have a voice?

- Children who have an IEP (Individual Education Plan) discuss their targets with their teacher and/or teaching assistant on a regular basis.
- If a child has a Statement or an Educational Health Care Plan, their views and opinions are sought prior to any review meeting.
- Through the whole school 'Taking Care' scheme, children are encouraged to share their opinions and form 'a network of trust' so they feel able to talk to adults about concerns/worries.

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against national expectations and age related expectations.
- During the foundation stage children's progress is measured against the Development Matters statements and at the end of the year against the Early Learning Goals.
- For children with higher levels of need, progress is measured against Progress Indicators, known as P levels or if appropriate age related standards.

Administration of Medication

- Parents need to contact schools if medication is recommended by health professionals. Administration of medication will be discussed on an individual needs basis and according to the medications policy.
- On a day to day basis, medication will generally be monitored and administered by administration staff where it has been agreed with the Headteacher that this is required.

How accessible is the school environment?

- The school site is wheelchair accessible with disabled toilet and lift to access all floors and a suitable changing area with shower.

How are the school's resources allocated and matched to the children's SEND needs?

- We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, which may involve support from a teaching assistant.

How effective is the support for my child and the effectiveness of the provision?

- Pupil progress meetings are held termly between the class teacher, SENCo and Headteacher

- The Headteacher and SENCo will discuss each child's needs and discuss what support is most appropriate to ensure good progress.
- These discussions take place at least termly based on progress and the individual child's needs provision may then be amended as necessary.

What is the provision for transition?

- SENCo will liaise with the new setting and support parents and the child with the changes ahead, especially for change of school
- Individual transition plans will be put in place as required.

What specialist services and expertise are available to Newton Regis or accessed by the school?

- Our SENCo is Mrs A Stafford
- Our SENCo is a fully qualified teacher, a member of the Senior leadership team and has the SENCo qualification.
- As a school we work closely with a variety of external agencies relevant to the children's needs, including:-
 - school nurse
 - CAMHS (Child and adult mental health service)
 - Speech and Language Services
 - Children's Services
 - Early Help Provision
 - Educational Psychology
 - Vulnerable Learners Team
 - Counselling Services via the Early Help System.

Specialist Services

- The school funds a teacher from EIS (Early Intervention Services) to come into school for a number of sessions per term. This service generally implements additional assessments to gain further information regarding a child's learning and provides strategies to support children to make progress.

- An educational psychologist (EP) is allocated to each school. The EP normally only works directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions that have previously been implemented. The EP will offer support/advice to the school and parent.

How these services are secured?

- Services are approached and accessed by school on an individual needs basis
- School will act as a liaison between all parties involved as necessary

Complaints

Please refer to the complaints policy on the school website

Who can I contact for further information?

- Arrange to meet our SENCo in school
- Look at our SEND policy on the website
- Contact Parent Partnership for advice (02476 366054)