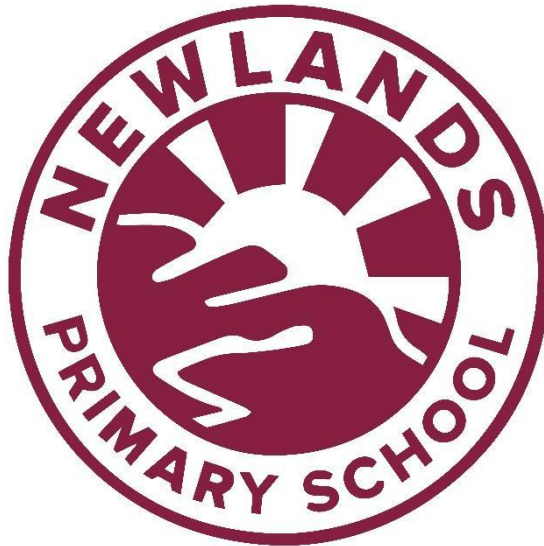


Newlands Primary School SEND Information report



Date Policy Issued/Last Reviewed:	Oct 2021
Review Due:	Oct 2022
Name of Responsible Manager Head Teacher: Mr D Bailey	

Newlands Primary School aims to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in our mainstream setting wherever possible.

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice (2015) lies at the heart of the school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children.

The Code of Practice recognises that children learn in different ways and can have different kinds of SEN. Children with identified special needs receive relevant intervention and are placed on the SEN register as SEN support. Where necessary, support and advice are sought from outside agencies to meet the needs of these children. If further support is required the school may request a statutory assessment of special needs, which may result in an Education, Health and Care Plan being issued to the child.

Legislation and guidance

This information report is in line with the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report
- The Equality Act 2010: The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

Support for Children's overall well-being

Newlands offer a wide range of pastoral support across the school, for our children and families we have access to:

- Fegans Counselling
- Trainee Well-Being Practitioner
- Project Salus
- Educational Psychologist
- Trained Mental Health Advocates
- Nurture UK
- Family thrive
- ACE Project

We have Social Emotional and Mental Health (SEMH) provision across the school with a range of interventions that are used to support our pupils. If you are concerned about your child's emotional wellbeing please speak to their teacher or the SENCO.

The Types of SEN provided at Newlands

At Newlands we make provision for children with Special Educational Needs and/or Disability within each of the four categories defined in the 2015 SEND Code of Practice (para 6.28 - 6.35):

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Children with SEND may need extra help due to a range of different needs. The purpose of identifying the area of need(s) of the child is not to fit them into a category but rather to consider the child's needs as a whole and help ensure that the school can plan adequate provision. The categories of need are described as follows:

Communication and Interaction

Children with speech, language and communication needs may have difficulty making sense of language or in communicating their needs and wants to others. Some children may need support developing fluency or forming sounds, words and sentences. They may also have difficulties in social situations as they do not understand the social rules of communication. These needs can change over time and a child may have difficulty with one, some or all of the different aspects of speech, language and social communication.

Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in some, or all areas of the curriculum and may have associated difficulties with mobility and communication. When children have profound and multiple learning difficulties (PMLD), they are likely to have severe and complex learning difficulties as well as a physical disability and sensory impairment. A child can also have a specific learning difficulty (SpLD) which may affect one area of their learning and encompasses a range of conditions, such as dyscalculia, dyslexia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Social, emotional and mental health needs can manifest in many different ways and can look different for all children. They could find managing their relationships with other people difficult, and may display behaviour that can hinder theirs and other's learning that can negatively impact on their health, well-being and their quality of life. Some children may have disorders such as Attention, Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), or attachment disorder.

Sensory and/or Physical Needs

Children may have a visual or hearing impairment or have a physical need for which they require additional ongoing support and equipment to ensure that lessons and learning opportunities are accessible.

It is not uncommon that children may have SEND that falls into one or more of the above categories.

Number of Pupils with SEN

The number of children with SEN fluctuates over the course of the year as children move on or off the register or as children join the school or leave part way through the year.

September 2021	
SEN Support	104 (35.3%)
EHCP	9 (3.06%)
Total SEN for school	113 (38.4%)

Primary Area of Need - Newlands September 2021			
Cognition and Learning	Social, Emotional and Mental Health	Communication and Interaction (including ASD)	Sensory and/or Physical
37 pupils	25 pupils	47 pupils	4 pupils
32.7%	22.1%	41.6%	3.5%

Trends

The percentage of the school population identified as having SEN is around 39% using the criteria for SEN since the introduction of the 2015 Code of Practice. This is still higher than the national average which is 12.6%. The school has a high number of children with EHCP's.

Attendance

There has been an improvement in the attendance of all pupils from last year.

Based on Sept-Nov

Whole School	93.6%
SEN Support	91%
EHCP	92.5%

Exclusions 2021-2022

Based on Sept-Nov

	Number of Pupils excluded	Number of occasions
SEN Support	2	4
EHCP	2	4

Identification and Assessment of Pupils with Special Education Needs

Pupil progress meetings are held termly where the progress and attainment of all pupils are monitored regularly by class teacher, SENCO and Head Teacher.

Staff have been trained to identify the signs of common SEN and how best to support children with these needs in the classroom.

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.

Where further concerns are raised the SEN criteria sheets are highlighted and additional support required is discussed.

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.

If parents/carers have concerns about the progress or attainment of their child they should speak to the class teacher to discuss their concerns in the first instance. There may be a need for other staff to become involved such as the SENCO. When a pupil is new to the school we receive information from the pupils' previous school/nursery. This helps to identify any additional needs and support that may be required.

How the Curriculum will be matched to meet a child's needs

At Newlands we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs.

When teachers plan their lessons, they consider where a child is with their learning, such as how they did in the previous lesson, and identify the next steps in their learning to move them on. Any individual needs are considered and planned for. Lessons are differentiated according to the next steps required in a child's learning.

Additional adults are used to support in class as well as providing targeted interventions at other times.

We make use of additional equipment and resources where appropriate.

In addition to our teaching assistants, we also have a Behaviour Mentor who supports the well-being of our pupils by helping to remove barriers to learning in the classroom.

For a few of our children who are unable to access learning with their peers we have The Nest provision where children work in a small group on a personalised curriculum.

Further specific support may also be provided through a Provision Plan (class or individual provision) or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

How the school's resources are allocated and matched to pupil's SEND:

SEN funding (from a notional budget) is used to provide TA support in all classes, pay for 1 to 1 or small group support for children with high levels of need, specialist resources and training by the Educational Psychologist. Since April 2015, schools have also been able to apply for additional funding known as High Needs Funding, where there is evidence that the cost of supporting a child in school exceeds the allocated funding for a child who is on the SEN register. It is intended that this funding will enable children to be supported even if they do not meet the criteria for an Education Health Care Plan (EHCP).

The SEN budget is managed by the Head of School, SENCO, Business Manager and monitored by the Governing Body. Resources are made or purchased as necessary to support each pupil's learning. There are regular meetings to monitor the impact of any extra support and SEN provision. The Governors are responsible for ensuring that SEN funding is used well and that all pupils are given the help that they need to make good progress. There is a SEN Governor who meets with the SENCO twice a year. The school will use its SEN funding in the most appropriate way to support your child.

Deployment of Staff

Mrs Farbrace has responsibility for SEN and is currently employed as the SENCO. Working with Mrs Farbrace are Miss Toms (Behaviour Mentor), Mrs Bracey (SEN Support), Mrs Franks (Speech and Language EYFS) and Mrs Chalklin (SEN ADMIN).

Our SEN support works alongside the SENCO and has a caseload of children who she works with and takes responsibility for. She works alongside our Behaviour Mentor to support staff with strategies.

Our Behaviour Mentor works across the school to support children with their emotional wellbeing and mental health. She also supports staff with strategies to support the children.

We have a Speech and Language TA who works closely with the Reception team on early intervention for our children who require language support.

The School also accesses support from:

- Universal Speech and Language Therapy Service
- Specialist Teaching and Learning Service
- Fegans
- CAMHS
- Foreland Fields Inclusion Service
- St Anthony's Outreach
- Green Banks
- Educational Psychologist
- Project Salus Mentoring
- Early Help
- School Nursing
- Trainee Well-Being Practitioner
- and many external agencies

To contact any of the above staff please use the email addresses below

debbie.farbrace@newlands-tkat.org

emma.bracey@newlands-tkat.org

nicola.toms@newlands-tkat.org

jackie.chalklin@newlands-tkat.org

Continuing Professional Development

A continuous programme of training is in place for all staff and may be delivered by school staff or other professionals, depending on the subject. Training may be delivered to all staff or individuals, depending on their role and the needs of the children they support. We access training from Speech and Language and Specialist Teaching Services as well as utilising links made with local specialist provisions.

Staff regularly access training to support meeting the needs of children with SEN and whole school CPD has included:

- Identifying SEN in the classroom
- Precision Teaching
- EAL provision in the classroom
- Reading – RWI
- Mental Health First Aid
- ACE Training
- SaLT Training

- Cued Articulation
- ADHD Awareness
- Buccal Training

How young people are involved

The child is always at the centre of everything we do, children have provision plans that will ensure all staff know the strategies that work best for them. Children are involved in setting and reviewing their targets. The strategies implemented to support will often take account of the child's interests. In addition, we have a school council which promotes pupil voice.

How parents are included and involved

At Newlands, we have an open-door policy and parents are welcome to discuss their child's progress with the class teacher at any time. There are also Parent Consultations during the year as well as the annual report.

Where children have a personalised plan, the targets and the support given are shared and will be discussed three times a year. The ways that parents can support their child are discussed and any additional reports from outside agencies are shared.

The SENCO, SEN Support, Designated Safeguard Lead and Behaviour Mentor will work closely with parents and outside agencies and are always happy to meet with parents or speak on the phone.

How all children will be included in activities outside of the classroom

All children are included in all activities wherever possible. This may mean that some special arrangements have to be made or a risk assessment carried out beforehand. Parents will always be consulted if staff are concerned that there may be difficulties with a particular activity. School clubs are made available to all pupils. Where appropriate suitable adjustments will be made to support vulnerable pupils.

The school environment accessibility

The school is always looking at ways to improve the school environment by making it more accessible to pupils, parents and visitors. This allows pupils to become more independent. We have sloped access into the school building. All classrooms are on ground level. There is also a disabled toilet

suitable for wheelchair users. The school has an Accessibility Policy. As a parent we encourage you to discuss your concerns with us so that we can plan for full inclusion. Further details can be obtained from our Equality Policy that is available on our website.

If parents/carers have concerns about their child

Speak to your child's class teacher and discuss your concerns with them. They will be able to reassure you, explain how your child is progressing in school and offer suggestions about what to do next. Visit our school and talk to the SENCO, Mrs Hughes. Your concerns will always be taken seriously. Your views are very important and information sharing is vital to your child's success.

Transition

Starting school, moving to secondary school or changing classes can be an anxious time for many children. We liaise with feeder nurseries and onward schools to ensure that records and information are shared so that appropriate provision can be made. Within school extra provision is made for children who may find the change to a new classroom and teacher challenging.

Evaluating the effectiveness of SEND provision

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

- reviewing pupils' individual progress termly during Pupil Progress meetings
- regularly reviewing the impact of interventions
- monitoring by the SENCO
- using provision maps to measure progress
- holding annual reviews for pupils with EHC plans

Arrangements for handling complaints from parents of children with SEN about the provision made at school

We encourage parents to speak to us if they are ever unsatisfied with arrangements for their child. This allows us the chance to listen to all involved (including the child) and the opportunity to make changes or put things right. However, if at any time you have a complaint about the provision your child

is receiving please refer to the school complaints procedure policy on the school website.

Contact details for raising concerns

If parents have concerns about their child in terms of SEND, in the first instance please speak to your child's teacher. If you would like to contact the SENCO, Mrs Farbrace, please do so through the school office:

Phone: 01843 593086 Email: debbie.farbrace@newlands-tkat.org

Contact details of support services for parents of pupils with SEND

Where necessary and appropriate the school will signpost parents and carers to IPSEA or IASK if they require additional independent advice around SEND. Please see the link below:

<https://www.ipsea.org.uk/pages/category/get-support>

<https://www.iask.org.uk/>

Kent County Council's Local Offer has a wealth of information to support parents: The local authority's local offer is published on:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Monitoring arrangements

This information report will be reviewed by the Head Teacher and the 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.

Report updated by: Mrs Farbrace

Date: October 2021