

NEWTOWN



PRIMARY SCHOOL

Special Educational Needs (SEN) Information

At Newtown Primary School we strive to support **all** children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Needs Co-ordinator (SENCo) is Alex Dolphin
The Governors with responsibility for SEN are Vicky Darious and Saxon Spence.

In line with statutory guidelines every school in the UK has to provide parents and carers with information about how they support children with Special Educational Needs and Disabilities.

This report forms part of the Devon Local Offer for learners with Special Educational Needs and Disabilities (SEND.) For the Devon Local Offer please go to <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>



Alex Dolphin –October 2016

Roles & Responsibilities of the Special Needs Co-ordinator (SENCO)

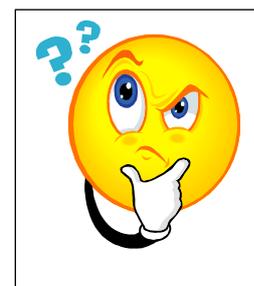
Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN.

The SENCo liaises with staff to monitor the pupil's progress and plan support and interventions. She has regular contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEN matters do not hesitate to contact us.

There are many SEN terms that are abbreviated. Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DAF	Devon Assessment Framework
DCD	Developmental Co-Ordination Disorder
EAL	English as an Additional Language
EHC	Education, Health & Care (Plan)
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEMh	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SLC	Speech, Language and Communication
SpLD	Specific Learning Difficulty
VI	Visual Impairment





What sort of school is Newtown Primary School?

Newtown Primary School is a mainstream primary school which is proud of its provision for children with special educational needs (SEN) and disabilities. The most recent OFSTED report in February 2014 stated that “disabled pupils and those with special educational needs achieve well because their needs are quickly identified and plans are put into place to help them catch up. This is because the work they are given suits their abilities and all adults know how to develop their skills and understanding.”

<http://www.ofsted.gov.uk/provider/files/2350137/urn/113083.pdf>

We are a one form entry school for pupils from Reception to Year 6. Pupils at the school are aged 4-11. We also have a Speech and Language Centre which offers enhanced and inclusive provision for up to eight children aged 4-8 years (Reception to Year 3) who have specific speech and/or language difficulties.

What type of special educational needs do pupils have at Newtown primary School?

Our school successfully includes pupils from a wide range of SEN including communication and interaction difficulties; learning difficulties; social, emotional and mental health difficulties; and sensory or physical needs.



How does Newtown Primary School ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:

- Concerns are raised by parents/carers
- Concerns are raised by teacher, for example behaviour or self-esteem is affecting performance
- Child performing below age expected levels or making limited progress
- There is a change in the pupil's behaviour or progress
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable



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

Talk to us - the class teacher is the initial point of contact for responding to parental concerns. You can also contact the school SENCo, Alex Dolphin. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will Newtown Primary School support my child?

- Our SENCo, Alex Dolphin oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure they are supported and progress is made.
- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small intervention group or receive 1:1 support. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on the class provision map which is a record of the interventions, timings, cost and impact of the intervention. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- Some children may have a 'My Plan' or 'EHC' (Education, Health and Care) Plan which details individual programmes and outcomes. These are reviewed on a termly basis with parents and other professionals who are involved with the child.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the SENCo to discuss the progress of the pupils with SEN in their class or children the teacher may have concerns about. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Occupational Therapist etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.



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

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.



How will I know how my child is doing?

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly
- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern.
- Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.
- Some children will have a more detailed "My Plan", agreed with parents and other professionals in Team around the Child meetings (TAC meetings). The "My Plan" will be reviewed regularly with all involved to ensure that the child is making as much progress as possible.
- Children with an Education, Health and Care plan (EHC), or a statement, have an Annual review meeting where progress over the year is discussed in detail, and plans for the next 12 months agreed with parents and children.
- At times of transition to other schools additional meetings and support plans are put into place for children and their families.
- In all the above meetings the support of parents in their child's learning is welcomed and seen as an important part of helping the child make as much progress as possible.

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- The SENCo can offer advice and practical ways that you can support your child at home including if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies such as a Speech and Language therapist or Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.
- The school run coffee mornings where parents of children who have special needs are offered advice and also have the opportunity to meet and chat with other parents in a supportive environment
- We also invite parents to 'Learning Events' in school which cover many topics including how we teach elements of the curriculum as well as behaviour and health

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



The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff such as the class teacher and SENCO are readily available for pupils who wish to discuss issues and concerns.
- SEAL (Social and Emotional Aspects of Learning) Groups are run by an experienced Teaching Assistant to help children in many areas of their emotional development
- We use the THRIVE approach to assess all children in their social and emotional development and our trained Thrive Practitioner runs 1:1 sessions for identified children.

<https://www.thriveapproach.co.uk/approach/>

How are children with medical needs supported?

- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive epipen training delivered by the school nurse.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- All staff have basic first aid training.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Speech and Language Advisors and Therapists
- Autism Outreach Team
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Occupational Therapists
- Dyslexia advisors
- Inclusion Team
- MASH (Multi-Agency Safeguarding Hub)
- Paediatricians
- School Nurse

An Educational Psychologist is allocated to each school. Our education psychologist is Natasha Ellis. She would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. She will also conduct assessments in consultation with parents. She will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.



What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND.

These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and sensory needs.
- Changes to the SEN Code of Practice

Alex Dolphin (SENCo) has gained the qualification 'National Award for Special Educational Needs Co-ordination' and holds a Post Graduate Diploma in Special and Inclusive Education (Disabilities of Sight).

We have two trained Thrive Practitioners at our school and two others are in training at present

How will my child be included in activities including school trips?

- All children with SEN are part of a mainstream class.
- There are opportunities to be involved in class assemblies, outings, residential trips and after school clubs.
- Staff discuss and agree with parents how their child can be included whilst taking account of their individual needs.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.
- Children with SEN play a full part in school life including being members of school council and taking roles and responsibilities in their classrooms.



How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- Toilets adapted for disabled users.
- The majority of the building is on ground level



How will the school prepare and support my child when joining Newtown Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Our SENCo is always willing to meet parents/carers prior to their child joining the school.
- Staff members from Newtown Primary School will sometimes visit children in their current setting
- Secondary school staff can visit pupils prior to them joining their new school.
- Our SENCo, Alex Dolphin will liaise with the SENCOs from other schools and settings where pupils are joining us to collect information
- Our SENCo, Alex Dolphin will liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Alex Dolphin, the secondary school SENCO, the parents/carers and where appropriate the pupil.



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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

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

- These decisions are made in consultation with class teacher, SENCo and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.



How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with the SENCo or other professionals
- parents are encouraged to contribute to their child's 'My Plan' with possible suggestions that could be incorporated
- parents are given the opportunity to contribute to target setting during Annual Review Meetings

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with your child's class teacher and/or the SENCo.

Do not hesitate to contact the school with any further questions.

How can I get more information about SEN in Exeter and Devon?

Devon Information Advice and Support (DIAS) (www.parentpartnershipdevon.org.uk) provide general advice and support on many aspects of education of children with SEN and disabilities and can be of particular help at times of transition from primary to secondary school.

The Devon Local offer which details the support provided by Devon Local Authority for children with SEN and disabilities can be found at <https://new.devon.gov.uk/send/>.

Teachers and the SENCO can direct parents to other organisations and services that can provide additional support for SEN.

