



North Newton
Community Primary School
"Together We Achieve"



Special Educational Needs School Information Report

Our school SENCO is Diane Canaku who works at North Newton Community Primary School on one day each week. Her contact details are:

Phone: 01278 662140

Email: senco@nncps.org

Link to Somerset Local Offer: [Somerset's SEND Local Offer](#)

Link to Somerset Graduated Response:

[Somerset's Graduated Response Tool](#)

Introduction

At North Newton Community Primary School, we welcome everybody into our family. The Staff, Governors, pupils and parents work together to make North Newton Community Primary School a happy, secure place that promotes the values of friendship, kindness and respect. This means that all our children are nurtured, and their efforts and achievements are celebrated together. We are committed to making this a reality through the attention we pay to the different groups of children within our school family, providing a stimulating learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a fully inclusive environment.

Our Special Educational needs and Disabilities (SEND) provision allows pupils with additional needs the opportunity to follow a curriculum specifically planned to develop skills and to respond to children's diverse learning requirements while encouraging independence and self-confidence.



Our most recent **OFSTED inspection** was in January 2023 where inspectors commented that:

"Staff know all pupils well, including those with special educational needs and/or disabilities (SEND). Staff make sure that additional support or equipment is available to help them. Pupils with SEND are fully involved in school life".

The full report can be downloaded from Ofsted's website. There is also a link on the school website.

How will the school know if my child needs extra help?



North Newton Community Primary School is a mainstream school. We aim to ensure that:

- children with learning difficulties can access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- we match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- we identify and assess children with SEND as early and as thoroughly as possible using the revised Code of Practice (2014) and Somerset Graduated Response Toolkit.



- parents/carers and children are involved in the identification and assessment of SEND, and that we strive for close cooperation between all agencies concerned, using a multi-disciplinary approach.
- we meet the needs of all children with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- we maintain up to date knowledge of current SEND good practice and methodology to offer support and training in these areas to all staff in the school.

There are four categories of Special Educational Needs and Disabilities (SEND) identified by the Department for Education. Some children will have one primary needs and others may have multiple:

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

A school's provision for SEND Support is defined as support which is *additional to or different* from that which is available to all children.



At North Newton Community Primary School, we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, we would identify your child as having SEND in a variety of ways, including the following:

- Liaison with nursery/pre-school/previous school
- Recognising that your child is performing significantly below expected levels
- Listening to your concerns when you as parent/carer have raised them
- Listening to and supporting your child's teacher when they raise concerns
- Liaison with external agencies, e.g. Paediatrician. Speech and Language or Occupational Therapists

If your child is identified with SEND, we will use the Somerset Graduated Response Toolkit Quick checkers before completing an Initial Concerns Form (in most cases). We may then contact you to ask for your consent for

their name will be added to our SEND register. We recognise your child's needs may change over time and provision must reflect this. Children are identified by using a Graduated Approach as referenced in the Somerset Graduated Response Toolkit. This means that we work on a cycle of assessment, planning and reviewing. The aim of any additional provision is for your child to achieve age expectations, so once they reach this threshold, they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again. The link below will take you to the Somerset Graduated Response Toolkit:

[What to expect from education \(somerset.gov.uk\)](https://www.somerset.gov.uk/what-to-expect-from-education)



How will school support my child?

The school SENCo oversees all support and progress of any child on the SEND register. Support and intervention vary and will be based on your child's individual needs. All children have work that is set by class teachers based on their individual learning needs.



Some children with SEND may need additional and more specific targets to meet their needs and therefore an Assess, Plan, Review document and possibly a pupil passport will be in place.

Universal and SEN Support at our school includes:

- Class teacher input, via excellent targeted classroom teaching (High Quality Teaching).
- Additional assessment to help teacher decipher precisely any gaps in your child's learning or specific areas of difficulty.
- Small group or 1:1 intervention which may be run in the classroom or a group room and run by a teacher or a teaching assistant (TA).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class based on detailed assessment used to inform their planning.
- That all teaching is built on what your child already knows, is interested in can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specialist intervention overseen by outside agencies. In this case, it means that a pupil has been identified by the SENCo in consultation with class teachers and parents, as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority support services, such as the Access to Inclusion Team (who provide support for children displaying behaviours associated with autism and/or social communication difficulties or learning difficulties), Speech and Language Therapists or the Education Psychology Service etc.



What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with the school and your child to understand their needs and make recommendations as to the ways your child is given support.
- Your consent will always be sought before a child is added to our internal SEN Register

Specified Individual support:

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). It will mean that the school is unable to meet need within Universal or SEN Support provision and will be needing additional support from the County Council. This means your child will have been identified by professionals as needing a particularly high level of individual and/or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through High Quality Teaching and intervention groups (Universal or SEN Support)

How will teachers match the curriculum to my child's individual needs?

Class learning is pitched at an appropriate level so that all children can access it according to their specific needs. This might mean that in a lesson there would be different levels of work set for the class or work is 'scaffolded' so it is achievable, however on occasions this can be individually differentiated for a specific child. Groupings of children change regularly according to their needs and understanding, and additional resources are used to scaffold children's learning.



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The class teacher and the SENCo will discuss your child's needs and what support would be appropriate. Different children will require different levels of support to help them make progress and achieve their potential.

How will the decision be made about what type and how much support my child will receive? How will the school assess what impact the support has had on my child?



- By reviewing your child's targets termly on their Assess, Plan, Do, Review targets and Learning Passports and ensuring they are being met. If your child has an EHCP this will always be used to inform targets and provision. As parents, you will be encouraged to be involved in the review and the setting of new targets. A copy of the targets will be given to you.
- Looking at whether your child is making progress academically against national/age expected levels and discuss them at termly Pupil Progress Meetings, attended by your child's class teacher, the SENCo and other members of the Senior Leadership Team.
- Seeking verbal and/or written feedback (formal and informal) from the teacher, you, and your child.
- Taking your child off the Special Educational Needs register when they have made sufficient progress.

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How will you measure my child's progress?

- As a school we measure children's progress in learning against national age-related expectations.



- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including assessment under the New National Curriculum and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly Pupil Progress Meetings. In this meeting, a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's Assess, Plan, Do, Review document is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then

- the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Your child's class teacher and/or SENCo will meet with you on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- If your child has complex special educational needs or a disability, they may have an Education, Health Care Plan (EHCP) and you will be invited to a formal meeting which will take place annually to review your child's progress.
 - You are also welcome to make an appointment to meet with the SENCo or your child's class teacher at any time to discuss any concerns or how well your child is getting on.

How will my child be involved in the decisions made about their education?

We understand that, as much as possible, children need to feel included in any decisions that are made about their learning. If your child has an EHCP there will be a formal Annual Review where children are consulted about what they feel is going well and what could be better.



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What opportunities will there be to discuss my child's progress and who will explain my child's needs and progress to me?

We aim that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.

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

- The class teacher and/or the SENCo can offer advice and practical ways that you can help your child at home.
- If your child is on the Special Educational Needs register, they will have an Assess, Plan, Do and Review document and possibly a Learning Passport which will have individual / group targets. This will be discussed with you on a regular basis, and you will be given a copy. The targets set are SMART (specific, measurable, achievable, realistic, time scaled), with the expectation that your child will achieve the target by the time it is reviewed.

- - Recommendations from external agencies e.g. a Speech and Language Therapist, will be shared with you so that strategies can be implemented at home and school. This may be in the form of a therapy care plan.
 - If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.



We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to all staff.

How will my child be supported when transitioning between educational phases and places?

If your child is joining us from another school/nursery:

- The SENCo/class teacher will undertake a pre-visit where appropriate.

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- If the preschool setting has identified additional needs, a School Entry Plan will be completed by our SENCO and the child's new teacher along with the parent and a key worker from the pre school setting.
- Your child will be able to visit our school and stay for taster sessions if this is appropriate.

If your child is moving to another school:

- We will contact the SENCO and ensure he or she knows about any special arrangements or support that needs to be made for your child.
- Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.



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- If your child would be helped by a book to support them in understanding moving on, then one will be made for them.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

The classroom entrances are staffed with adults who greet and welcome children and their families each morning. This ensures a smooth transition between home and school each day.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside.
- We offer a range of additional provision to support children with SEND including ELSA support (Emotional Literacy support Assistant).
- We can also access off-site facilities and professionals.
- The school encourages peer support as well as the availability of staff members for those children who need additional pastoral care.
- We have two members of staff who are training or are in process of completing Mental Health First aid training. Our Head Teacher Debbie Leach, is our Mental Health Lead.

• **How does the school manage the administration of medicines and personal care?**

We have a policy regarding the administration and management of medicines on the school site. Parents need to contact the school office if medication needs to be taken during the school day and the appropriate forms need to be completed.



If a child's health care needs are longer term, a medical or health care plan will need to be put in place. This will be done by health care professionals, parents and the SENCo. Staff receive regular training regarding conditions and medication affecting individual children so that staff can manage a medical situation should the need arise.

If a child requires personal care, a Personal Care Plan or a Toilet Management Plan will be put in place and staff will have undergone the appropriate training to undertake this level of care.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by all staff and pupils. We are an inclusive school, and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times. In complex cases, where the Behaviour Policy is not proving impactful the SENCO, Teacher and Head Teacher will work with you and your child to form a bespoke behaviour plan. If a child is at risk of exclusion a Pastoral Support Plan is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place. A referral to Partnership Panel will be considered if this fails to allow your child to be successful in school.
- The attendance of every child is monitored on a weekly basis by the school. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.
- After any serious behaviour incidents, we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.



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

- We work closely with any external agencies that we feel are relevant to individual children's needs within our school.

These may include GP, School Nurse, Educational Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Access to Inclusion, SENITAS, Early Years SENCO and MAISEY, the Sensory, Physical and Occupational Therapy Service (SPOT) the Child and Adolescent Mental Health Service (CAMHS).

- We also work with a range of further services including the Family Intervention Service and Children's Social Care including the Children's Disability Service, and Social Workers. We can access services via the Early Help Assessment.



What training have the staff supporting children with special educational needs, had or are currently having?

- All our staff have had training and experience in delivering phonics and reading programs including Rapid reading Catch up programmes.
- One teaching assistant is trained in Lego Therapy.
 - Our Head Teacher is the Mental health First Aider
 - We have a qualified ELSA
 - All staff have been trained in Dan Hugh's PACE approach (Playful, Accepting, Curious and Empathetic) which helps support all children especially those who may have experience trauma.
 - All staff have been trained in the basics of managing diabetes in school.
 - Some staff have been trained in managing challenging behaviours and strategies for supporting children with ADHD.
- A few of our staff have very specific medical training including Allergy Awareness training.
- All staff receive Annual Safeguarding Training.



How will my child be included in activities outside the classroom including day and residential trips?

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

How accessible is the school environment?

- The school building is wheelchair accessible.
- There is one disabled toilet, which is large enough to accommodate changing and personal hygiene care.



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

Talk to us - in the first instance contact your child's class teacher; if you still have concerns you can contact the school SENCo, Diane Canaku. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they can do the same with us.

Who should I contact if I am considering whether my child should join the school?

Contact the school office, to arrange a meeting and tour of the school.

If your child has a special educational need or a disability your details will be passed on to the SENCO and she will arrange a time to meet with you and discuss how the school could meet your child's needs.

Who do I talk to if I have a complaint regarding the SEND provision available for my child?

Initially it is best to approach your child's class teacher if you have any complaints or concerns. They will understand your child's provision and will hopefully be able to solve any issues. If you would prefer, you can contact SENCo via the office and arrange to discuss any issues with them.

North Newton Community Primary School has a complaints policy for parents, if you are still not happy with how your complaint has been dealt with.



