



SEND Information Report 2019-2020

Newdale Primary School and Nursery

What are the kinds of special educational needs for which provision is made at Newdale Primary School and Nursery?

The 2015 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

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

The code states that:

"Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."

At Newdale Primary School and Nursery, we currently have pupils in each of these categories and as the code states, as their needs can often be quite complex, many fall into more than one category. Currently, the areas of need which are most common are cognition and learning as well as Sensory and Physical (but these are subject to change after each SEND teacher meeting). The least common category is currently Communication and Interaction, but we are fully equipped for children whose needs may fall within this category. We have a wide range of provision in place to meet the needs of all children with SEND in our school and nursery.

Several children are on the register for Social, Emotional and Mental Health needs. Here at Newdale Primary School and Nursery we take special care to ensure that we identify children with such needs and put support in place for them. Some of these children are accessing support from BeeU (formally the Child and Adolescent Mental Health Service) or other outside agencies. We pay particular attention to girls who may be suffering from a SEMH difficulty as they are often less obvious and go undiagnosed.

What are the school and nursery's policies for the identification and assessment of pupils/students attending the school/ nursery?

Identification of SEND



As in previous years, in line with local authority guidance we continue to follow the "Assess, Plan, Do, Review" Model. Every 6 weeks we assess the progress children are making. If a child has not made as much progress as we had hoped, we (the SENDCO along with teachers and teaching assistants) plan what we are going to do to support the child and hopefully to assist them in making greater progress. Then we do what we have planned -this may be in the form of an intervention, providing resources, making a referral etc. Finally, usually after a period of about 6 weeks, we review how successful we have been and the progress the child has made.

Once this process has been completed, we will assess again and it may be decided that we need to plan for further provision for that child to be put in place, or that no further support is required at this time. At this point it may be felt that a child needs to be placed on the SEND register, as it is felt that they have some form of special need that is creating a barrier to their learning. Some children's needs are such that their support will need to be ongoing throughout their time at school. If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to implement an Education, Health and Care Plan (EHCP).

The school is proud of the provision that it provides in the form of "The Den". This is a specialist support provision (run by a fully qualified teacher) which allows children with more severe SEND to access the targeted, small group support that they require. Some children access the provision in the mornings for Literacy and Maths whilst others attend additional interventions in the afternoons. At the six weekly reviews that are held, it is decided by the SENDCO and teacher in "The Den" as to whether it would be appropriate for children to access this provision. The organisation and structure of "The Den" is reviewed on an annual basis to ensure that we are able to fully meet the needs of the children on roll at that time.

Where pupils have additional needs on entry into Nursery or to Reception, a deferred entry may be agreed in discussion with parents and other agencies. Our Local Authority provides Early Intervention Qualified teacher who supports children with SEND when they make the transition into our Nursery from another pre-school setting. Transition meetings are arranged to ensure your child has a successful start into our Nursery.

Assessment of pupils with SEND



As mentioned, pupil progress is assessed every 6 weeks. The SENDCO is responsible for monitoring and analysing the progress of SEND pupils. This information is also fed back to governors on a regular basis. Following the half termly pupil progress meetings, the SENDCO meets with class teachers to put together intervention groups for the following half term. If children are making good progress it may be felt that individuals need only a small amount of support for a period of time, whereas for other children the level of support may need to be more intensive and consistent. Over the past few years, this system has proven an effective method.

The children who are accessing "The Den" provision are assessed on a frequent basis by both their class teacher and the Den teacher. This is recorded in a similar way to how class teachers record data on children. Over the past few years, staff have been researching new ways of assessing these children to enable them to record the smaller steps of progress that these children make. This additional level of assessment is now in place and supports the children's learning effectively. For children who access the Den for greater amounts of time and who are chronologically within a Year One or Year Two base class the Den teacher is currently using the Department for Education's statutory guidance document 'Pre-key Stage 1 Standards'. This is for pupils working below the national curriculum assessment standard for the 2019/20 academic year onwards. For those chronologically aged within a Year Three, Four, Five or Six base class, the Den teacher is using 'Pre-key Stage 2 Standards'. Again, this is for pupils working below the national curriculum assessment standard for the 2019/20 academic year onwards.

What is the provision for pupils/students at Newdale Primary and how is it evaluated?

Provision available at Newdale Primary School and Nursery

Following the 6 weekly Pupil Progress meetings discussed, it is the job of the school's SENDCO to decide which interventions will be run in each phase for the next half term. The interventions will be selected depending on the needs of the children with SEND in that phase at that time. In some cases, it may be felt appropriate for children to take part in an intervention which is running in a different phase (year group). In this event, such a decision will be discussed with parents. The school offers a wide range of interventions, in which Teaching Assistants and Teachers are trained. Some of these are brought in intervention packages (produced nationally), whilst others are bespoke interventions, which



have been developed in-house to meet the needs of a particular group of children. If an appropriate intervention is not available, staff will often develop their own.

Monitoring impact of intervention support

At the start of each intervention programme, Teaching Assistants and Teachers will work together to devise a set of targets for the group. Parents will be informed that their child is in a group and what the targets of the group are via a letter. In the first session of an intervention, Teaching Assistants will complete a Pre-Assessment, identifying the children's strengths and weakness at this point. Throughout the intervention (which usually will last for between 6-8 weeks) the Teaching Assistants will record progress and any observations using a tracker sheet. At the end of the intervention, the children will be tested again to evaluate the progress that they have made and the impact which the intervention has had. This information is fed back to the children's class teachers and also the SENDCO, who can then identify which interventions are most successful in enhancing the progress of our children here at Newdale. Progress is also fed back to parents at parents' evenings. The quality of support offered via our intervention programmes is monitored by the SENDCO frequently.

Interventions currently available in school/ nursery

(Please note, these will not all run at the same time).

Support in developing Maths skills	Support in developing Literacy skills	Social/ behavioural support	Support with fine/ gross motor skills	Speech and Language support
Precision Teaching Numbers to 10- numicon Number Crunchers Rapid Maths	Precision teaching Letters and Sounds Chatterbooks Code X Football fun	Mini Gold Circle of Friends Socially Speaking Lego build to express	Write From the Start Fiddly Fun Dough Disco Fun with Movement	ELKLAN Listen with Lucy Language Land Ginger Bear Makaton



Plus 1 The Power of 2 Springboard Maths Overcoming Barriers	Speed Spellers Toe by Toe Speed Reading Rainbow Readers Read, Write Inc. spelling programme The Volunteer Reading Programme Nessy Read Theory Spelligator Colourful semantics SNIP Double, drop or nothing spelling	Intensive interaction (Autism support)	Advice from Occupational Therapy Occupational Therapy online toolkit	
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Developing our intervention programmes

Over the course of the academic year 2019-2020, staff at Newdale Primary School have delivered a wide range of intervention programmes to support the needs of its pupils. The half termly SEND meetings which the school run have continued to ensure that targeted, effective provision has enabled children to progress to the best of their abilities.

This year, our support for children with difficulties in spellings and phonics has remained a whole school focus. Our SENDCO has worked alongside the phonics lead and the Literacy lead, to ensure that the all children who are within our bottom 20% of attainment are identified and supported. Across the school from Years One to Six, every child within this bottom 20% category were assessed using both the Year One phonics screening test and the Key Stage One spelling test. Children were then placed into intervention groups based on their scores and whether they needed a phonic intervention or spelling intervention. These were delivered by both class teachers and Teaching assistants. The school also employed an additional Teaching Assistant to support phonics further by running



afternoon interventions for children within Years One to Four who had either failed the phonics screening or for whom needed additional phonics sessions, as we recognise that this continues to be an area of difficulty for some children.

Yet again, the Key Worker Project was highly successful this year. This intervention is a 1:1 support programme for children within school whose more specific needs cannot easily be met through a group intervention. This programme often interlinks with the school's work to support those children with social, emotional or mental health needs. This year, we also incorporated the Sports Coaches from Cross bar to engage with some of our SEND boys, or asked them to deliver daily physiotherapy exercises for those with Physio therapy involvement.

The work of the school's pastoral team also continues to dramatically impact on children with social, emotional and mental health difficulties. Their interventions which include Lego build to express and socially speaking enable children to work individually or within a small group to express their emotions. The newest member of the Pastoral team has also received training this year and this has allowed the team to continue to deliver a wider range of interventions this year, as well as continuing to support children and families individually.

Early intervention remains a strength of the school and the work of the Nursery in supporting children with SEND continues to ensure that children with SEND are identified early and given the support that they require as quickly as possible. This has meant that this year, a number of Nursery children were granted EHCPs by the Local Authority very quickly, which will mean that this level of support is able to continue.

As mentioned, one of our most successful ways of providing children with more complex needs with appropriate provision remains through the use of The Den. This year we have restructured the provision to meet the needs of its current cohort of children and will continue to do so as children progress and move on. Due to greater numbers of children and wider age ranges, there was a need to use two rooms, a Big Den and Little Den. Despite their names, the Big Den provided greater space to deliver a Foundation Stage style curriculum with zones of learning and an environment suited to those children who chronologically are Reception to Year Two. For those who are chronologically Key Stage Two age- they worked within the Little Den, with more structure and pace. Staff have been implementing "Precision Teaching" methods to enable children to make gradual yet significant progress in their learning. The



expansion of The Den has allowed staff to target a wider range of children from throughout the school. We have been able to support pupils from Reception to Year Six.

Developing interventions for children with fine and gross motor difficulties remained a focus and the SENDCO worked on developing this area further this year as we strove to meet the needs of all children in our care. A teaching assistant was sent on an Occupational Therapy 'Cool Kids' course and the information was disseminated to all Teaching Assistants at a meeting.

Newdale Primary School supports the Inclusive Schools Forum run by the Local Authority (for more information on this please see Telford and Wrekin's Local Offer). Being a part of the panel allows us to assist other schools in ideas for interventions and support as well as giving us new ideas which we can try in school ourselves. Miss Cook, Miss Gears and Miss Plimmer attend the panel at intervals throughout the year and this will continue next academic year.

In February of this year, Miss Plimmer led Newdale School through a successful SEND review day. This was in partnership with the Severn Teaching alliance and is designed to give schools the opportunity to evaluate the effectiveness of its provision for pupils with Special Educational Needs and disabilities. The reviewer was Nicola Davies, Deputy Headteacher of The Bridge school. The SEND review process is designed to highlight excellent provision and highlight possible development points moving forward.

What training do staff have in relation to the needs of pupils/students at Newdale Primary?

The staff at Newdale Primary School and Nursery have a wide range of qualifications, which enable them to support children with SEND effectively. We think carefully about the strengths staff have and how we can use these skills to support the children in our care. Staff have completed professional development courses in the following areas:

- Listen with Lucy (Speech and Language programme)
- Language Land (Speech and Language programme)
- ELKLAN (Speech and Language programme)
- Managing speech and language difficulties within the classroom
- Ginger Bear (Social skills programme)
- Autistic Spectrum Disorder Awareness



- Makaton (Sign language for children)
- Positive behaviour management strategies
- Lego build to express
- Physical restraint and handling (MAPA)
- Understanding attachment theory
- CPI autism awareness
- Chair lift training (for stairs)
- Practical strategies for managing Dyslexia and Dyscalculia in the classroom (BDA)
- Complex Needs forum
- Effective SEN management
- Nurture Group training
- Breaking down barriers
- Managing actual or potential aggression
- SEND assessment

The SENDCO is constantly looking for opportunities to further develop staff training. Future courses will be booked in line with the needs of children in the school and nursery at the time. This year, the SENDCO attended 'New SENDCO training' and 'Ready for Learning; Supporting the Social and Emotional needs of children with SEND.' Information from both of these courses was shared with SEND parents and staff at meeting throughout the year.

As is statutory, the SENDCO Miss A. Plimmer had completed the National Award in Special Educational Needs Coordination. As part of this, she also achieved a Postgraduate Certificate in Vulnerable Learners and Inclusion from Bath Spa University. This nationally recognised, diploma level qualification has equipped her with a much deeper understanding of SEND systems and legislation. The qualification will also allow her to act as SENDCO (Special Educational Needs and Disabilities Coordinator) within school.

Training this year at Newdale Primary

This year, training has mostly focussed on ensuring that the staff in The Den are well equipped in meeting the specific needs of the children who access this provision. Last year during Miss Plimmer's maternity leave, her replacement (Miss A. Taylor) completed some training run by the Local Authority on "Precision Teaching". This intensive teaching style allowed her to really focus on the specific targets of each individual within The Den and what was required to move them on in their learning in order to achieve their next steps. This year, Miss Taylor upskilled Miss Plimer so that she could continue the high levels of



support with pupils. One of the Teaching Assistants in The Den also received training from the Speech and Language Therapy Team as she attended review sessions with the Speech therapist who was working with her Key worker child. The training focussed on delivering both small group therapy sessions to children with identified speech and language needs and individual support based on their speech report and individual targets. This training allowed her to not only support the children in The Den, but also other children within school who had been identified with such difficulties.

How will equipment and facilities be provided to support pupils/students at Newdale Primary?

Equipment

The school's SENDCO is responsible for ordering any additional resources which children with SEND may require. A good supply of such resources is also kept in stock. The school and nursery follows the advice of outside agencies such as Occupational Therapy to ensure that children's needs are supported appropriately. Resources which are commonly used within school include:

For children with fine/gross motor and posture difficulties e.g. Dyspraxia:	For children with concentration/behavioural difficulties e.g. ADHD:	For children with specific learning difficulties e.g. Dyslexia:
Writing slopes Easi-grip pencils and pencil grips Different types of scissors Handled rulers Wobble/wedge cushions	Fiddle toys Concentration screens Personalised timetables Now and Next boards Time out tents Chewelry	Tinted overlays Coloured books Reading rulers Alphabet strips A variety of practical maths equipment Sound buttons (to record sentences) ICT resources including Clicker Colourful semantics

Additional equipment can be ordered as is required. For those with more complex physical difficulties for example, specialist equipment (such as hi-lo changing beds, standing frames etc.) can be sourced.



Facilities

Newdale provides a fully accessible environment for those children with physical needs. The site itself has a number of levels, but all of these are joined by ramps rather than stairs, making it very wheelchair friendly. There are 5 disabled toilets situated at a variety of points throughout the school, meaning that one is never too far. Each of these is fitted with grab bars. All of the classrooms are large and organised to suit the needs of the class. The rooms are well lit, ventilated and are engaging for the children. Our school has a hearing induction loop in both the hall and class base 3. All signs are high contrast and in Braille to aid children / visitors with visual difficulties.

Rainbow Room and Family Room

The school is also lucky to have a "Rainbow Room". This nurture room is furnished with comfortable seating, play tents and bean bags. It also features dim lighting and fairy lights. There are also a number of toys in the room aimed at focusing and relaxing the children. This provides an excellent space for children to calm down and refocus, if they are finding the classroom environment challenging. In addition to this, the school also has a "Family Room" which is used for a variety of purposes by both school and nursery, including small group intervention.

The Den

As mentioned, the school is lucky enough to have its own specialist teaching base -The Den. Last year, the room was expanded and is now made up of two interconnecting rooms known affectionately by the children "The Big Den" and "The Little Den". Both rooms have been fully equipped for children with additional and complex needs, following advice from the Haughton Special School. Resources include height adjustable chairs and tables which can be raised or lowered to suit the needs of children of a range of ages. The environment (including displays, role play areas etc.) have been designed in such a way so as to minimise distraction for the children in The Den, whilst at the same time stimulating their learning.

Outdoors facilities

The playground features a number of large tarmacked areas and a gazebo for those who wish to spend their break times more quietly. The playground also features a jungle gym area, which is ideal for helping to develop gross motor



skills. In summer 2014, the school invested in and installed an outdoor gymnasium, aimed particularly at children with ADHD and similar difficulties, providing them with an area to burn energy, in a safe environment.

How are pupils with special educational needs and disabilities supported in accessing sports and extra-curricular activities?

Newdale Primary School and Nursery prides itself on being a fully inclusive environment. This includes sports and extra-curricular activities. The SENDCO ensures that all external coaches who enter the school or nursery are made fully aware of the needs of the children in our school. Our sports coaches and teaching staff are experienced in adapting the curriculum in order to make it accessible so that all children can take part in and enjoy sport. A member of our teaching assistant team is also a coach for ICan2 (see Telford and Wrekin's Local Offer for more information) and is able to advise further on how best to make any adaptations that may be required. We offer a wide range of extra-curricular activities which cater for a range of needs and tastes. These clubs are open to all children.

What are the arrangements for consulting parents of children/young people at Newdale Primary and involving them in the education of their child?

We believe that the parents/carers of children with SEND play an essential role in supporting their children's progress both in and out of school. As a result of this, the school work hard to ensure strong links with parents. The school's Inclusion Manager and pastoral team are always available before and after school or nursery to talk to, should parents/carers have any queries or concerns. The SENDCO also runs termly information sessions for parents, to which all parents of children with SEND are invited by letter. Further appointments can be made with the SENDCO as required by contacting the school. Class teachers are also available after school on a daily basis. If they are unable to answer a question directly, they may consult the SENDCO or Inclusion Manager and will report back as soon as possible. Feedback on provision for children with SEND is also welcomed on our termly parent questionnaires, which are handed out at parents' evenings.

The Den

Children who access The Den provision in particular, benefit from high levels of communication between staff and parents. Due to the smaller class size, staff are able to communicate with parents on a daily basis at the door and are always



available to assist with the large amount of paperwork which often comes with having a child with an EHCP. Due to the complexity of their needs, children who access The Den also benefit from a longer Parents' Evening session.

What are the arrangements for consulting young people at Newdale Primary about, and involving them in, their education?

At Newdale we encourage the children in our care to be independent learners and to develop a "can do", resilient attitude. We therefore love to hear from the children as to how they think they can improve their learning environment. This is true of all children in our school, SEND children included.

School Parliament

The school has a well-established School Parliament. Each term every class in school nominates a girl and a boy to be on the School Parliament. As this is nominated by peers, it is completely non-discriminatory and open to everyone. Teachers keep track of who has been on School Parliament so that everyone gets a chance at some point during their school career. School Parliament meet with a member of our pastoral team every week to discuss school issues and also run a weekly assembly, with the help of a member of staff.

Pupil Surveys

The main school body is also given the opportunity to voice their opinion on the way the school is run every term. Subject leaders and coordinators carry out surveys with the children on what they think is good and needs improving about in the way we teach these subjects. A termly pupil wellbeing survey is also carried out, to help ensure that our school community feel happy, safe and secure in their environment. Again, children with SEND will be included in all of these and questions will be reworded as appropriate to ensure full understanding of what is being asked.

The Pastoral Team

In addition, the school's pastoral team play a key role in ensuring that the pupil voice is heard. Children can visit the team at any time of day to air their concerns or just for a chat! The team have a "Worry Box" outside their room, in which children can leave notes. The most recent addition to the pastoral team is Buddy Bear. Buddy is frequently seen around school and likes to ensure children are happy. If children find it difficult to talk to someone directly, Buddy also



has her own email address which children can use to contact her on and Buddy will reply as quickly as possible with advice.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Newdale Primary and Nursery?

The Governing Body

The Governing Body is kept up to date and knowledgeable about the deployment of funding, equipment and personal resources through reports and presentations from the head teacher, SENDCO and Link Governor at Committee and Full Governor Body meeting.

- The Link Governor for SEND meets on a termly basis with the SENDCO to ensure appropriate provision is made for pupils with SEND.
- The Governing Body are invited to observe the intervention programmes in place for children with SEND.
- The SENDCO regularly presents data about the progression and attainment of all SEND children to the Governing Body.
- The Governing Body reviews and monitors the school SEND policy.

Complaints procedure

We are very pleased with the support we offer and we know that on the whole our parents are too -they have told us this in many parent questionnaires. If any parents are unclear or unsure of the support their child is receiving however, in the first instance the issue should be discussed with the child's class teacher. If the issue is still not resolved, it may be relevant to speak to the SENDCO (Miss A. Plimmer) or the Inclusion Manager (Mrs R. Powell). If necessary, please arrange to speak to or meet with them by making an appointment through the school office. Should further action be required, in line with the school's complaints procedure, the Headteacher (Miss R. Cook) may need to be involved, or as a last resort the Local Authority. For Nursery please contact our Early Years Lead Miss K. Hailey or Nursery Teacher Mrs L. Curnow.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Newdale Primary and Nursery and in supporting their families?



As a school, we recognise that the role of outside agencies and organisations is vital in supporting children with SEND. The SENDO is responsible for coordinating such provision and governors monitor the cost and impact of the agencies that are involved.

Health services

The school has close links with a number of health services, who assist us in supporting a number of children with specific medical needs. Over the course past year, we have received support and advice from the following services:

- Occupational Therapy
- Speech and Language Therapy
- Sensory Inclusion Service
- Ophthalmology
- BEEU
- Behaviour Support
- Paediatric Consultants
- Educational Psychology
- School Nurses
- Early Intervention

Social services

The staff at Newdale Primary and Nursery work closely with social services to ensure that all children in our care are well cared for and supported both in and out of school. Our Pastoral Team in particular are in frequent contact with Family Connect and other departments, such as Housing, to ensure that all children at Newdale Primary are given the best possible start in life and that they come to school ready to learn.

Local authority services

On an annual basis, the school buys in additional support from the "Learning Support Advisory Team" who are professionals trained in assessing children's needs and providing advice on how best to support them in school or nursery. Over the course of the last year, a number of children in school have been seen by the service and they have also advised us on providing children with extra time in SATs. The school also accesses the Behaviour Support Service (often via the Fair Access Panel) who provide assessment, advice and in some cases trained mentors to work 1:1 with particular children in school. In addition to this, the



school makes effective use of the Educational Psychology Service. In order to keep fully up to date on developments, the School's SENDCO also attends termly SEND Network Meetings, run by the Local Authority.

Voluntary organisations

On some occasions, the needs of particular children are best supported by a more specialist organisation for ongoing support and it can be necessary to contact the voluntary sector. Children at Newdale have previously benefited from support from organisations such as Relateen and Age Concern.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

At Newdale Primary School and Nursery, we understand that for children with SEND, moving to a new class, key stage or school can be particularly worrying and may also incur difficulties of a practical nature.

Transition at the start of a new school year

As most children join us in September, as a matter of course we hold a transition morning at the end of the summer term, in July. On this morning children will meet their new teacher and class and take part in fun activities, in their new classrooms. Children from elsewhere who are due to start at the school often attend these sessions and usually find that they really help to settle their nerves over the long summer holidays!

Moving from nursery to school

Pupils moving up to school from nursery are often already very familiar with the school environment before they start. Nursery children eat lunch in the school hall on a daily basis. They also often make use of the forest schools area and base camp. Reception teachers hold a transition day for parents and children in the summer term, in which they meet their new teachers, see their new teachers and even have lunch together in the hall!

If a child is moving to us from a different school or nursery, a tour (within school and nursery hours) can be made by booking an appointment with the main school office. This gives children and parents alike the opportunity to see what Newdale is like on a normal day-to-day basis. A member of our Reception staff



may also complete a home visit. Where necessary we may feel that it is appropriate for a child to have additional visits to their teacher and classroom on the lead up to the transition, this will be assessed on a case by case basis. If a child has specific physical difficulties, it may be necessary to make additional visits to the school prior to a child's first day, in order to complete risk assessments, to ensure appropriate resources are in place and to train staff. In previous years, at this time, we have worked alongside the Local Authority's Occupational Therapy team to ensure that appropriate procedures and resources are in place.

Transfer from a different primary school

It is the responsibility of the previous school a child may have attended to transfer any relevant paperwork to their new school. For children with SEND this will then be read by the school's SENDCO and passed to their new class teacher. If parents have any particular concerns they wish to discuss with either the SENDCO or class teacher, an appointment can be made, as your information and support is both important and useful to us!

Transition to secondary school

We also think very carefully about the transition of pupils leaving us in year 6 to go to secondary school. Due to the current ongoing situation with the Corona Virus and Schools temporarily closing transition may look very different this year. Usually, if a child with SEND has particular concerns about attending secondary school, we can also arrange additional visits. In previous years our Inclusion Manager has taken individual children or small groups to visit at a quieter time. Many of the secondary schools now also arrange additional sessions for children with SEND as a matter of course, which several children attended this year.

Transition to a special school

It is sometimes felt that the needs of an individual child cannot be fully met at a mainstream primary school and the decision may be made for them to transfer to a local special school. This is only possible if the child already has a "Statement of Special Education Needs" or an "Education, Health and Care Plan" and is a decision which is made in conjunction with school, parents, the Local Authority and often a number of outside agencies. Places are often limited at special schools, but if it is felt necessary for a child's development then this can be an option. Over the course of the last year, several children from Newdale



have made this transition successfully. In each case we have planned a careful transition.

Admission to "The Den"

Newdale Primary School is very lucky to have a specialist provision classroom known as "The Den". Children who are taught in this classroom are working at a level which is considerably below that of their peers and they require specialist teaching and higher levels of support than is available within the mainstream classroom. The class is taught by a fully qualified teacher and supported by a SEND assistant. It should be emphasised that The Den is a curriculum-based classroom as opposed to a Nurture Room. Most of the children who access The Den have an Educational, Health and Care Plan. The Den can only be accessed by children who are already on roll at Newdale Primary School and cannot be separately applied for. Once children are registered at the school, a decision will be taken by the SENDCO and Headteacher as to whether a child should access this provision. Very few children access The Den on a full-time basis; most attend either in the morning or afternoon in order to focus on the key skills that they need to develop to help them to progress. Most children will only access The Den for a limited amount of time -it is always our aim that children are reintegrated (with support if necessary) back into the classroom as quickly as possible.

How does the school support Looked After Children with Special Educational Needs?

The school understands that Looked After Children may require additional support in certain aspects of the curriculum and in terms of their social/emotional development. The school has an experienced pastoral team managed by our Inclusion Manager, who ensure that these children have all the support and assistance that they require. Those with Special Educational Needs and Disabilities are supported as discussed in this document and the school's "Special Educational Needs and Disabilities Policy". For more information on the school's arrangements for Looked After Children please see the "Children in Care Policy" on our school's website.

Where is the information on the Telford and Wrekin's Local Offer published?



Telford and Wrekin's Local Offer aims to provide information on what services you can expect from local agencies including education, health and social care. You can access this information here:

<http://www.telfordsend.org.uk/>

How did the school support children with SEND and their families during the recent COVID-19 pandemic?

During the period of 23rd March 2020 - 1st June 2020, Newdale Primary School was closed due to the COVID-19 pandemic. Despite the closure, children with SEND and their families continued to receive a great deal of support from the school. Before school closure, some children who may not have had access to the Internet were provided with packs of activities to complete at home and additional reading books. Children were then set personalised Phonics, English, Maths, Reading and Topic work by their class teachers online via PurpleMash and class pages on the school website. Whole school weekly themed activities were also planned by subject leaders and posted to the website. These were designed for all pupils to access a range of activities from Nursery to Year Six to complete. These included: Art, Music, Geography, SMSC/Citizenship, Science, History, Outdoor Learning, D&T, Computing, Growth Mindset, Mini Olympics and RE. These activities were designed to be less structured and to encourage family interaction -all of which were fully accessible for children with SEND. To encourage participation in all of these activities, children's work was encouraged to be posted on Newdale's homework blog on the website to celebrate the work that they had completed and activities that they had taken part in. Teachers and Teaching Assistant would then make individualised comments. Parents and Carers engaged with this well and frequently sent photos into school to share with others. Weekly 'stars of the week' were also chosen and celebrated via the website. During this time, all children with EHCPs engaged in home learning - some via the online learning set by school and others completing workbooks and practical learning activities set up by their parents.

During this time, the Inclusion Team and SENDCO made frequent weekly wellbeing 'check in' phone calls to families considered to fall within the "vulnerable" category (as defined by the government). This included those with EHCPs and SEND. Risk assessments were completed for all pupils with EHCPs to assess their needs and the temporary arrangements required to support their needs. These risk assessments were shared with the Local Authority. Where additional support was felt necessary, this was swiftly put in place. The SENDCO also completed a 'Plan on a page' document for all children with an



Education and Health Care Plan and these were shared with Parents and Carers to demonstrate what reasonable endeavours staff at Newdale were completing to meet individual children's needs. Several children accessed additional support from the school's Learning Support Advisory Teacher and Speech and Language Therapy Team remotely during this time. Where contact had not been made for some time, additional wellbeing calls were made and in some cases home visits were arranged to ensure that all Newdale children were safe and well.

From 1st June, the school was partially re-opened. Initially, children in Reception, Year 1, Year 6 and the children of Key Workers were invited back to school. Following this, the return of vulnerable children to school was considered on a case by case basis and places were filled until the school reached capacity (given restrictions in place at that time). Eight children with EHCPs returned to school, along with a number of other children with SEND. Some of these children completed a phased reintegration, or attended school for short periods of time initially to allow them to reintegrate in a gradual way with which they were comfortable. In a number of these cases, advice was sought from professionals when making decisions as to whether children should return to school or not. In preparation for full reopening in September, the school have written detailed action plans for a number of SEND pupils so that staff are fully prepared and know how best to support them -hopefully allowing for a smooth transition back into school.

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