



SEND Information Report 2022-2023

Newdale Primary School and Nursery

Name of school:	Newdale Primary School
Address:	Marlborough Way, Newdale, Telford. TF3 5HA
Telephone:	01952 387720
Email:	Newdale.primary@taw.org.uk
Headteacher:	Miss R Cook
SENDCO:	Mrs R Poole
Last Ofsted Inspection:	May 2023
Inspection Outcome:	Outstanding
Age Range:	Nursery - Year 6

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 most common areas of need are Cognition and Learning as well as Sensory and Physical (however, these are subject to change following 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?

"Pupils with SEND are identified early. Teachers make adaptations so these pupils can learn in every subject and sometimes excel. The SEND coordinator regularly checks that pupils complete work which helps them to learn well."
OFSTED May 2023

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 the 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 meet the child's needs and support 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 6 weeks, we review the targets and measures in place to assess 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 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).



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 an 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 also 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.

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

"Pupils with SEND and disadvantaged pupils are well supported to access the same curriculum as other pupils."

OFSTED May 2023

What adaptations are made to the curriculum for pupils with SEND?

At Newdale, we have high expectations for all pupils and strive to ensure our curriculum is inclusive and meets the needs of all learners.

These include:

- Adaptive teaching, where teachers carefully consider the needs of the children in their class and reduce their barriers to learning. This could include pre-teaching of key vocabulary, visual support including knowledge organisers and providing instructions in smaller chunks.
- Using recommended aids such as laptops and iPads to overcome reading/writing difficulties, as well as pencil grips, larger fonts, support cushions etc.
- Creating an effective learning environment with appropriate modifications to meet physical, sensory and medical needs.



- Appropriate use of staff, including facilitating paired and group work as well as 1:1 support when required.
- Targeted interventions daily.
- Pastoral support during break and lunch times to provide social support.

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 in conjunction with teachers which interventions will 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 using a post assessment tracker 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 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 and the quality of support offered via our intervention programmes is closely 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
Numicon. Plus 1. The Power of 2. Perform with Times Tables.	Toe by Toe. Read, Write Inc. spelling programme. The Volunteer Reading Programme. Read Theory. SNIP.	Circle of Friends. Socially Speaking. Lego Build to Express. Starving the Anxiety Gremlin. Mindfulness.	Write From the Start. Fun with Movement. Advice from Occupational Therapy. Occupational Therapy Online Toolkit.	Listen with Lucy. Language Land. Ginger Bear. Makaton. Contrastive Pairs. Colourful Semantics.

Developing our intervention programmes

Over this year, we have continued to develop our intervention programmes. Our focus this year has been on streamlining the interventions which we offer to ensure that they are quick and effective and do not impact on children's learning within the classroom. We have moved away from bespoke interventions (written by ourselves) and have brought in more evidence-based schemes. Programmes such as Plus One and the Power of Two have proved to be highly effective as a means of improving children's basic skills.

A big part of our intervention offer this year has been linked to the RWI programme. We have worked hard to ensure that all children "keep up rather than catch up" and this has had a significant impact on SEND children in particular. Several children have made excellent progress and this is reflected in our fantastic phonics results this year.

The pastoral team have continued to develop their intervention programmes and tracking systems. They have devised a pre and post tracking grid and have increased the number of interventions they can offer. Additionally, this will



continue to be developed further over the next year as we have now recruited another pastoral assistant and as a result have greater capacity.

Speech and language remained a continued focus this year and in particular, how we ensure that those who require more specific, targeted 1:1 intervention receive this on a frequent basis. This year, one of our HLTAs has taken on this responsibility and has devised a system of working alongside parents to deliver the contrastive pairs programme. This has proven effective, with many children completing the programme or moving onto the Contrastive Pairs Plus programme. We aim to continue such a system with our newly appointed SEND TA in the new academic year.

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:

- Senior Mental Health Lead
- Colourful semantics (Speech and Language programme)
- Narrative (Speech and Language programme)
- Contrastive pairs (Speech and Language programme)
- 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 all SENDCO Network meetings. Information from these courses was shared with SEND parents and all staff at meetings throughout the year.

As is statutory, the SENDCO Mrs R. Poole has 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. She has also recently completed the Senior Mental Health Lead course developed by the DfE.

Training this year at Newdale Primary

Our main drive this year in terms of staff training has been on developing all staff's understanding of Adaptive Teaching. This is a relatively new style of teaching and supporting children within the classroom, which moves away from differentiation, and instead aims to ensure all children (including those with SEND) are able to access the same learning objectives as their peers and that no child has a narrowed curriculum, with high expectations for all. All teachers and TAs have received training on Adaptive Teaching from a Local Authority specialist. Staff found the training inspiring and took on the strategies willingly and promptly. Since the training, Mrs Poole has been monitoring the impact of this training within the classroom and is pleased to see how well this is being implemented. This will continue to be monitored closely and further training is planned for this year, with the assistant SENDCO taking part in the Local Authority's Quality First Teaching course and all information will then be passed onto staff.



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 follow 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 Chair bands Different types of chairs	Fiddle toys Concentration screens Personalised timetables Now and Next boards Time out tents Chewelry Weighted blankets	Tinted overlays Coloured books Reading rulers Alphabet strips A variety of practical maths equipment Sound buttons (to record sentences) ICT resources

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. This year, different types of chair and resistant chair bands were ordered following Occupational Therapy advice.

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



close access is always available and each toilet is fitted with grab bars. All 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 and meetings.

Outdoor 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.

We have recently invested heavily in our Sporting areas, having purchased specialist surfacing so that Newdale can begin to host more sporting events both in and out of school time.

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 to make it accessible for all children to take part 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 can 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 and the SENDCO carefully monitors the involvement of pupils with special educational needs and disabilities to ensure there is a broad range of clubs on offer for them and that they are accessing them should they wish to.

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 are made. The school's pastoral team and several senior managers are always available before and after school or nursery to talk to, should parents/carers have any queries or concerns. The SENDCO also offers termly appointments by contacting the school office. Class teachers are available after school on a daily basis and parents have access to year group specific email addresses, as well as a direct email address for the SENDCO, ensuring important information can be communicated as and when needed. If teachers are unable to answer a question directly, they may consult the SENDCO and report back as soon as possible. Feedback on provision for children with SEND is also welcomed on our termly parent questionnaires, which are distributed during parents' evenings.

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

"Pupils, including those with special educational needs and/or disabilities (SEND), respond exceptionally well to the high expectations of leaders and staff for their academic achievement. They have a thirst for knowledge."
OFSTED May 2023

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, including SEND children.



School Parliament

The school has a well-established School Parliament. Each term, every class 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 Voice and Surveys including at Committee and Full Governor Body Meetings

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 pupil voice 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. Children with SEND are included in all of these and questions can be reworded as appropriate to ensure full understanding of what is being asked.

The Pastoral Team

The school's pastoral team play a key role in ensuring that the voice of the child 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.

Children also access to weekly Life Learning lessons delivered by their class teacher, in which they engage in discussion around several topics and can share their views and opinions openly and safely. Teachers then use this feedback to ensure further adaptations to learning are made, as well as passing on any concerns to the SENDCO and pastoral team.



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 the majority of our parents agree and this has been communicated via our 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 (Mrs R. Poole) or the pastoral team. 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 K. Pablos.

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 including Staff and Governors, we recognise the important role of outside agencies and organisations 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 several health services, who assist in supporting a number of children with specific medical needs. Over the 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 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 purchases 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, who 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. The School's SENDCO also attends termly SEND Network Meetings, run by the Local



Authority to keep fully up to date on any SEND developments. Further outreach will continue across the next academic year, with a teacher in school undertaking the NASENDCO qualification to further increase our SEND support.

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 help to reduce their anxiety before summer holidays commence.

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 school 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 classroom and have lunch together in the hall.

If a child is moving to Newdale 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 and 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, to complete risk assessments, ensure appropriate resources are in place and to train staff. In previous years, 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 that 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 think very carefully about the transition of pupils leaving in year 6 to go to secondary school. If a child with SEND has particular concerns about attending secondary school, we can arrange additional visits. In previous years, our pastoral team have 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, 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 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 this year, several children from Newdale have made this transition successfully. In each case we have planned a careful transition.



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 Children In Care lead and pastoral team, 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/>

Parental Support Services:

Parent support and advice service may be accessed within www.telfordsendiass.org.uk (01952457176)

Useful Websites www.nasen.org.uk

www.sendgateway.org.uk

www.autism.org.uk

www.bdadyslexia.org.uk

Who should you contact if you require any further information?

Should you require further information regarding SEND at Newdale, please call the school office who will be able to deal with your enquiry on **01952 387720**.

Alternatively, you can email the school SENDCO Mrs Poole via **NewdaleSENDco@taw.org.uk**

Written: July 2023

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