

Newdale Primary School and Nursery

SEND Information Report 2024



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
Assistant SENDCO:	Mr C McFarland
SENDCO contact email:	newdalesendco@taw.org.uk
Last Ofsted Inspection:	May 2023
Inspection Outcome:	Outstanding
Age Range:	Nursery – Year 6

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy, which can be found on our school website.

You can also ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Thank you,

Mrs Poole and Mr McFarland.

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."

Our school provides for pupils with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum condition. Speech and language difficulties.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia. Moderate learning difficulties. Severe learning difficulties.
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD). Mental health support.
Sensory and/or physical	Hearing impairments. Physical impairments. Multi-sensory impairment.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Poole.

They have several years' experience in this role and they are a qualified teacher. Mrs Poole has obtained 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. She has also completed the Senior Mental Health Lead course.

Assistant SENCO

Our assistant SENCO is Mr McFarland.

They are currently completing their National Award in Special Educational Needs Coordination.

Class teachers and teaching assistants.

All our teachers receive in-house SEN training and are supported by the SENCO to meet the needs of pupils who have SEN. The staff at Newdale Primary School and Nursery have a range of qualifications which enable them to support children with SEND effectively, both in class and through a range of interventions. 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:

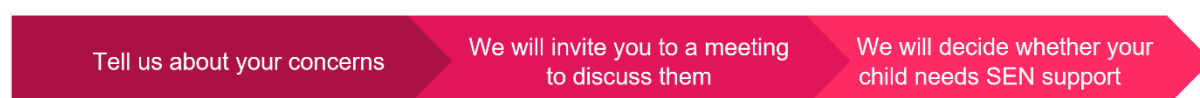
<ul style="list-style-type: none">• Senior Mental Health Lead• Colourful semantics (Speech and Language programme)• Narrative (Speech and Language programme)• Contrastive pairs (Speech and Language programme)• Listen with Lucy (Speech and Language programme)• Language Land (Speech and Language programme)• 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)	<ul style="list-style-type: none">• 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• Positive behaviour management strategies• Lego Build to Express• Physical restraint and handling (MAPA)• Behaviour as communication training.
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External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services, including several health services, to meet the needs of our pupils with SEN and to support their families. These include:

<ul style="list-style-type: none">• Speech and language therapists• Educational psychologists• Occupational therapists• GPs or paediatricians• School nurses• Sensory Inclusion Service• Ophthalmology• BEEU	<ul style="list-style-type: none">• Behaviour Support• Early Intervention• Child and adolescent mental health services• Education welfare officers• Social services and other LA-provided support services• Voluntary sector organisations
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What should I do if I think my child has SEN?



If you think your child might have SEN, then please discuss this with child's teacher.

This could be through your child's reading diary, class email or a discussion in person during drop off/pick up times, where a further meeting can be arranged if needed.

They will pass the message on to our SENCO, Rachel Poole, who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

newdalesenco@taw.org.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

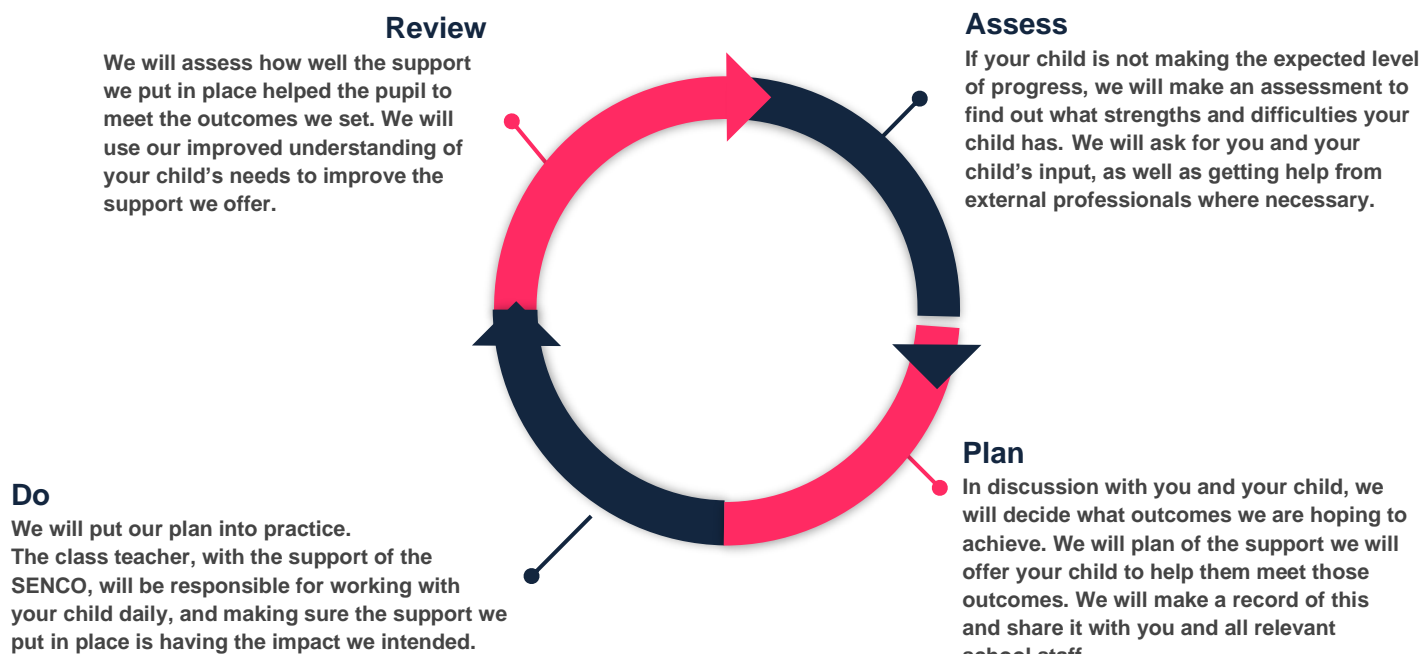
If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

What are the school and nursery's policies for the identification and assessment of pupils 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

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



In line with local authority guidance, we continue to follow the "Assess, Plan, Do, Review" model. Every 6 weeks, we assess the children's progress. 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. The SENCO will ask for your opinion and your child's. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist or an educational psychologist. Based on this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. 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.

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

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 barriers to learning. This could include pre-teaching of key vocabulary, visual support including knowledge organisers and chunking instructions.
- 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 pupil progress meetings, 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 and are recorded on the child's 'Class Raising Attainment Plan'. 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; 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.

Interventions currently available in school/ nursery:

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. ELSA interventions.	Write From the Start. Fun with Movement. Advice from Occupational Therapy. Occupational Therapy Online Toolkit. Fizzy programme.	Listen with Lucy. Language Land. Ginger Bear. Makaton. Contrastive Pairs. Contrastive Pairs Plus. Colourful Semantics. Word Magic. Specialist programmes designed by SALT.

This is in addition to the interventions developed in-house by our teachers and teaching assistants.

Monitoring impact of intervention support

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. 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.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Developing our Provision

Over this year, we have continued to develop our provision to respond to the ever-changing needs presenting themselves in school. More children require 1:1 support and so we have looked closely at our deployment of teaching assistants, particularly within our reception classes. We have also employed two additional members of staff to work specifically with our children with SEND.

Mrs McMullan has been working closely with our children who have an ECHP to provide interventions to address their specific targets, as well as working closely with speech and language therapists to deliver SALT.

Our biggest change is the establishment of our Hub provision for the 2024/25 academic year. This will be a space for a small number of children who struggle to cope for long periods of time in their classrooms. Within this space they will have access to a sensory room (which will also be available to other children), work 1:1 with an adult to complete their work and targeted interventions to address their needs.

We have continued to develop our intervention offer and staff have received Literacy Pathway training to support children with severe literacy difficulties. There has been an increase in the number of children requiring mental health support and so the assistant SENDCO supports the completion of BeeU referrals and the pastoral team have been increasing the interventions they can offer, including a SATs anxiety preparation group. The addition of Miss Cooper to the pastoral team has also increased their capacity to run further interventions, including the Anxiety and Anger Gremlin. Staff have also received training to support children's medical needs, including diabetes.

Training this year at Newdale Primary

This year, we have continued to ensure that adaptive teaching is part of daily classroom practice. The assistant SENDCO has observed all classes within school to ensure the correct learning environments are in place.

Staff have received:

- Whole-school attachment training.
- Behaviour as communication training by Darren Lennon from the Linden Centre.
- Adaptive teaching observations and reminders.
- Support from Haughton Outreach.
- Training on enabling environments and SMART targets.

The SENDCO/Assistant SENDCO/Pastoral team:

- Assistant SENDCO completing NASENDCO qualification.
- SENDCO Network meetings.
- SENDCO AET training.
- Pastoral team have attended Future in Mind conference.
- Mrs Poole has delivered training via the E2O network on supporting SEND learners in the mainstream classroom.

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. 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 ICT resources

Additional equipment can be ordered when 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 is situated over several levels, but these are joined by ramps rather than stairs, making it wheelchair friendly. There are 5 disabled toilets, fitted with grab bars, spread across the school, meaning close access is always available. Classrooms are spacious, organised, well lit, and ventilated, with careful consideration given to not provide an over-stimulating

environment. There is a hearing induction loop in both the hall and class base 3 and signs have been updated to include widgit images and staff pictures.

Hub provision

For the 2024/25 academic year, we have introduced a new 'Hub' provision for our most complex learners who struggle to cope within a typical mainstream classroom, despite several adaptations being put in place. The Hub (which has been developed in collaboration with the Haughton Outreach team) provides a calming space for a small number of children to complete their work with a 1:1 adult, without being over-stimulated in their usual classroom. The Hub has play based activities, a sensory room, and the adults are trained to provide targeted interventions to meet these children's needs. It is our intention that this is a short-term measure, and the children will be provided with opportunities to spend as much time with their peers in their usual classroom as much as possible.

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. A member of our teaching assistant team is a coach for ICan2 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 are open to all children and the SENDCO carefully monitors the involvement of pupils with SEND to ensure there is a broad range of clubs on offer and that the children 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. We have made changes to how we communicate SEND targets to parents to ensure this strong relationship continues.

When SMART targets are set for children, these are reviewed by the SENDCO and then sent home to parents, alongside a list of what the adults within school will do to meet these targets. Parents can share their views on them and sign the document if they are happy with what is being addressed.

Additionally, the school's pastoral team, SENDCO and several senior managers are always available before and after school to talk to, should parents/carers have any queries or concerns. Class teachers are available after school 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. The SENDCO also can attend the parents evening appointments of the children with SEND. Parents/Carers are also sent a half-termly SEND newsletter, offering help, support and advice for supporting their child with SEND.

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, including SEND children.

This year, we have introduced additional pupil profiles for certain children, as well as behaviour plans for others.

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. School Parliament meet each week to discuss school issues, as well as organise fundraising activities and school assemblies. SEND children have been supported 1:1 in accessing School Parliament meetings, helping them to overcome cognition and behavioural difficulties, enabling them to take part.

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. 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 them.

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, Mrs Carole Williams, 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 proud of the support we offer for our children with SEND and we are always striving to further improve and develop this, pre-empting and responding to needs as they arise.

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?

The SENDCO is responsible for coordinating such provision and governors monitor the cost and impact of the agencies that are involved.

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, several 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 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.

Voluntary organisations

On some occasions, the needs of some 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. Our Age Concern volunteer has been involved in creating many of the resources we will be using in The Hub next year.

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 from nursery to school are often already very familiar with the school environment. Nursery children eat lunch in the school hall daily. 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 and experience their new classroom.

If a child is moving to Newdale from a different school or nursery, a tour can be made by booking an appointment with the school office. This gives children and parents the opportunity to see what Newdale is like on a normal day-to-day basis. A member of our team 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 individually. 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. Class teachers, alongside the SENDCO meet with the different schools the year 6 children are moving onto. This allows for key information to be passed on and for additional transition days to be arranged should they be deemed necessary. In previous years, our pastoral team have taken individual children or small groups to visit at a quieter time.

Transition to a special school

In certain circumstances, a child's needs 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" in place and is a decision which is made in conjunction with school, parents, the Local Authority and often several outside agencies. Places are 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 have made this transition successfully, with carefully planned transitions.

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 alongside the pastoral team, they ensure that these children have all the support and assistance they require. For more information on the school's arrangements for Looked After Children please see the "Children in Care Policy" on our school's website or request a copy from the school office. Mrs Poole is also the school's Designation Teacher for Looked After Children.

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.autism.org.uk
www.sendgateway.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 or Mr McFarland via **NewdaleSENDco@taw.org.uk**

Written: July 2024

To be reviewed and updated: July 2024