

Newdale Primary School and Nursery

SEND Information Report 2026



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:	Mr C McFarland
Last Ofsted Inspection:	May 2023
Inspection Outcome:	Outstanding
Age Range:	Nursery – Year 6
Number of pupils with Special Educational Needs:	93 children (20%)
Number of children receiving additional support:	EHCPs - 13 pupils High Needs Funding - 5

At Newdale Primary School and Nursery, we have high expectations for all pupils. Through our graduated approach to SEND support, we prioritise the early identification and accurate assessment of need, ensuring that appropriate provision is implemented as quickly as possible. We have a brilliant team of teachers and teaching assistants who work hard to make this happen. All our staff are trained to recognise when children might need additional help and take the steps needed to secure this as quickly as possible. We work closely with a range of external agencies, including Educational Psychologists, PODS, the School Nursing Team, Speech and Language Therapists, and Learning Support Advisory Teachers (LSAT), to ensure that support and interventions are effective and have a positive impact on pupil outcomes. We also work collaboratively with pupils and parents/carers to ensure that every child receives the support they need to achieve their full potential.

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). Depression and anxiety. Mental health issues. Eating disorders.
Sensory and/or physical	Hearing and visual impairments. Physical impairments. Multi-sensory impairment.

At Newdale, we support pupils across all four areas of SEND need. Many children have a combination of needs, meaning they may be identified within more than one category. At present, the most prevalent areas of need throughout the school are Social, Emotional and Mental Health (SEMH) and Cognition and Learning, although this can change over time as children's needs are reviewed and discussed through our regular SEND monitoring processes. We offer a broad and flexible range of support and provision across both our school and nursery to meet the diverse needs of all children with SEND.

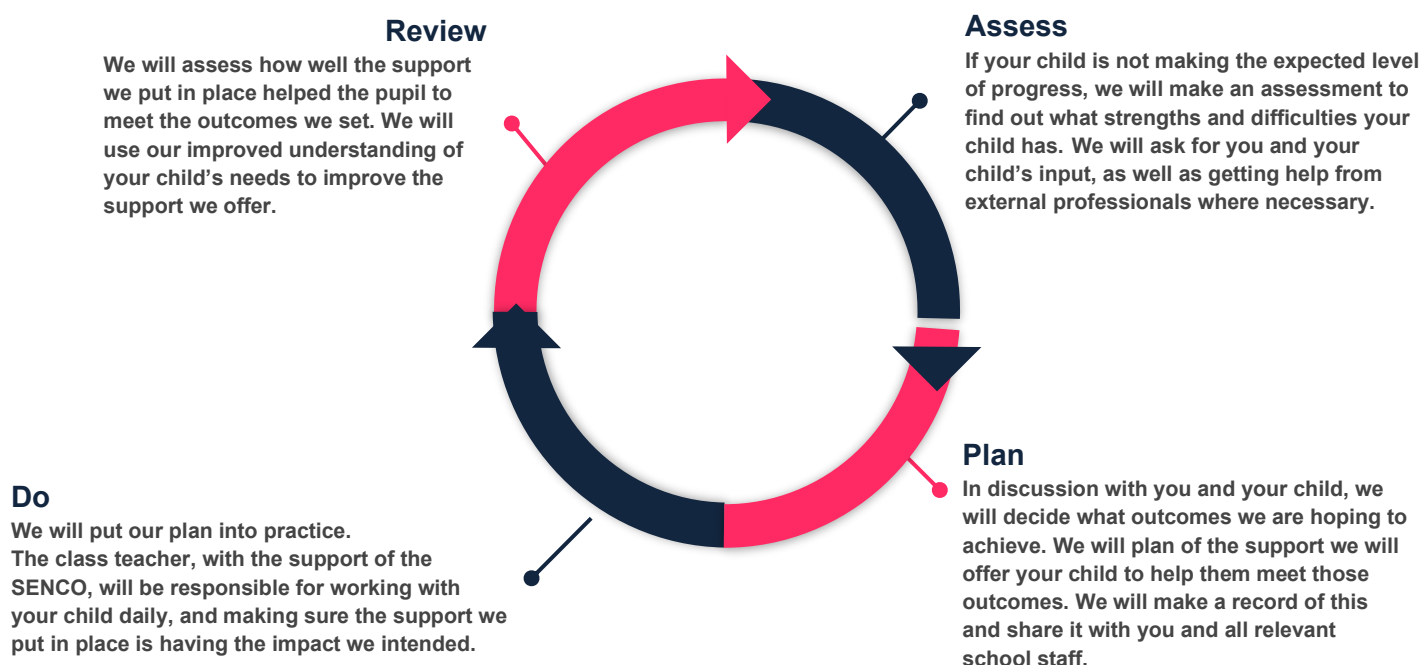
Our special educational needs co-ordinator (SENCO)

Our SENCO is Mr McFarland. They are a qualified teacher and have obtained the National Award in Special Educational Needs Coordination. He has also obtained the Senior Mental Health Lead qualification.

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

In line with the SEND Code of Practice and Local Authority guidance, Newdale follows the graduated approach of Assess, Plan, Do, Review (APDR) to identify, support and monitor the progress of pupils with SEND.



Pupil progress is reviewed regularly through ongoing assessment and formal monitoring cycles. Approximately every six weeks, teachers, teaching assistants and the SENDCo evaluate the progress, attainment and wider development of pupils receiving additional

support. Where a child is not making the expected progress, a collaborative discussion takes place to identify barriers to learning and determine the most appropriate next steps. Support is then planned and implemented to meet the individual needs of the child. This may include targeted interventions, adjustments to classroom practice, specialist resources, additional adult support, referrals to external agencies, or further assessments where appropriate.

The impact of these strategies is monitored and reviewed, typically on a termly basis. Outcomes are evaluated against agreed targets to determine the effectiveness of the provision and inform future planning. This cyclical process ensures that support remains responsive to the child's changing needs and promotes the best possible outcomes. The provision, targets and progress of pupils are recorded and monitored through our Class Raising Attainment Plans, which form part of our whole-school approach to identifying and supporting children with SEND.

AON: C&I / C&L / SEMH / S&P		Barriers to Learning:		
ASSESS Baseline information.	PLAN SMART Targets Specific, Measurable, Achievable, Relevant, Time-based	DO Strategies, Intervention, Resources	REVIEW What intervention? Level of support? Frequency?	Entry and exit data, Progress? Impact? Maintain, amend, or change target outcome.
Autumn 2026				
Entry Assessment	Target	Intervention/Additional support in place	Progress Review	Exit Assessment
Not Met Shallow Emerging Developing			Autumn 1: Autumn 2:	Not Met Shallow Emerging Developing Achieved

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 also ask for the child's parent/carer opinion and the child's if applicable. 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/modified timetable may be agreed in discussion with parents and other agencies. Our Local Authority provides an Early Years and Childcare Consultant 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.
- Creating an effective learning environment with appropriate modifications to meet physical, sensory and medical needs.
- Targeted interventions daily.
- Appropriate use of staff, including facilitating paired and group work as well as 1:1 support when required.
- Using recommended aids such as laptops and iPads to overcome reading/writing difficulties, as well as pencil grips, larger fonts, support cushions etc.
- Pastoral support during break and lunch times to provide social support.

In accordance with the SEND Code of Practice 2015, we adopt a graduated response to SEND provision determined by the support each individual child requires. We use a three-tier approach to classify educational needs that are additional to, or different from everyday classroom provision

1. Universal Support

This foundational support is provided to all students, focusing on quality teaching and inclusive practices, regardless of their SEND status.

2. Targeted Support

A child is being monitored/been added to the school's SEND register. When a child's needs are identified, more specialised interventions are introduced, including small group support or targeted interventions.

3. Specialist Support

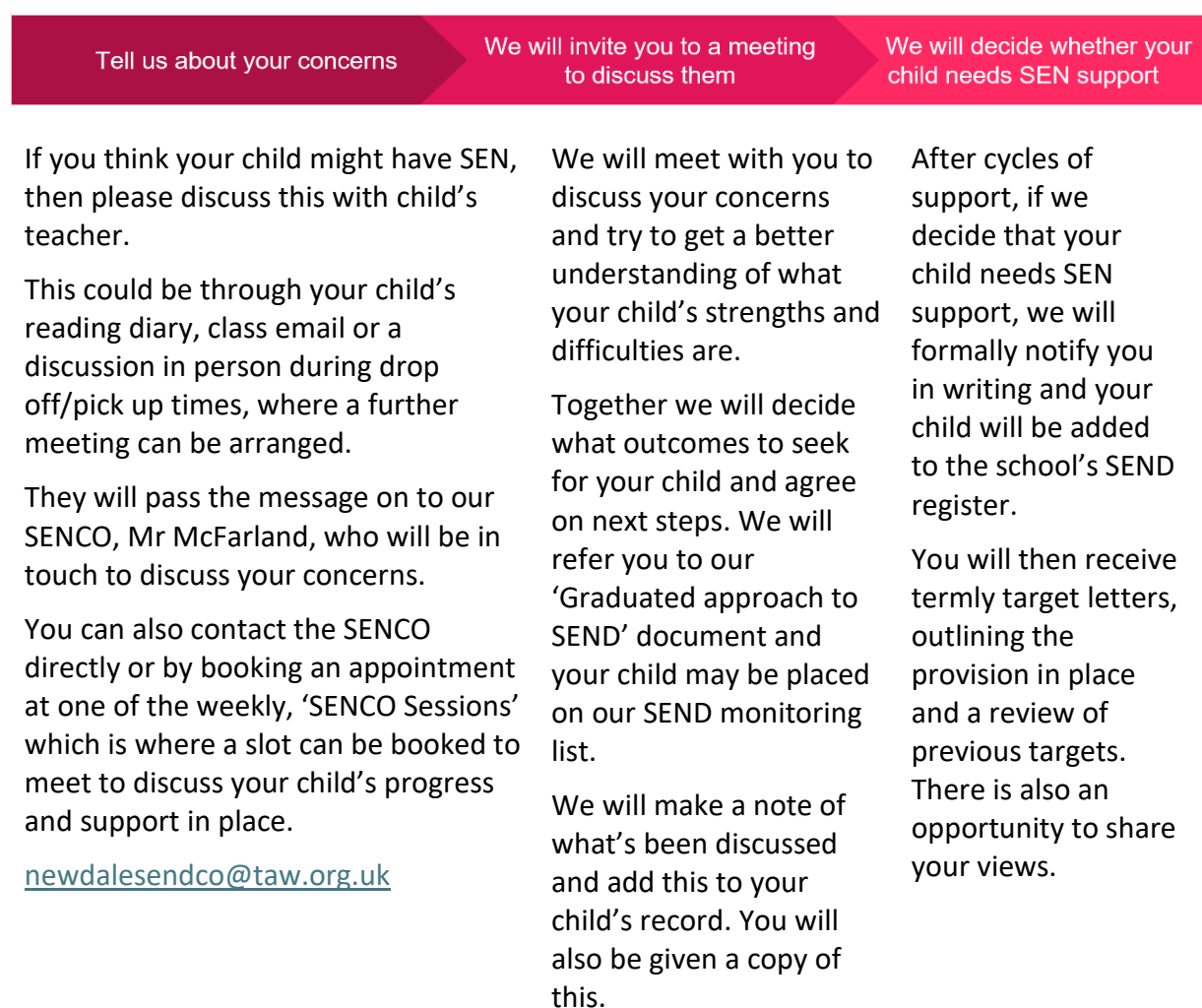
This level is for children with more complex needs, often requiring one-to-one support, specialist equipment, or a personalised support plan.

Please see our '*Graduated Approach to SEND*' document for further information on this.

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). 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.

What should I do if I think my child has SEN?



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:

• Senior Mental Health Lead • Colourful semantics (Speech and Language programme) • Contrastive pairs (Speech and Language programme) • Listen with Lucy (Speech and Language programme) • Language Land (Speech and Language programme)	• 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
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• 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) • PINs Project training including sensory processing and sensory and environment audits and interoception.	• 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. • Executive functioning.
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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:

• Speech and Language Therapists • Educational Psychologists • Occupational Therapists • GPs or Paediatricians • School Nurses • Sensory Inclusion Service • Ophthalmology • BEEU	• 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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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. Mastering Number. Maths Milestone Assessments.	Toe by Toe. Read, Write Inc. reading, spelling and handwriting programme. The Volunteer Reading Programme. Read Theory. SNIP. Stronger Foundations Assessments. Literacy Gold. Talk Boost.	Circle of Friends. Socially Speaking. Lego Build to Express. Starving the Anxiety Gremlin. Mindfulness. ELSA interventions. Nurture UK interventions. Access to our Nurture room, 'The Haven' Sensory Circuits.	Write From the Start. Fun with Movement. Advice from Occupational Therapy. Occupational Therapy Online Toolkit. Fizzy programme. Stronger Foundations Assessments	Listen with Lucy. Language Land. Ginger Bear. Makaton. Contrastive Pairs. Contrastive Pairs Plus. Colourful Semantics. Specialist programmes designed by SALT. Access to visuals.

	Widgit visuals. Oxford Owl resources. Precision Teaching.	Access to a sensory box (fidget tools). Ear defenders. Restorative conversations. Comic strip conversations. Social stories. Emotion Coaching and using the P.A.C.E approach. Access to individual workstations.		
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This is in addition to the interventions developed in-house by our teachers and teaching assistants and any assistive technology which they be needed.

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, their attendance at the sessions and improve our offer as we learn what your child responds to best. Progress is also fed back to parents at parents' evenings and in target review letters. 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 support greater than our universal and targeted teaching and support offer within their mainstream classrooms.

For the 2025/26 academic year, we further refined our Inclusion Base, which was renamed, 'The Nest.' This was relocated to the centre of school so that the children could be closer to the mainstream peers and have direct access to the playground. This base is accessed by 6 children, all of whom have an EHCP and they are taught in the mornings by the school SENDCO. In the afternoons, the children return to their mainstream classes, where they are given additional support.

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 pastoral team will increase in capacity during the next academic year and following training, they will also be able to offer ELSA interventions. In addition, Mrs Mansell has recently completed Nurture UK training and will be running Nurture-based interventions from later in the Autumn term.

Staff have also received training to support children's medical needs, including diabetes and epilepsy.

Training this year at Newdale Primary

This year, we have continued to ensure that adaptive teaching is part of daily classroom practice. A review into our SEND provision and adaptive teaching was also carried out by the SENDCO and our school improvement officer.

Staff have received:

- Whole-school attachment training.
- Adaptive teaching observations and reminders.
- Support from Bridge Outreach.
- Outreach support from Cath Aston – a specialist teacher from the Bridge school who has supported staff in our Early Years teams around transition and adaptations to meet our growing complex-SEND needs.
- Training as part of the PINS project, including coaching new staff, sensory and physical environment audits, sensory processing, interoception and strategies to support pupil's executive functioning skills.

The SENDCO/Pastoral team:

- Mr McFarland completing the NASENDCO and Senior Mental Health lead qualifications.
- SENDCO Network meetings.
- SENDCO AET training.
- Visiting other settings to share good practice.
- SENDCO and Pastoral team have attended Future in Mind conference.
- Mrs Bryne-Corbett, Pastoral Manager, has gained her ELSA qualification.

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

During the 2025/26 academic year, we continued to operate our Inclusion Base, known as The Nest. This predominantly cognition and learning-focused provision supports some of our most complex learners who are unable to access their mainstream classroom environments full time, despite highly adapted teaching, a personalised curriculum and support from external agencies.

The Nest forms part of Newdale's targeted plus/specialist tier of SEND provision. It provides a nurturing and structured learning environment for pupils who benefit from targeted teaching and intervention within a much smaller class setting, helping to bridge the gap between mainstream education and more specialist provision. The Nest is led by a qualified teacher who works closely with the SENDCo and the pupils' class teachers to plan a personalised curriculum that aligns with whole-class learning, including similar topics, texts and key foundational skills.

The provision has capacity for up to eight pupils, all of whom have an Education, Health and Care Plan (EHCP). Pupils spend their mornings in The Nest, where they access a bespoke curriculum tailored to their individual needs. This includes phonics, sensory circuits, literacy and mathematics, with learning objectives informed by the outcomes and provision identified within their EHCPs.

During the afternoons, as well as for themed days, educational visits and wider school activities, pupils return to their mainstream classes with additional support as required. This approach enables them to remain fully included within the wider school community while benefiting from targeted intervention. The SENDCo works closely with class teachers to ensure that learning is appropriately adapted, enabling pupils to access a broad, balanced and ambitious curriculum. How long the children spend in the Nest is continuously reviewed depending on the child's progress and ability to cope with more than one learning environment each day.

Access to The Nest is considered through a graduated approach to SEND support. Pupils are typically referred following involvement from our Educational Psychologist (EP) or other relevant professionals, where a recommendation has been made for a more specialist educational provision. Pupils accessing The Nest will normally have an EHCP and/or additional high-needs funding in place.

Outdoor Facilities.

Our school playground provides several large, tarmacked areas, as well as designated quiet spaces for children who prefer to spend their break times in a calmer environment. An increasing number of teaching assistants are also available outdoors during lunchtime to ensure that pupils with SEND have access to safe, appropriate provision that meets their individual needs. This includes our dedicated Quiet Area and a new provision currently being developed outside our Inclusion Base. All lunchtime supervisors have received training to support children effectively during social times, helping to facilitate positive play experiences and meaningful social interactions. In addition, the school has installed an outdoor gym, designed to support children with ADHD and other similar needs by offering a safe and structured environment in which they can be physically active and regulate their energy levels.

The school also benefits from two Forest School areas, providing children with opportunities to engage in outdoor learning, develop independence and resilience, and take part in a range of sensory and nature-based activities.

During lunchtime, children who may find social interactions challenging can attend the Pastoral Lunch Club, where some pupils may also choose to eat their lunch. In addition, children have access to a Year 3 classroom if they would like to spend part of their lunchtime in a low-arousal 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 and PPG lead 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. We offer a wide range of extra-curricular activities which cater for a range of needs - these are open to all

children and the SENDCO and PPG lead carefully monitors the involvement of pupils with SEND to ensure there is a broad enrichment offer and that all children can access them.

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.


Newdale Primary School - Individual Provision Map


<u>Child's name:</u>	<u>Area of need:</u>	<u>Plan number:</u>	<u>Plan start date:</u>	<u>Plan review date:</u>
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PLAN SMART Targets Specific, Measurable, Achievable, Relevant, Time-based	DO Strategies, Intervention, Resources What intervention? Level of support? Frequency?	REVIEW Entry and exit date, Progress? Impact? Maintain, amend, or change target outcome.
Autumn		

<u>Parental Contribution/Views:</u>	
<u>SENDCO signature:</u> C. Metcaland	<u>Date:</u>

Additionally, the school's pastoral team, SENDCO and 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. The SENDCO runs weekly 'SENDCO Sessions' for parents/carers to book an appointment should they have any questions, concerns or require support with accessing additional services. Parents/Carers are also sent a half-termly SEND newsletter, offering help, support and advice for supporting their child with SEND and the school holds regular inclusion coffee mornings/afternoons where other professionals including PODS and Family Hubs are also in attendance.

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.

Prior to a consultation with a professional, such as the Learning Support Advisory Teacher or Educational Psychologist, parents will be informed and asked to sign a consent form. When a child has been part of a consultation with a professional, parents will be sent a copy of the report, as well as information on how this will be used to further enhance the support in place for their child.

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 the senior management team 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 pastoral team is also joined by 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, Cath Aston, 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 (Mr McFarland) 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 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 SENDO 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.

Health services

The school has links with several 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
- CAMHS (BeeU)
- Behaviour Support (BSAT)
- Paediatric Consultants
- Educational Psychology
- School Nurses
- Early Intervention teachers

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.

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 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.

During the 2025/26 academic year, our transition offer was further enhanced by additional transition opportunities including share a story with the child’s new class teacher and parents were also able to attend and by producing transition booklets for each class. Within these booklets, children are provided with pictures of their new class teacher, their classroom, what a typical day in their classroom looks like and what their new topics will include.

For pupils with complex SEND needs, or for those who are transitioning to support from a new 1:1 Teaching Assistant, a transition meeting will be arranged involving relevant members of staff, the SENDCo, parents/carers, and the child where appropriate. The purpose of this meeting is to ensure that staff can get to know the child, develop an understanding of their individual needs, strengths and interests, and discuss the support required to ensure a successful transition. As part of the process, the child and their parents/carers will be given the opportunity to visit and familiarise themselves with their new classroom environment, helping to reduce anxiety and promote a positive and well-supported start.

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 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 Shayes is the school's Designated 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:

https://www.podstelford.org/	
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**.

Written: July 2026

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