



Newcastle C of E Primary School

SEND Information Report

November 2024

If you would like to discuss anything regarding special educational needs and disability (SEND), please feel free to contact our SENDCO Sally-Anne Jones at sendco@bhf.shropshire.sch.uk or by calling 01588 640260.

Please read this report in conjunction with the information in our SEND policy, The SEND and Shropshire LA's Local Offer on our federation website:

<https://bhf.shropshire.sch.uk/>

At Newcastle C of E Primary School, we value the contributions made by all children, professionals, and parents to help develop our inclusive school community.

In assessing the success of our SEND policy, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services.

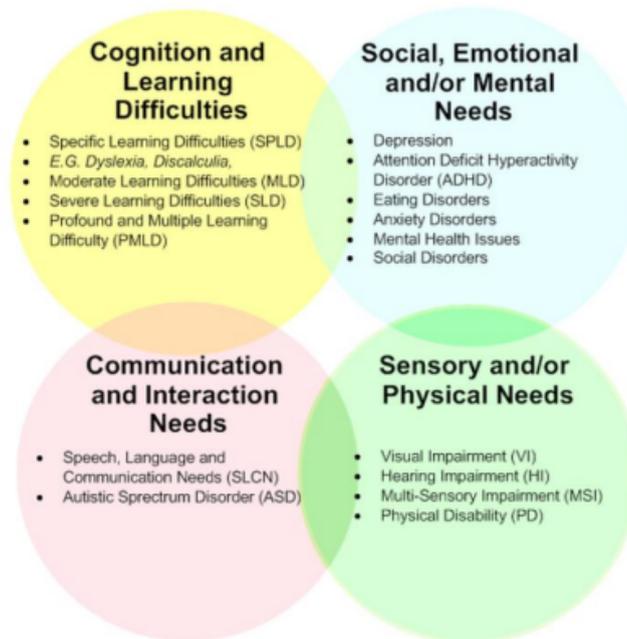
The SEND Governor is Mrs Ann Gledhill

The SENDCo is Sally-Anne Jones

The school has a SEND policy that defines our aims and objectives, and this is available on the school's website. The policy has been updated in line with the new Special Educational Needs and Disability Code of Practice 2015, and other documentation including the Children and Families Act 2014 and Supporting Children with Medical Conditions 2014.

Special Educational Needs

Children with Special Educational Needs are looked at within the four quadrants of need. Children may have more than one quadrant of need. The diagram below details some examples of what these might be in each quadrant.



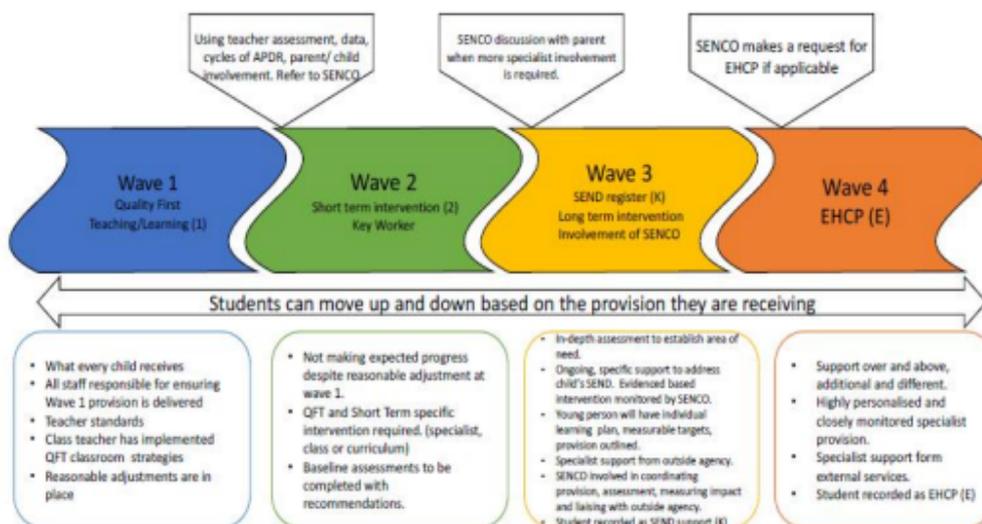
The Graduated Approach to Identifying and Meeting the Needs of SEND and Keeping Parents Informed.

To make sure that each child in our school reaches their full potential, teachers are constantly assessing children and planning for their needs. It is a continuous cycle. There are regular meetings with the SENDCo to identify children who may need extra help. During the meetings they will look for children who: -

- Are making slower progress than other children who started at the same point.
- Have changed their rate of progress, i.e., if their progress has suddenly slowed down.
- Do not catch up with their peers.
- Are falling further and further behind their peers.

Early identification assessment and intervention are recognised as the key to meeting the needs of individual children.

The method of identification and provision for children with special needs follows a graduated approach. The graduated approach follows either half-termly or termly cycles and is illustrated in the following diagram with further details below:



Wave 1 Provision: Class teacher provision also known as high quality teaching (offer for all pupils).

For a child this would mean:

- That the teacher has the highest possible expectations for a child and all pupils in their class.
- That all teaching is based on building on what a child already knows, can do and can understand.
- Different ways of teaching are in place so that a child is fully involved in learning in class.

This may involve things like using more practical learning.

- Specific strategies (which may be suggested by the SENDCO or outside professionals) are in place to support a child to learn.

Regular monitoring from the SENDCO and other members of the senior leadership team across our federation ensure that all children in our schools are in receipt of daily high quality teaching provision.

Wave 2 Provision: This means the class teacher and/or SENDCO or senior leaders have identified a child as needing some extra support in an area of their learning. This is often referred to as **targeted intervention**.

- The child will engage in either 1:1 or group sessions (run in the classroom or outside of the classroom) with specific targets to help them narrow their gaps and support academic progress. Data is gathered before, during and at the end of an intervention block to evaluate its effectiveness.
- A trained teaching assistant/teacher leads the targeted intervention and close monitoring is adhered to by the class teacher and SENDCO.

Wave 3 Provision: The SEN Code of Practice states that,

‘For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.’ (DfE & DfH, 2015)

At this stage, parents will be consulted, and recommendations will be made that the child is added to our SEN/D register (this can be short or long term but parents will always be informed of any changes and invited to termly SEN/D meetings).

In order to provide the bespoke support that the child will need, with parents/carers permission, referrals may be made to external agencies so we can be informed by specialists.

External Agencies who may be involved in providing specialist support and advice include the following:

Telford and Wrekin LSAT service

https://www.telfordsend.org.uk/info/1/home/21/learning_support_advisory_team_lsat

Bee U https://camhs.mpft.nhs.uk/bee_u

Powys Neurodevelopmental Assessment for children with Autism (ASD) and Attention Deficit Hyperactivity Disorder (ADHD)

<https://en.powys.gov.uk/article/1660/Neurodevelopmental-Assessment-for-children-with-Autism-ASD-and-Attention-Deficit-Hyperactivity-Disorder-ADHD>

Shropshire NHS (Speech and Language and Occupational Therapy)

Herefordshire NHS (Speech and Language and Occupational Therapy)

Powys NHS (Speech and Language and Occupational Therapy)

Shropshire Educational Psychology Service

School Nurse

Sensory Inclusion Services (SIS) SIS is a joint service between Telford & Wrekin Council, Shropshire Council and the NHS

Sensory Inclusion Services (SIS) for Powys

<https://en.powys.gov.uk/article/3783/Local-Authority-Support-for-ALN>

Educational, Health and Care Needs Assessment Referral (Children who reside in England) (see below EHCP).

Additional Learning Needs Assessment Referral (Children who reside in Wales)

Provision:

- Increased specialist support or targeted intervention in addition to quality first teaching.
- Termly SEN parent/carer's meeting to discuss the child's progress and help collaboratively plan.
- The school will act on the advice and recommendations of specialist professionals as appropriate, which may include:
 - Making changes to the way a child is supported in class for example, some individual support or changing some aspects of teaching to support them better.
 - Support on specific targets which may include interventions and sessions with the external specialist.

Wave 4 Provision: This type of support is available for a small minority of children whose learning needs are complex and potentially lifelong.

This may be provided in an Education, Health and Care Plan (EHCP) (for children who reside in England) or an Individual Development Plan (IDP) which includes 'Additional Learning Provision (ALP) (for children who reside in Wales)

In both cases, a child will have been identified by the class teacher, SENDCo, specialist teacher and the Local Authority EHCP/IDP Panel as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

Communication and Involvement of Parents/Carers

Parents' and Carers' Meetings

Parents and carers are welcomed into school to discuss their child/ren's progress with their class teacher once a term. This is an opportunity to ask questions about their child/ren's learning progress, school life and an opportunity to share information. Furthermore, class teachers are available throughout the week to talk to parents about their children through informal conversations or as part of an arranged mutually convenient meeting.

Catch Up with the SENDCo Events

Opportunities to chat with the SENDCo to discuss specifics, concerns or purely touch base are provided through our once termly events.

Moreover, the headteacher and SENDCo are available to discuss concerns with parents and carers at a pre-arranged, mutually convenient times.

Further Methods of Communication

Parents and carers are regularly informed of news and events via the weekly electronic newsletter, the schools' closed Facebook pages and the school's website.

Involvement of Pupils

At Newcastle C of E Primary School, we value the opinion of our pupils and provide regular opportunities for all children to discuss their learning. Children are involved in peer and self-assessing regularly and respond to marking to improve their learning. They also contribute to their 'Child Centred Plans' through careful discussions with their class teachers and SENDCo.

Progress of Pupils with SEND (this section should also be read alongside the school's data section on the school website)

All the children who are currently receiving additional support are making progress towards meeting their individual targets as described within their Child Centred Plans. These are reviewed at least termly and all children within the school undertake standardised assessments within reading, spelling and maths each term. All children have equal opportunities to activities, including all breakfast and after school clubs and opportunities within the wider school community.

Transition to the Next Educational Phase

The school ensures a smooth transition from each class through regular conversations as part of weekly staff meetings. Children with additional needs will have a graduated transition; particularly from the early years into key stage one. All the children have additional transition visits and all staff within the school are aware of the additional needs that all pupils have.

For pupils transferring to Key Stage 3, the school SENDCo liaises closely with parents and the secondary school that the pupils will be transferring to. Additional transition visits are arranged if appropriate after consultation with the secondary school SENDCo. The transition programme for children moving onto secondary school is bespoke and tailored to the needs of individual pupils.

Inclusion

All pupils with SEN and /or disability take part in all aspects of school life including out of school activities. All children have participated in the full range of opportunities and events arranged by the school, including day visits and residential trips.

Accessibility

The Disability Accessibility Plan is available to read on the website.

Admissions

The school admissions policy is operated by the Local Authority. The admissions criterion gives priority to pupils who are 'looked after', or those with a statement of

special needs or disability, where the school is deemed best suited to provide the most suitable provision.

Equality

We are committed to inclusion and equal access for all, regardless of special needs or disability.

Complaints

Any complaints are dealt with according to the school complaints policy.

Shropshire LA SEND Local Offer

The SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, and the practitioners who support them.

Further information about how they can offer support to families of children with SEN/D can be obtained from: <https://next.shropshire.gov.uk/the-send-local-offer/>

Powys LA SEND Support

Information for families of children with SEND (who reside in Powys) can be obtained from

<https://en.powys.gov.uk/article/3778/Support-for-Additional-Learning-Needs-ALN>

Staff Qualifications

- All teachers have QTS and Honours degrees.
- The SENDCO, Sally-Anne Jones has a BA Honours Degree in Education (First Class), QTS and the National Award for SENCO's Qualification (Masters Level).
- All Teaching Assistants are either trained to graduate level, HLTA(Higher Level Teaching Assistant), Level 3 Supporting Teaching and Learning, (or in process of completing L3 training) and are First Aid trained.

What training have staff received recently?

Safeguarding training including PREVENT

Talk Boost

Cool Kids – Occupational Therapy

Staff training for specific health needs

Retrieval Practice

Autism Training

Staff CPD cycle incorporates training for meeting the needs of all learners, refining questioning for pupils with SEND and making reasonable adjustments to ensure all children can succeed.

All teachers undertake termly book scrutiny with leaders to ensure that there is consistency in marking and high expectations for all.

Training is organised and linked to the needs within the school.

Teachers have weekly staff inset linked to the curriculum and other educational concerns.

The SENDCO leads Federation training half termly, focussing on one aspect of SEND.

What Happens if Parents/Carers are Not Satisfied with the Support Their Child is Receiving?

We always aim to work alongside parents to meet the needs of the children within our school.

However, if you are unhappy, please approach your child's teacher and/or the SENDCo in the first instance. If the situation cannot be resolved at this stage, then ask for an appointment with the Head teacher. If you feel that the matter still has not been resolved, please see the school's complaint procedure and policy which can be found on the school's website.

Signed: _____ (Headteacher)

Date: _____