

Newton Burgoland Primary School
Special Educational Needs and Disabilities
Information Report

Last Review: July 2022

Review Date: July 2023

Newton Burgoland Primary school is a mainstream setting. At Newton Burgoland we strive to support **all** children to enable them to achieve and experience well-being at school.

To do this many steps are taken to help guide them through their learning journey. Quality teaching is vital; however for some of our children there are times when further additional support is required. This document will explain how this is achieved.

Our Contribution to the Local Offer:

How does the school know if my child needs extra support?

- We liaise with pre-schools prior to a child entering our school to gain knowledge of a child, including understanding of educational needs.
- A child's performance is monitored in relation to age related expectations.
- Concerns may be raised by parents
- Concerns raised by class teacher
- Liaison with external agencies such as Educational Psychologists or Speech Therapists.

What should you do if you think your child has Special Educational Needs?

- Come and talk to us- we are here to help. Firstly contact your child's class teacher to discuss your concerns. You can work together to fill in an initial concerns form. The teacher will then meet with the Special Educational Needs and Disabilities Coordinator (SENDCo). You can also contact our SENDCo who is the Head teacher – Mrs Sue Ward
- You can refer to the Leicestershire local offer which can be found at:
<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

How do we organise our support for children with SEND?

- We hold meetings between the class teacher, parents and if required the SENDCo to discuss concerns and work through an initial concerns form. The SENDCo will support with this.
- If parents, teacher and SENDCo are in agreement that your child has a special educational need or a disability then they will be placed on the school SEND register. This register has two levels:

Level 1 - SEND support – Children are supported and provided with specific differentiated provision by the school. On occasion, where the school believes necessary, additional support is sought from external agencies.

Level 2 - Education, Health and Care Plan – This is the higher level of SEND support. A comprehensive plan is created by different groups of people, e.g. teachers, parents, pupils and external agencies. The plan focuses on the personalised needs of a child. This plan may outline areas such as extra classroom help or special curriculum adjustments.

The class teacher and SENDCo will create a personalised educational plan for your child, focussing on specific areas where support is needed. This is called a Support Plan or Individual Education Plan (IEP).

- The Support Plan will contain small steps which will help your child and teacher focus on the specific needs of the child. This is reviewed three times per academic year. The class teacher, the SENDCo, the child and the parent are all involved in this reviewing and planning cycle

How will your child be supported within the school?

- The SEND Code of Practice describes how help for children with SEND should be made by a step-by-step or graduated approach. Please see our SEND policy for more information on this.
- Your child will be provided with quality first teaching, differentiated work, pre or post class teaching support, which will allow them to access the curriculum and learn with their peers.
- Your child may also receive support through an intervention programme this could be led by a teacher or a teaching assistant. They can take place in small groups or on a one to one basis.
- Your child will have access to extra-curricular activities alongside school peers.
- For children who do not make expected progress after school based interventions, the school will liaise with parents and outside agencies to involve the support of other professionals, such as Speech Therapists, Educational Psychologists and counsellors.

How does the school know how well your child is doing?

- All children within the school are assessed against national expectations and age related expectations, children with SEND are no exception.
- It is expected that children with SEND will progress at the same rate as their peers, even if their attainment is lower. In some instances we may measure their progress in smaller steps, depending on their level of need.
- Results from assessments and observations are communicated by the class teacher to the Head teacher on a half-termly/ termly basis. This information will aid target setting for children with SEND via the IEP process.
- We follow the assess, plan and review model. IEP plans are reviewed termly by the class teacher and provision is reassessed for the following term.
- We meet with all outside agencies who are involved to share assessment and observation information together.

How do you know how well your child is doing?

We have an open door policy at Newton Burgoland if you have any concerns or want any updates we are happy for you to come and see the class teacher, if it requires a little more time, please just ask to book a time to come in.

- We hold an open evening or parents evening every term.
- The SENDCo alongside the class teacher offers termly meetings to discuss progress, achievements and any input you would like to have to your child's learning.

How will the school support your child's overall well-being?

- We are an inclusive school; we welcome and celebrate diversity. All of our staff believes that a child's high self-esteem is essential to well-being and learning. We endeavour to provide a caring and understanding environment within which a child can flourish.
- Your child's class teacher has responsibility for the pastoral care of your child however all members of the school staff share the school's goals of creating a caring and supporting environment. This could include nurture groups and giving your child opportunity to share their school experience and views.

How does the school manage the administration of medicines?

- The school has a policy for the administration of medicines which all staff follow (See Medical Conditions Policy).
- All staff have regular training and updates on the conditions and medical issues affecting individual children.

What external agencies and specialist organisations does the school link with?

- As a school we work closely with any external organisations that we feel are relevant to an individual child's needs. Examples are: Educational Psychologists, Hearing Impairment Teams, Speech Therapists and Occupational Therapists.

What training has school staff received with regards to Special Educational needs?

- School staff receive training relating to the specific needs of the children within the school.

How accessible is the school environment?

- The whole school site is split-level but there are ramps in place providing limited wheelchair access to the main building.
- The mobile classroom has a disabled toilet
- Careful consideration is taken with all curriculum and learning environments to support the inclusion for all students on role.

What resources are available for the children with SEND?

- We endeavour to ensure that the requirements of Special Needs children are met via the appropriate allocation of resources. The money for this provision is taken from the specific SEND budget.

How will the school prepare and support your child for transition to secondary school?

- If a child has a Special Need or Disability, all information regarding specific need is relayed to the SEND department of the secondary school.
- Meetings are held in the Spring term before transition between the class teacher/ SENDCo and the secondary school SENDCo to convey specific and more sensitive information.
- Children with SEND are also encouraged to visit their secondary school in a small group before official transition days take place. This allows SEND children to familiarise themselves with the school and helps to reduce anxieties.
- Where appropriate secondary schools offer pastoral care sessions in the last term of Year 6. This again helps children with special needs and disabilities be ready for their transition to their next school.

How are the governors involved? What are their responsibilities?

- The SENDCo reports to the SEND governor termly, throughout the school year. Information shared within these meetings is treated with the upmost confidentiality, it is shared to monitor and evaluate effectiveness.

What should you do if you are not satisfied with your child's provision?

- If you are unhappy with the SEND provision at Newton Burgoland Primary School please do not hesitate to contact your class teacher to share your concerns.
- Alternatively you are welcome to arrange a meeting with the SEND coordinator/ head teacher Mrs Sue Ward
- Please see our complaints policy if required.