

SEN Information Report for Newton Burgoland Primary School - in accordance with section 65(3) of the Children and Families Act 2014

We are not just a school – we are a family.

We are all unique and together we are strong, bonded by kindness and friendship.

We are all safe and happy under one roof, protected from the elements and prepared to weather every storm.

Together we know that anything is possible both now and in the future. Collaboratively we achieve, seeing our future selves as resilient, respectful and responsible adults reflected in the eyes of others.

We are not just a school – we are a family.

Guiding Principles

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise any difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- Setting suitable learning challenges – we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- Responding to pupils' diverse learning needs – we take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils – We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with Special Educational Needs and/or Disabilities our policy objectives are: to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with Special Educational Needs and Disabilities to join in the activities of the school along with pupils who do not have Special Educational Needs

- to ensure the school has an [Accessibility Plan](#) in line with statutory guidelines (Website)
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs
- to identify the needs of pupils with Special Educational Needs and/or Disabilities (SEND) as early as possible
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils
- to follow and provide a graduated approach in order to match educational provision to pupil's needs
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children
- to take into account the ascertainable wishes of the pupils concerned and involve them in decision making in order to provide more effectively for them
- to make reasonable adjustments to enable pupils with disabilities to access the whole school curriculum including school trips

- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order
- to ensure effective action on behalf of pupils with SEND
- to ensure that all stakeholders are aware of their responsibilities towards pupils with SEND, and are able to exercise them
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the pupils we are seeking to help

Who is the named SEN contact?

Mrs. Sue Ward Head teacher
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 Newton Burgoland
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How does the school adapt the curriculum and learning environment for children with SEN?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

Where necessary, we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, numicon etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Roles and Responsibilities

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

Governors fulfil their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they develop and monitor the school's SEND policy and Accessibility Plan and ensure provision is an integral part of the school development plan.

All governors, with the Inclusion governor or committee of governors taking the lead, are knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

The Head Teacher has overall responsibility for the day to day management of SEND provision and the Accessibility Plan and will keep the governing body fully informed about the working of these policies, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. She will encourage all stakeholders to participate in training to help them to meet the objectives of this policy.

What kind of special educational needs provision is accessible for children at Newton Burgoland

Primary School?

Newton Burgoland Primary School is a fully inclusive school, working to ensure that all pupils achieve their potential – personally, socially, emotionally and academically – in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

We currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, e.g. autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Social, emotional and mental health difficulties, e.g. attention deficit hyperactivity disorder (ADHD)
- Medical needs e.g. epilepsy, diabetes
- Sensory and/or physical needs, e.g. processing difficulties, physical disability, visual or hearing impairment
- Children with learning difficulties including dyslexia

How do we identify children who may have an SEN need?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slower progress and lower attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

What provision is made for children with SEN; with and without an EHC Plan.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils as required and where necessary learning will be scaffolded to support achievement.

We will also provide various interventions to support children's development and progress.

The impact of interventions are rigorously monitored in terms of impact and changes are made where needed following the evaluation of outcomes.

Stages of Intervention and Provision

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two interventions. When a pupil is consistently and significantly falling behind age related expectations, Wave Three interventions will be implemented. (SEN Support)

SEN Support (Formerly School Action Plus)

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEN Support is the collection of all known information about the pupil. When a teacher or member of the leadership team identifies a pupil with Special Educational Needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress over one academic year
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with national and local Guidance
 - persistent emotional difficulties which continue despite management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue, despite differentiated approaches to the curriculum
3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.
4. All information about the pupil from within the school, together with any additional information from the parents will be considered.
5. The SENDCO will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
6. The SENDCO will facilitate the collection of all available information about the pupil. Information will be collected from;
 - within the school, using pastoral systems and identified link staff working within specific year groups and Key Stages
 - progress tracking information
 - parents/carers and the pupil
7. The class or subject teacher, working with the SENDCO should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in an Individual Provision Plan (IPP).
8. The pupil's class teacher will be responsible for working with the pupil on a daily basis and for planning and delivering the Individual Provision Plan (IPP).
9. All staff will be involved in providing further help to pupils.
10. The IPP will be reviewed on a termly basis.
11. The pupil and parents/carers will take part in the review process and will be involved in setting further targets. Subsequent IPPs will reflect strategies to meet their needs and show a graduated response to those needs.
12. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCO in consultation with teaching staff, parents/carers and pupil.
13. Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.
14. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.

15. If the pupil:

- continues to make little or no progress in specific areas over a long period of time
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme
- has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
- is receiving at least £6,000 of support and any pupil premium to which they are entitled

Then a statutory assessment may be sought from the Local Authority

School Request for a Statutory Assessment

The SENDCO will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan (formerly Statement of Special Educational Needs)

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows:

1. The Head Teacher / SENDCO will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
3. Progress will be formally reviewed by holding an annual review meeting.
4. The Head Teacher / SENDC) will seek;
 - written advice from parents/carers and professionals
 - ascertain the views of the pupil
 - convene the review meeting
 - prepare a review report for the LA

5. Those to be invited at least two weeks before the meeting are;
- the pupil's parent/carer
 - relevant teacher/s and support staff
 - representative of the LA
 - the pupil
 - where appropriate representatives of health and social services, other professionals closely involved
 - and, in the year of transfer to secondary education, SENCOs or representatives from the receiving
 - school
6. The review report will be copied to parents/carers, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years 5 and 6

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan (EHCP) if required. The Plan, once amended, will be used to inform the consultation for secondary schools in the following Autumn Term. Following this, planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENCO or their representative from the receiving secondary school will be invited. This must be a Person Centred Review and a One Page Profile written to go with the pupil to secondary school.

Inclusion

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

1. They will benefit from some intensive individual work on a cross curricular skill
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged

For events out outside of the school day, for example those organised by the PFA, a parent may need to attend for reasons of medical or intimate care for example.

Involving Pupils and Parents / Carers

The views of parents/carers will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents/carers regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents/carers of pupils with SEND and will encourage them to work with the school in helping their child. Parents/carers and teachers can, by working together, build up a more complete picture of a pupil and their needs. We intend that parents/carers will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents/carers who have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise

What specific expertise is available to children with SEND

All staff delivering interventions are appropriately trained and supported. Recent training has included:

- Autism training
- Little wandle phonics
- Talk boost
- Dyslexia screening
- Dyscalculia support
- Makaton
- Attachment disorder
- Write way together- FFT
- Behaviour support
- Positive handling
- Think wise
- FFT reading/ writing
- Sign language
- Happy to be me
- Girls on board
- Top triangle reading
- Supporting ADHD

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after an agreed number of weeks (dependent on the intervention)
- Using pupil questionnaires
- Monitoring by the SENDCO
- Monitoring by Class Teachers and Leaders across the school
- Using assessment information to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to go on our residential trips that are organised by the school
- All pupils are encouraged to take part in sports day, school plays, special workshops and any other enrichments activities the school offers.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- The admission arrangements for children with SEN are the same as that of the rest of the school unless the child has an EHC plan. In this case the school follows the Local Authority procedures prior to the child joining. On admission all children follow the same procedure.

The school works hard to ensure that all aspects of the school are readily accessible for all. The school's current Accessibility Plan can be found on the [website](#).

Support for improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to take leadership roles in school
- Specific interventions are available

Leaving the School

When a pupil leaves the school, the SENDCO will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above.

Working with Outside Agencies

The SENDCO will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The SENDCO will ensure that staff has relevant training and there are procedures in place to support pupils.

We work with the following agencies to provide support for pupils with SEN (although this list is not exhaustive):

- CAMHS
- Local Authority Personnel
- School Nurse
- Educational Psychology Service
- Occupational Therapy
- Hearing and Visual Impairment Service
- Behaviour Support Service
- Speech and Language Therapy

Complaints

The school's Complaints Policy may be obtained from the school office or found on the School Website.

Monitoring and Evaluation

The Governors ensure that SEND provision is an integral part of School Improvement and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities
- The number of pupils at SEN Support and those with Education, Health and Care Plans in each year group
- The movement of pupils on SEN Support and Education, Health and Care Plans across the categories as recorded on the school's provision map
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map
- Case examples selected from all stages of pupils with Special Educational Needs, especially those who are Looked After Children
- The views of parents/carers expressed on stage forms and any complaints received
- The extent to which pupils' views are reflected on IPP forms
- Details of visits by specialist teachers, educational psychologists and other agencies
- Staff views on in-service training opportunities and the training opportunities available

What are the contact details of support services for the parents of children with SEN, including those for arrangements made in clause 32*?

Website information- Leicestershire

Where can I find out more?

If you have any concerns or questions, please don't hesitate to contact us by calling 0116 305 6545 or emailing us at sendqueries@leics.gov.uk.

Where is the Local Authorities Local Offer published?

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

