Special Educational Needs and Disabilities (SEND) Information Report

Newton Burgoland Primary School

SEND Team
SEND Governor:
Lynne Evans
SENCO
Nicola Hall
Contact via school office - 01530 270320
Email:
admin@newburland.leics.sch.uk

Approved by:	James Dodds	**Date:**	September 26
Last reviewed on:	Sept 2026		
Next review due by:	Sept 2027		

Contents

1. What types of SEND does the school provide for? 4
2. Which staff will support my child? 5
3. What should I do if I think my child has SEND? 7
4. What happens if the school identifies a need? 8
5. How will the school measure my child's progress? 9
6. How will I be involved in decisions made about my child's education? 10
7. How will my child be involved in decisions made about their education? 11
8. How will the school adapt its teaching for my child? 122
9. How will the school evaluate whether the support in place is helping my child? 133
10. How will the school ensure my child has appropriate resources? 133
11. What is an EHC Plan? 14
12. How will the school make sure my child is included in activities alongside pupils who don't have SEND? 155
13. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 166
14. How does the school support pupils with disabilities? 166
15. How will the school support my child's mental health and emotional and social development? 166
16. What support is in place for looked-after and previously looked-after children with SEN? 177
17. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 17
18. What support is available for me and my family? (Local Offer) 188
19. What should I do if I have a complaint about my child's SEND support? 19
20. Supporting Documents 19
21. Glossary 20

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.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the principles of the Leicestershire SEND and Inclusion Strategy (Below).



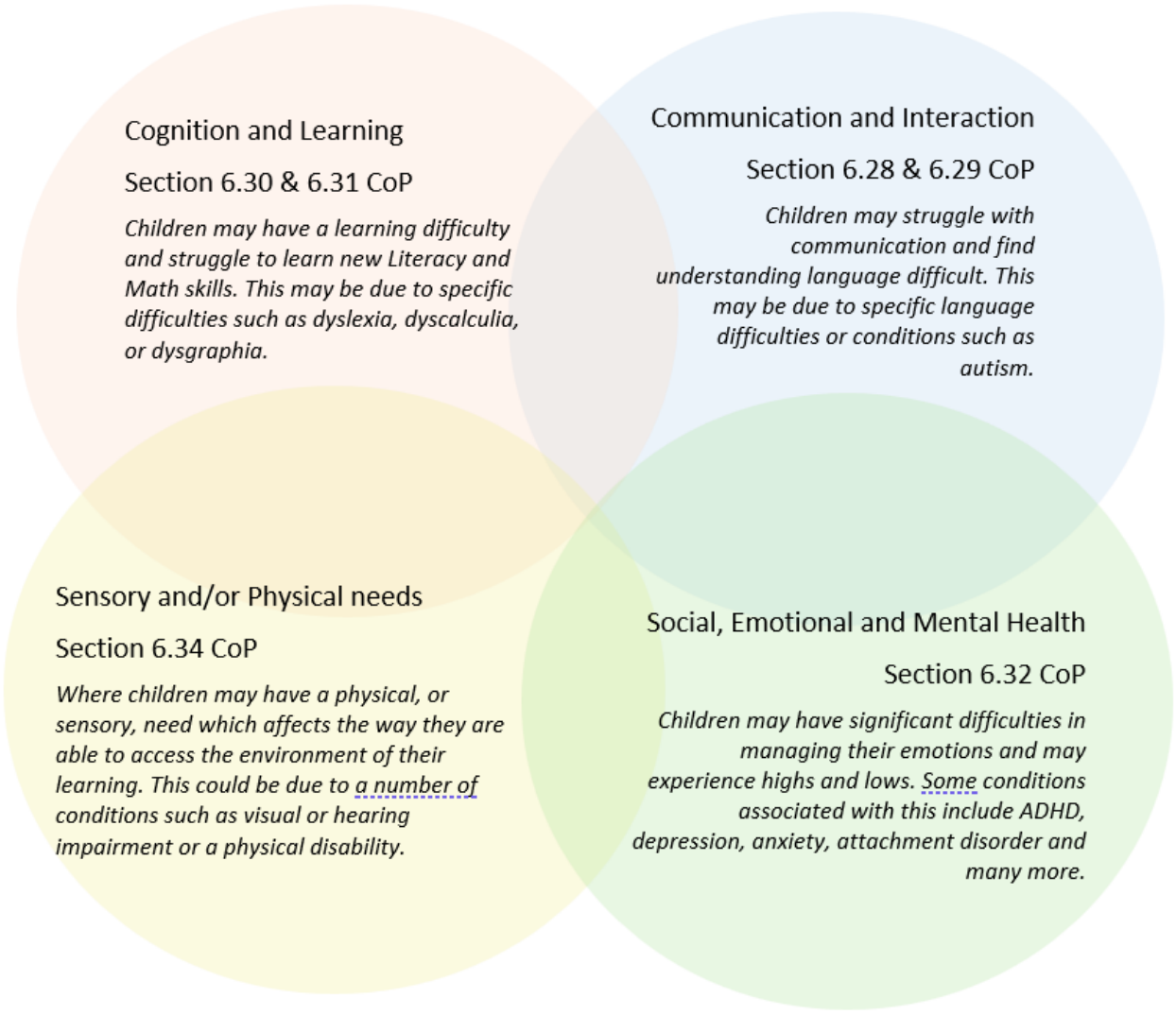
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website
https://www.newburland.leics.sch.uk/page/?title=Policies+%26amp%3B+Procedures&pid=116

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.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

2. Which staff will support my child, and what are their key responsibilities?



At Newton Burgoland Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

The Key Staff for working with SEND children (in addition to their teachers and TA's are):

Headteacher – Sue Ward

SENCO – Nicola Hall

SEND Governor – Lynne Evans

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Nicola Hall

They have worked as a classroom teacher for 16 years.

They are working towards achieving the National Award in Special Educational Needs Co-ordination.

Additional recent training completed covers areas including: Anxiety, ADHD, EBSNA, Inclusion, Reflective spaces, Attachment and trauma, Positive handling, Speech, language and communication needs.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Recent training includes: Attachment and trauma, Reflective spaces, Positive handling.

Teachers receive specific training to meet the needs of the children they are working with.

Teaching assistants (TAs)

We have a team of 6 TA's who receive whole school training in SEND. In the last academic year this included; Reflective spaces, positive handling, attachment and trauma.

Our TA's are trained in the interventions that they deliver. In the last academic year, TAs have been trained in Big Moves, Pegs to Paper, NELI, Language for thinking.

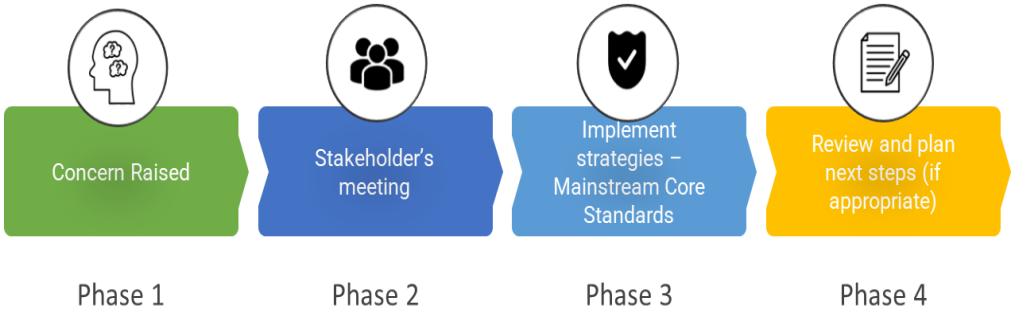
External agencies

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

- Autism Outreach
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- Occupational therapists
- Safeguarding services
- School nurses
- SEND Inclusion Team
- Specialist Teacher Service
- Speech and language therapists



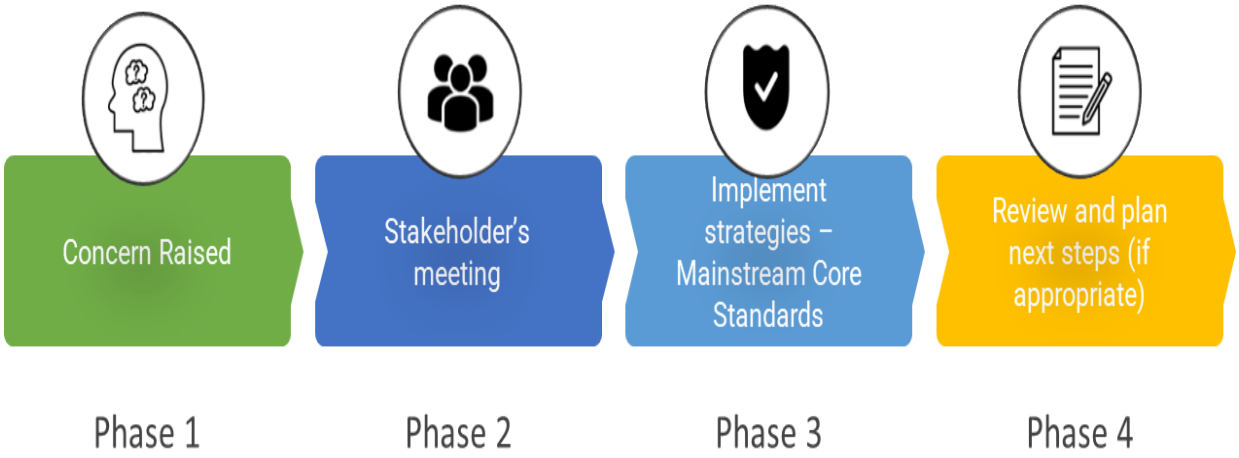
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. You can get in touch via the school office to make an appointment: **Tel:** 01530 270320 **Email:** admin@newburland.leics.sch.uk
Phase 2	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.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include number work, reading and writing as well as social skills and focus/attention.

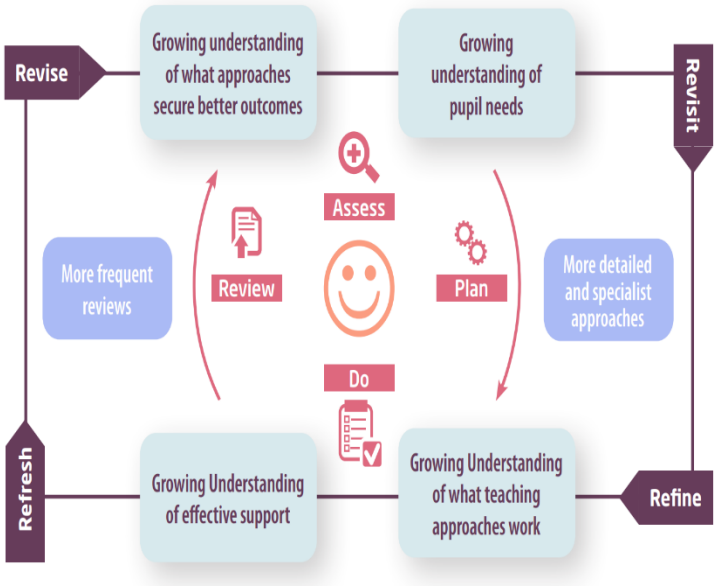
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

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

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



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary. We will build a holistic picture of your child, their strengths and areas of need.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

You will be invited to a meeting at least 3 times per year to review targets and set new targets using the above cycle.

6. How will I be involved in decisions made about my child's education?

We will provide an annual report on your child's progress, as well as regular meetings through the school year.

A member of staff who knows your child well will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's teacher, SENCO or headteacher via the school office.

Tel: 01530 270320

Email: admin@newburland.leics.sch.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting



8. How will the school adapt its teaching for my child?

Your child's teacher(s) are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Differentiating our curriculum to ensure all pupils are able to access it, E.g. by flexible grouping, 1:1 work, teaching style, content of the lesson, etc.



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Adapting resources and staffing

- Providing sensory support or movement breaks

- Ensuring that our teaching avoids cognitive overload

- Making sure that our classroom environments promote learning; language displayed, organised/uncluttered spaces.

We will use the school's accessibility plan to ensure that all children have access to our broad, balanced curriculum. The accessibility plan can be found here.

We may also provide the following interventions:

Big Moves, Pegs to Paper, NELI, Well-being groups, Language for thinking, Social communication groups, Little Wandle Phonics catch up, Number sense.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:



- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school ensure my child has appropriate resources?

Resources are allocated in consultation with the Head Teacher and the SENCO according to the needs of the child. The amount, type and frequency will depend on the needs of the individual child. Sometimes this will be done in class, either by the Class Teacher or teaching assistant. Sometimes the child may be taken out of class to work either in a 1:1 or in a small group. This work will usually be pre-teaching of an upcoming concept in class or post-teaching of a concept that has been taught that day or week that needs to be revisited to be consolidated.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning

- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. What is an EHC plan?

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC Plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place and the outcomes sought. The SENCO will take the lead in providing the relevant information/assessments to the LA where an EHC plan is required. In addition, these children will also have a support plan which will be reviewed termly by teachers, parents and pupils.

If the LA does draw up an EHC plan, the school's role is as follows:

1.	The SENCO will coordinate the implementation of the recommendations of the EHC plan.
2.	Short term targets will be set and reviewed at least 3x per year.
3.	Progress towards targets outlined in the EHC plan will be reviewed formally by holding an annual review. Stakeholders invited to the annual review will be: - Parents/Carers - Pupils– Views will be sought prior to the meeting where more appropriate. - Relevant teachers/support staff - Representatives from health and social services, other professionals involved where appropriate. - Transition year – SENCO/Representative from receiving school. Prior to the meeting the SENCO will seek written advice/reports/views from professionals, parents/carers and pupils.

	The review report will be copied to parents/carers, the LA and other relevant professionals no later than 10 days after the meeting or at the end of term (whichever is earliest).
4.	The provision for these pupils will be funded from the schools notional SEND budget and potentially from the LA.
5.	On the census these pupils will be marked with the code E.

12. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



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

All pupils (regardless of SEND or disability) will be given full access to the full range of activities the school has to offer, including visits and before/after school clubs. 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. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Where medical advice makes an activity unsafe, reasonable adjustments or alternative provisions will be made.

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.

13. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



The Local authority (Leicestershire County Council) handle our admissions. Information can be found here.

14. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Pupils with disabilities are included in all aspects of school life. Reasonable adjustments are made to ensure access and equity for all children. We are committed to ensuring that pupils with disabilities are able to participate fully.

Please see our accessibility plan here.

15. How will the school support my child's mental health and emotional and social development?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The child's holistic development is paramount towards their educational progress; therefore, it is imperative that emotional and social aspects of learning are catered for.

- The class teacher has overall responsibility for the pastoral and social care of every child in their class, therefore, this would be the parents' first point of contact.
- If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Social, Emotional and Mental Health team, with parents' consent.
- Pupils with SEN are encouraged to be part of the school council.
- All children including those with SEND are encouraged and supported to join in with morning and after school clubs, residentials, school trips and all aspects of school life.
- Pupils with SEN are also provided with the opportunity to work in smaller groups with a member of staff. This enables them to develop teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying.

16. What support is in place for looked-after and previously looked-after children with SEND?



Mrs Sue Ward (Headteacher) will work with Nicola Hall (SENCO), to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term to support transition

Between schools

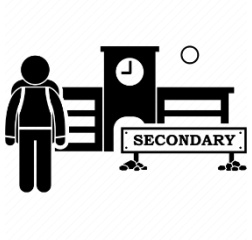
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Moving to KS3

The SENCO of the secondary school will meet with our SENCO and Year 6 teacher(s). They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Having pictures/information about the new school/key staff they will be working with
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Having additional transition activities with the secondary school



18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local offer. Leicestershire County Council publishes information about the local offer on their website:

https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

https://www.sendiassleicestershire.org.uk/

National charities that offer information and support to families of pupils with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. What should I do if I have a complaint about my child's SEND support?

The school's complaints policy can be found here: https://www.newburland.leics.sch.uk/page/?title=Policies+%26amp%3B+Procedures&pid=116

Complaints about SEND provision in our school should be made to the class teacher, SENCO or headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

20. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



21. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SEMH** – Social, emotional and mental health needs
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages