



Special Educational Needs and Disability -SEND Information Report

'Be courageous; be strong; do everything in love'
(Corinthians 16 v:13-14)

At Newbrough, we want to deliver excellence in learning by being creative, inclusive, grounded in Christian values and preparing children for life's challenges. As such, we believe that all teachers are responsible for all of the children in their classes. All children are known to all staff and this helps to ensure an integrated approach to meeting the needs of all children.

In order to achieve the aims of our school, we try to remove the barriers to learning through working with parents as partners, as well as using a varied range of teaching approaches, teaching styles, strategies, techniques, resources and intervention programmes, personalising pupils' learning to enable them to achieve their potential. On some occasions, further advice may be sought from outside agencies.

The SEND Co-ordinator is Jo Trotter.

The SEND Governor is Jane Pybus

<p>How does the school know if my child needs extra help?</p>	<ul style="list-style-type: none"> • Concerns may be raised by parents/ carers • Concerns may be raised by teachers/ support staff • Through the school's tracking of data and assessment procedures • Liaison with preschools or other settings • Liaison with outside agencies
<p>What should I do if I think my child may have a special educational need or disability?</p>	<ul style="list-style-type: none"> • Talk to the class teacher or the SENDCo • It may be helpful to talk to your GP. School will be able to advise you if you are in any doubt.
<p>How will the school support my child?</p>	<ul style="list-style-type: none"> • Class teaching will be differentiated so that your child can access the lessons. <i>This may mean that your child has tasks which are presented in a more practical way e.g. using apparatus to support their working in maths or a game which supports their core learning. It may be that they have less reading to do or that they have the support of a classroom assistant to read tasks for them or to support their thinking by asking supplementary questions</i> • Your child may have additional 1:1 sessions

	<p>with a qualified member of staff focusing, for example, on the acquisition of core skills.</p> <ul style="list-style-type: none"> Your child may work with outside professionals with additional skills. These may include, for example, speech therapists, occupational therapists or specialists from the Autism Support service. The programme of support will be designed with the specific needs of your child in mind and you will be consulted while it is being drawn up
<p>How will I know what additional support the school is giving my child and how will I know how well they are doing?</p>	<ul style="list-style-type: none"> At Newbrough, children who are receiving additional support will have an '<i>Individual Learning Plan</i>'. This will be written with you and your child so that it reflects what you want for your child. This will be reviewed regularly and, again, you and your child will be involved in the review process. There will also be opportunities for you to discuss your child's progress at Parent's evenings If your child has an EHCP (Educational Health and Care Plan) then there will be an annual review. If your child has a designated key worker, there will be opportunities to talk to them at handover times.
<p>How will my child know how well they are doing?</p>	<ul style="list-style-type: none"> Your child will be fully involved in the process of setting up an intervention plan He/she will also get regular feedback on their work through marking and target setting in the classroom and through verbal feedback and rewards like stickers
<p>How will the school evaluate the effectiveness of what they are doing to support my child?</p>	<ul style="list-style-type: none"> The school uses assessment data and tracking to monitor the progress of all pupils, including those with SEND. This will tell us if the children are making good progress. If your child is receiving additional support, then clear outcomes will be included in the intervention plan. At the end of each block of intervention, we will discuss with you how effective the intervention has been, whether the outcomes have been achieved and set new targets if necessary.
<p>How is the decision made about how much support my child will get?</p>	<ul style="list-style-type: none"> The Headteacher has overall control of the SEND funding and this is monitored by the Governing Body This funding is allocated according to strict criteria. Additional funding may be available through pupil premium money or through 'STAR'

	<p>from the Local Authority (Short Term Additional Resource)</p> <ul style="list-style-type: none"> • The Head/ SENDCo reviews the timetables for additional support each term. They use assessment data and knowledge of the children's needs to support this process. • The Head/ SENDCo reports back to the Governing Body on the allocation of funding and the success of the school's SEN provision.
Will my child be included in school trips and all outside activities?	<ul style="list-style-type: none"> • Yes! We are committed to being as inclusive as possible. Occasionally, in some circumstances, we may ask that parents accompany us on trips in order to make it easier for your child.

The school is able to offer the following range of additional provision to support children with SEND. Our interventions are delivered by class teachers or specially trained Teaching Assistants in carefully targeted, short sessions with individual pupils.

<p>Access to a supportive environment – IT facilities/equipment/resources</p> <ul style="list-style-type: none"> • Additional Teaching space including a quiet space in the library • Level access to all classrooms plus a disabled toilet • Ramped access with handrails to 2 external doors • Access to ipads or laptops • Visual Time Table for individuals • Now and next cards & Task Boards to break tasks into manageable chunks • Prompt and reminder cards for organisational purposes • Pre teaching and review of strategies and vocabulary including use of social stories
<p>Strategies to support/develop Literacy In addition to quality first teaching:</p> <ul style="list-style-type: none"> • Small group sessions in class • Differentiated teaching activities or materials • 1:1 intervention sessions with class teachers • Phonological awareness training with trained Teaching Assistants
<p>Strategies to support/develop Mathematics In addition to quality first teaching:</p> <ul style="list-style-type: none"> • Small group sessions in class • Differentiated teaching activities or materials • 1:1 intervention sessions with class teachers • First class at number delivered by trained Teaching Assistants

Strategies to support /modify behaviour

- Use of the school's policy for promoting positive attitudes, values and behaviour
- Social skills intervention programmes
- Use of sensory circuits 'heavy work'
- Support and advice from external agencies
- Individual behaviour plans with targets and rewards
- Support from Teacher or Teaching Assistant on specific Individual Learning Plan targets
- Programmes such as 'Zones of Regulation'

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Meet and greet sessions at the start and end of each day for individual pupils
- Access to 1:1 talking time with staff
- Home /school communication books
- Referral to CYPS if necessary (Child Young Person Support Service)
- Referral to Educational Psychologist if necessary
- Planned programme of support from a Teaching Assistant

Strategies/support to develop independent learning

- Use of visual timetables
- Pre teaching and reviewing vocabulary and content
- Access to resources for computing
- School focus on learning to learn
- ILP targets
- Transition Programme to Middle or Secondary School

Strategies/programmes to support speech and language

- Support and advice from a Speech and Language Therapist
- Delivery of a planned Speech and Language programme following advice from a Speech and Language Therapist
- Support from staff trained in various language and reading programmes including Talkboost, Time to talk and similar

Social Skills programmes/support including strategies to enhance self-esteem

- Social groups for targeted pupils
- Specialist support working with individual children
- One to one support in unstructured environments
- Opportunities to 'help' with younger children to develop self -esteem and social skills
- Transition Programme to support induction at new schools and to new classes
- Lego therapy groups

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Support and advice from Occupational Therapist and Physiotherapist
- Specific resources to support needs e.g. writing slopes/ posture supports, specialised pens and pencils and rulers
- Adaptations to physical environment
- Support with carrying out programmes

Mentoring activities

- Use of talk partners during whole class and group sessions
- Support during playtimes and lunchtimes from designated staff or older pupils

Support/supervision at unstructured times of the day including personal care

- Teaching Assistant support at lunchtime and playtimes when appropriate

Planning and Assessment

- Individual targets
- regular reviews of Individual targets with parents/carers
- Differentiated activities to meet individual needs

Liaison/Communication with professionals/parents/ carers/pupils, attendance at meetings and preparation of reports

- Liaison with a wide range of professionals e, Specialist Inclusion Support Service, Educational Psychologist, Speech and Language Therapist, Physiotherapist, Occupational Therapist, School Nurse, Specialist nurses(eg epilepsy, diabetes) etc.
- Regular review meetings with parents and pupils
- Access to Early Help Assessment process if necessary

Access to Medical Interventions

- Policy on Support for Individual pupils with medical needs
- Individual Care Plan for children with significant medical needs and allergies.
- Provision of aids and resources to support the learning of pupils with specific need as specified by a Professional
- Access to the School Nurse
- Risk assessments in place for individuals if specified by professionals
- Staff first aid trained including in use of Epipens when necessary
- Staff trained in support for children with epilepsy and diabetes

Reviewed and updated: September 2021