SPECIAL EDUCATIONAL NEEDS LOCAL OFFER/SEN INFORMATION REPORT

Our local offer explains how Newick CE Primary School offers support to all children regardless of their need or ability.

Our SENDCO is Mrs Ashleigh Stewart. Contact can be made with her through the school office.

At Newick C. E. Primary School, we are committed to offering an inclusive curriculum to ensure that every child succeeds and makes the best possible progress whatever their needs and abilities. We have high expectations for every child expecting them to achieve or exceed national expectations at the end of each Key Stage.

How does the school know if my child needs extra help and what should I do if I think, my child may have Special Educational Needs (SEN)?

Prior to entry into Newick C of E, transition meetings are held between Early Years staff, parents and the pre-school setting. Families also have the opportunity to discuss concerns at the home visit. The SENDCO liaises with appropriate professionals that may be already involved in the life of the child or family and the school operates an "open door" policy for parents to visit and discuss any additional needs their child may have.

Through monitoring and assessment, a child's progress is tracked and parents are quickly informed of any concerns through informal meetings and formal reporting. Parents of a child on the SEND register are entitled to a meeting with the class teacher termly. This can be alongside the SENDCO and will be the forum to discuss progress, desired outcomes and next steps for the individual.

The SENDCO or a member of Senior Leadership Team (SLT) takes up any parent concerns and the child will be monitored.

How will the school support my child?

Who will oversee and plan the education programme?

The school's SENDCO will manage the SEND register for children with Education and Health Care Plans (EHCP) and those at SEN support. This is a fluid record of the pupils needing additional support over and above "quality first teaching" strategies. Children will move on and off the register according to progress and needs.

The class teacher and SENDCO oversee the additional programmes set for individuals and small groups. These will be recorded on an individual Teaching plan and a Provision Map. The SENDCO meets with the teachers and teaching assistants on a termly basis (3x a year) to review the programmes and decide the next steps for each pupil. This is discussed with parents at the termly review of their learning plan.

Sometimes outcomes may be set by other professionals working with a child and these will be taken into account in the school setting.

Who will be working with my child person and how often?

The Learning plan will outline the additional support an individual child receives over and above "quality first teaching." This could be work with the Class Teacher, TA, Learning Mentor, Volunteer or Specialist Teacher. The frequency and length of an intervention will be detailed on the Learning plan. Progress is monitored in the classroom setting and formally in SEND reviews on a termly basis, we encourage a positive partnership between home and school.

An external professional may support an individual child within the school day or through appointments attended out of school. E.g. Occupational Therapy (OT), Speech and Language (SALT), Child and adolescent mental health services (CAMHS), Family Support Services, NHS Medical Professional, Communication, Learning and Autism Support Service (CLASS), Education Psychologist Support (EP), Behaviour and Attendance Service (ESBAS

What will be their roles?

The adult support and additional provision will work towards the achievement of the individual's targets. This may look different from classroom to classroom dependent on the teacher's practices.

Examples of provision may be through the delivery of a SALT programme on a 1:1, or sessions with a Learning Mentor to address an emotional need.

How are the school governors involved and what are their responsibilities?

Programmes of intervention will be delivered by either the teaching assistant or class teacher, managed by the class teachers and overseen by the SENDCO. Feedback of any outcome achieved will be recorded on the teaching plan and updated on the learning plan.

The external professionals work specifically within their area of expertise. They may review the progress of the child on a yearly basis and set long and short-term outcomes along with programmes to address these in the school setting. They also have a responsibility to report back to the school and parents.

Who will explain this to me?

The school's SEND Policy sets out the ethos and procedures followed at Newick CE School. Parents will receive termly, written communication from the class teacher as well as being able to discuss their child with the class teacher/SENDCO on a formal basis. Any requests for additional appointments can be made with the school office or directly with the SENDCO.

Parents will have access to any external professionals that are working to support their child and consequently may be invited to meetings and receive feedback from reviews.

The school governing body receives a termly report from the SENDCO to update their knowledge and understanding of the school's SEND needs and provision. It is their responsibility to oversee the policy, provision and procedures of SEND at Newick CE Primary School.

Mrs Lauren Matthews is the named SEND Governor and she meets regularly with the SENDCO on an informal and formal basis.

How will the curriculum be matched to my child's needs?

Each individual child should be working at the most appropriate level within a subject- therefore differentiation is key to finding the balance between tasks that are challenging but achievable. Differentiation is "quality first teaching" and it is the class teacher's responsibility to provide the support a child needs to access the curriculum. Differentiation is recorded on the class teachers' planning and seen in the outcomes of the pupils' work.

How will that help my child?

Differentiation will provide support and challenge for every individual child in working towards their targets.

Children are involved in the discussion about their progress towards their targets.

Specific assessments may be used to highlight strengths and weaknesses on a 1:1 basis and these tests will be set by the SENDCO. Parents will be informed of any new outcomes resulting from investigations.

Social, Emotional and Mental Health

In addition, a child's well-being and happiness is closely monitored by all school staff. We are very aware that an anxious or unhappy child will have barriers to learning. All children have a trusted adult in school. A record of this is held by the SENDCO and class teacher. Children are also asked who their trusted adult outside of school is.

Children will have the opportunity to work 1:1 or in a small group with a Learning Mentor if their well-being is a concern. The small group work will take place in our nurture room where the children follow the nurture programme. We use the Boxall profile assessment tool to support the children's needs as they progress. The nurture room is equipped to support their well-being and is a popular place that children find a calm, safe environment.

How will I know what progress my child should be making?

Newick School seeks to ensure that parents are aware of any their child's progress through informal meetings, phone conversations or letters. The annual school report will formally inform parents of the progress their child has made. Reviews formally take place 3 times in an academic year.

What opportunities will there be for regular contact about things that have happened at school, such as a home schoolbook?

Home/School communication is considered extremely important. It is common for a communication book to be set up if agreed appropriate. Teachers are happy to have phone conversations and informal meetings at the end of the day, if they are available. The SENDCO can also be contacted through the school office. Communication is welcomed by phone and e-mail.

Any concerns or advice from the home environment is considered significant and will be taken into account when planning for the individual child.

What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available in the school for children with SEN and disabilities?

The Head Teacher- Mrs Faye Lawrence is responsible for Child Protection Safeguarding. Other members of the Senior Management Team are also trained in Child Protection procedures and practices; Mr James Winn – Assistant Head teacher (DDSL), Mrs Ashleigh Stewart- SENDCO (DDSL), Mr Andrew Taylor – Teacher (DDSL) and Miss Olivia Strachan – Teacher (DDSL).

The SENDCO is responsible for the monitoring of pastoral needs and provision. The School Learning mentor- Mrs Hazel Oliver who runs the Nurture provision, liaises with children and families who are having current difficulties. Further referrals may need to be made and this may involve the opening of an Early Help Plan for a family to enable access to the local support network.

The class teachers have responsibility for the safeguarding of pupils in their care. All school staff have a responsibility to report safeguarding concerns to 'My Concern', the online portal. These will be followed up by a member of the DSL team.

The school's Receptionist/Welfare Officer is presently responsible for children's medical needs and is supported in this role by the SENDCO. The School Nursing Service also supports the school to manage medical issues and vulnerable pupils with Medical Care Plans.

Health care Plans

Children's personal care is managed on an individual's needs. This will be written into the Health care plan and can be supported by the School Nursing Service and other NHS professionals. These are written by the parents in collaboration with the SENDCO and updated by the school office staff.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Newick has a clear Behaviour Policy and excellent procedures and practices to support pupils' behaviour and nurture. This is in the process of being updated following therapeutic thinking training. The therapeutic approach will form the main part of the policy. Class teachers are strongly supported by the senior management team and the SENDCO in their management of behaviour. At Newick we put an emphasis on promoting a positive classroom environment and nurture a positive attitude to learning.

The Head Teacher and the school office staff meet regularly to discuss attendance concerns. This is also monitored daily by the office and class teachers. Any child with low attendance will be supported to help them improve attendance issues; this may require support from ESBAS. In serious attendance cases, the Head Teacher can issue a fine and there will be involvement from the EWO support team.

How will my child be able to contribute his or her views?

We have a strong pupil voice, every child with SEN has the opportunity to meet with an adult and discuss their views and feelings. Children are encouraged to participate fully in school life and their learning. Pupils are provided with significant opportunities to contribute views in the classroom and to be part of School Council Meetings.

Children will be made aware of their own targets or "Next Steps" and share the responsibility for monitoring progress towards the required outcomes. These are shared with all the adults that work with the individual child and the parents.

For a child that struggles to communicate – provision for the pupil voice will be arranged. This could be through work with a Learning Mentor or another trusted adult.

What specialist services and expertise are available or accessed by the school?

Are there specialist staff working at the school and what are their qualifications?

Although fluid and flexible, the staff at Newick are skilled and experienced professionals. New opportunities for training are taken up by all staff frequently. Our TAs are invited to relevant INSET days and staff meetings.

All staff have had significant training on the teaching of phonics and several TAs are qualified to deliver Personalised Mathematics and Literacy interventions.

Two TAs are trained to deliver the Sensory Circuits programme and others offer skills in addressing Gross Motor needs.

Both the SENDCO and Learning Mentor are trained Nurture practitioners. Our Learning Mentor has also been trained in mental Health awareness. All staff have been trained on therapeutic thinking.

What other services does the school access, including health, therapy and social care services?

Newick has access to external services including medical health and social care through the Early Help Team and the usual referral procedures. We have good links with services and use opportunities to seek advice through drop-in sessions and consultations. Our close links with Newick church allows us access to further pastoral care.

We are pro-active in seeking new training opportunities for all our staff members.

Will he or she be able to access all of the activities of the school and how will you help him or her to do so?

How will my child be included in activities outside the classroom, including school trips.

Newick has a good record of being able to include pupils with additional needs in all aspects of school life including residential trips. This has involved significant communication with parents and a degree of flexibility in planning, including detailed Risk Assessments.

The SENDCO and class teachers are responsible for the planning of additional support and provision in activities outside the classroom and negotiates with parents and school staff to find solutions to problems foreseen. A risk assessment is completed to ensure provision is adequate.

How do you involve parent carers in planning activities and trips?

Parents are fully involved in the planning of additional support for activities and trips. The risk assessment is completed and parents have opportunities to discuss concerns and practical difficulties. Parents of SEN children are encouraged to volunteer for activities and trips as a parent helper.

How accessible is the school environment?

Is the building fully wheelchair accessible?

All areas of the building are wheelchair accessible. We have ramps and a lift to gain access to the first floor rooms. We recognise however, that the classrooms create some mobility difficulties for wheelchair users.

Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities?

We have one large toilet on the ground floor but not on the first floor. We do not presently have changing facilities for any of the children other than the toilet areas. We have a shower available in the reception toilets.

How does the school communicate with parent carers whose first language is not English?

Newick has an increasing bank of resources to communicate with parents whose first language is not English- including standard letters and the use of interpretation. We are also supported by EALs (English as an Additional Language team.)

Formal parent meetings an interpreter is employed to ensure good communication and that procedures are adhered to.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

What preparation will there be for both the school and my child before he or she joins the school?

Prior to entry into Newick C of E, transition meetings are held between Early Years staff, parents and the pre-school setting. Families have the opportunity to discuss concerns at the home visit. The SENDCO liaises with external professionals who have involvement and the school operates an "open door" policy for parents to visit and discuss any additional needs their child may have.

How will he or she be prepared to move onto the next stage?

Transition programmes are in place to support children moving from year to year and then to their chosen secondary school. These involve additional visits to the new environment and preparation books to take home over holidays. The older children get additional opportunities to ask questions to secondary school pupils and sessions to voice worries and concerns.

For children with a statement or EHCP, LAC or Adopted, the appropriate secondary school representative will be invited to the final Annual Review, there will be additional transition put in place if agreed between the schools and parents.

What information will be provided to his or her new school?

Transition programmes are in place to support children moving from year to year and then to their chosen secondary school. Meetings are set up in the summer term to liaise with high school staff regarding SEND and vulnerable pupils transferring schools. All pupil records are passed to the SEND department at the end of the summer term, prior to the children starting secondary. Representative staff from secondary schools are invited to significant meetings in the summer term.

We are legally obligated to copy and send on any Child Protection records to the new school. We also retain a copy for our records.

How will you support a new school to prepare for my child?

Meetings are set up in the summer term to liaise with high school staff regarding SEND and vulnerable pupils transferring schools. Progress and necessary provision are shared.

Records are transferred prior to the children starting the new school.

How are the school's resources allocated and matched to the children's special educational needs?

How is the school's special educational needs budget allocated?

The SEND budget is planned and allocated dependent on the needs of the SEND register. This includes allocation for formal meetings and specialist equipment/resources required. The SENDCO works alongside the school Business Manager to manage this budget.

The SEND budget bid is supported by the SEND Governor.

How is the decision made about what type and how much support my child will receive?

Can you describe the decision-making process?

This will be dependent on the individual child and the services they are already accessing. Parents will be able to share their thoughts at termly SEND meetings. Professionals involved with the child will be part of the decision making process in an advisory capacity. The allocation of adult support is apportioned in the summer term by the SENDCO and the Senior Leadership Team. This support will be flexible, subject to adaptation if the needs of the school demand.

Who will make the decision and on what basis?

The decision will be based on discussion between teaching staff, TA advice, SENDCO advice, Senior Leaders and parents. The final decision will be the Senior Leadership's under advice from the staff and external professionals involved. This support will be subject to adaptation if the needs of the child change.

How does the school judge whether the support has had an impact?

Support and provision is monitored informally by Class Teachers regularly and formally once a term by the SENDCO. The SENDCO track the progress and impact of additional provision and meets with the teacher in Pupil progress meetings termly to review the Pupil attainment and Provision maps. Communication with class teachers/ TAs / the child and the parents provide further evidence.

The school's Learning mentor meets with the SENDCO regularly to discuss their caseload and highlight pupils that would benefit from sessions. There are a range of strategies used to track the impact of nurturing interventions, particularly the pupils' voice and parental opinion.

Complaints

Arrangements for handling complaints from parents of children with SEN about the school's support are within the scope of the school's complaints procedure. Please refer to the Complaints Policy that can be found on the SEN page of the website. Where parents have specific complaints about the Education Health Care Plan (EHCP) procedures, or about the content of their child's EHC plan, they should contact the local authority.

Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child?

Prior to entry- the SENDCO, Ashleigh Stewart will be available to answer any questions or discuss a child's
needs.

Once on role, the class teacher will be the initial contact on a daily basis for minor or routine questions or comments.

Appointments can be made at the office to see any staff member including the SENDCO and Senior Leaders.

Who else has a role in my child's education?

All professional and school staff involved with a child have a role to play in his/her progress and education. Communication between these adults is vital to the success and progress of an individual child.

Who can I talk to if I am worried?

The SENDCO Ashleigh Stewart has an "open door" policy for parents to come and voice concerns or pass on information. Her hours are part-time so an appointment can be made at the school office. Class teachers are available for longer conversations at a given appointment time. The Head Teacher is available for concerns over Child Protection or safety, as are the rest of the Senior Leadership Team.

The school office will take a message and signpost parents to the most appropriate staff member to answer their concern. Parents can email the teacher via the school office email.

Who should I contact if I am considering whether my child should join the school*?*

Any questions on SEND provision can be directed to the SENDCO - Ashleigh Stewart.

Any questions on admissions should be directed to the School Business Manager – Laura Dobson.