

## SEND Information Report

<b>NAME OF SCHOOL:</b>	Newsham Primary School	
<b>TYPE OF SCHOOL:</b>	Mainstream	Two storey Primary School with nursery to Y6 provision. Two form entry.
<b>ACCESSIBILITY:</b>	Wheelchair accessible	Including a lift to upper floor.
	Auditory / Visual Enhancements:	Room signs in Braille on doors. Contrasting paint colours on floors walls and doors. Textured paving and dropped curbs outdoors. Loop facility for hearing impairment.
	Other adaptations:	EVAC chair for fire evacuation. All toilets support disability access.
<b>CORE OFFER:</b> Are you currently able to deliver your core offer consistently over all areas of your school? <b>YES</b>	<p>All pupils, including those with SEND receive quality first teaching, thereafter Newsham adopts a graduated approach to supporting children. Staff work closely with parents to identify children's individual needs and then provide intervention and / or SEND support as quickly as possible. This is reviewed regularly with children, parents and staff involved, including SENDCo and the school leadership team (SLT). A wide range of teaching strategies are employed at Newsham to ensure that all children make at least good progress from their individual starting points. These could include:</p> <ul style="list-style-type: none"> <li>• Daily involvement of children in reviewing their work and progress throughout lessons so that feedback is timely, focused and acted upon in a way that supports at least good progress for all.</li> <li>• Systematic phonics, which is routinely taught from Nursery to Y3 using Letters and Sounds and Read, Write Inc programmes.</li> <li>• Maths teaching that is underpinned by a comprehensive calculation policy. Numicom, Mathletics and Schofield and Simms maths further support teaching approaches.</li> <li>• A rigorous Talk Boost program that supports communication, language and literacy intervention and teaching throughout school.</li> <li>• Use of agreed learning prompts displayed in all classrooms to support literacy, maths, citizenship and other curriculum areas. Individual resources are available for children as appropriate.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Access to well trained Learning support staff (LSA) deployed in each class for identified individuals or groups of children, including the delivery of Speech and Language programs, emotional and behavioural support and counselling. The construction of this intervention is reviewed regularly by SLT.</li> <li>• Access to identified staff available to support children with emotional and behavioural needs during the school day, also providing an additional point of contact for parents.</li> <li>• Immersion in the nurturing family ethos that permeates all aspects of school life at Newsham and which includes easy access to any member of the Senior Leadership Team(SLT) including the Head Teacher.</li> <li>• Monitoring and review of attendance with parents to ensure good attendance of all pupils.</li> <li>• Attendance at Breakfast, after school or extra- curricular clubs.</li> </ul>		
<b>POLICIES:</b>	School policies & procedures are available on the website for:	SEN	
		SAFEGUARDING	
		BEHAVIOUR	
		EQUALITY & DIVERSITY	
		Accessibility Plan Admissions Policy	
<b>RANGE OF PROVISION:</b> Please indicate what your school has to offer (over and above your core offer) in each of the following areas.	<b>Areas of Strength.</b> <ul style="list-style-type: none"> <li>✓ A nurturing environment for all children.</li> <li>✓ Lead member of LSA staff supports SENDCo and teaching staff in the provision for children with identified needs.</li> <li>✓ Proven effective relationships with a wide range of support services including, but not exclusively; occupational and physiotherapy, educational psychology, speech, language and communication support and behaviour support teams.</li> <li>✓ Specialist staff trained in Emotional and Behavioural Support, eg emotional literacy or behaviour programmes.</li> <li>✓ Precision Teaching trained LSA's.</li> <li>✓ Regular planned meetings between staff and stakeholders support pupil progress and outcomes.</li> <li>✓ Talk Boost intervention for children.</li> <li>✓ LSA staff trained to support children with Autistic Spectrum conditions.</li> <li>✓ Additional lunchtime support from trained LSA staff specifically for behaviour and emotional well being.</li> <li>✓ Lunchtime staff teams trained in positive approaches to play.</li> <li>✓ Members of teaching staff trained in physical restraint procedures.</li> <li>✓ Staff trained in medical procedures to support children with diabetes, epilepsy and allergies.</li> <li>✓ Named governor has significant experience of SEND provision and works closely with SENDCo and school.</li> </ul>		

	<p><b>Specialist Facilities/equipment to support SEND</b></p> <ul style="list-style-type: none"> <li>✓ Designated spaces for vulnerable pupils (Nurture room and the Haven).</li> <li>✓ iPads available in all classrooms.</li> <li>✓ All toilets and shower facilities support disability access.</li> <li>✓ Lift to upper floor classrooms and ICT suite.</li> <li>✓ EVAC chair on one staircase.</li> </ul>
	<p><b>Input from Therapists / Advisory teachers / other specialist support services.</b></p> <ul style="list-style-type: none"> <li>✓ Involvement with the Dales Teaching Schools Learning Alliance supports school provision across a range of areas</li> <li>✓ SEND Communication Support Service, ASD and SEND Behaviour Services and Psychological Services</li> <li>✓ We work with the school health team when specific medical requests are required, e.g for occupational, physiotherapy or sensory support services.</li> <li>✓ Involvement with Blyth Partnership at head Teacher level</li> <li>✓ The Pupil Referral Unit and EOTAS also provide us with support when required</li> </ul> <p><b>Breakfast and After School support.</b></p> <ul style="list-style-type: none"> <li>✓ Daily breakfast club, 8am - 8.40am, where pupil premium funding enables these pupils to attend free of charge</li> <li>✓ After school club Mon - Thurs 3.15pm - 5.00pm.</li> <li>✓ After school support is also available through after school clubs and booster groups</li> <li>✓ Booster groups operate throughout the year for identified groups of children to accelerate learning and so maximise pupil progress</li> </ul>
<b>INCLUSION:</b>	<p><b>How do you promote inclusion within the school? Including day and residential trips.</b></p> <p>All children have inclusive access to all activities and educational visits. Where necessary adaptations will be made following appropriate advice from involved external agencies and in consultation with parents/carers.</p> <p>Lessons are as inclusive as possible, with adjustments made on a needs basis. Teachers are responsible for the learning and progress of all children in their class, regardless of need. Children are only withdrawn from the whole class for activities when it is in their best interest to do so. All of our children are used to working in a variety of differentiated groups, depending on subject and need.</p>
<b>PROPORTION OF CHILDREN IN SCHOOL WITH SEND:</b>	<p>November 2017</p> <p>16% (excluding nursery children)</p> <p>15% (including nursery pupils)</p>
<b>PARENTAL SUPPORT INVOLVEMENT / LIAISON:</b>	<p><b>How do you involve/support the parents of children/YP with an SEND regarding meeting their needs. How do you communicate their progress and areas of difficulty or strength?</b></p> <ul style="list-style-type: none"> <li>• Regular opportunities to join pupils in school, through curriculum days, parent lunches and open days.</li> </ul>

	<ul style="list-style-type: none"> <li>• Flexible induction arrangements where requested for individual children and families.</li> <li>• Welcome meetings for new nursery and reception families and induction sessions for their children.</li> <li>• Children and families who join us during the academic year meet with the Head or Deputy Head Teacher and / or SENDCo to facilitate smooth admission into school.</li> <li>• Formal parents' evenings are held during the autumn and Spring terms. During the summer term a written report is provided to parents with the opportunity to meet with the class teacher if required.</li> <li>• Homework planners, homework books and reading diaries support communication between home and school.</li> <li>• Web site, Face book and Twitter feeds keep parents up to date with what is happening in school.</li> <li>• Our open door policy supports both formal and informal communications between ourselves and families.</li> <li>• Pupil Profiles and intervention plans are shared with parents.</li> <li>• SEND review meetings are held at least annually and in many cases multi agency meetings are half termly as required.</li> <li>• Medical care plans also support individual children and are constructed with parent's advice.</li> <li>• Where required we signpost parents to other services e.g. parent support groups.</li> </ul>
	<p><b>How will school provide additional support to pupils with SEND on admission to Newsham?</b></p> <ul style="list-style-type: none"> <li>• In addition to procedures outlined in our admissions policy, staff will work closely with all stakeholders involved with the pupil / child to tailor admission arrangements as required.</li> <li>• A flexible approach is key and arrangements could typically involve, for example, extra visits to school, the formulation of a care plan to provide support, home visits or physical adaptations to resources or equipment.</li> </ul> <p><b>How will school prepare children with SEND to join the next setting / college / stage of education or life?</b></p> <ul style="list-style-type: none"> <li>• We have a carefully structured transition plan between key stages and between schools or settings, including visits to new schools or classes.</li> <li>• Additional transition arrangements are implemented in consultation with parents, the new school or class and parents and are tailored to the needs of the child.</li> </ul>
<p><b>OTHER INFORMATION:</b></p>	<p><b>What else do you think parents &amp; carers would like to know about your school?</b></p> <p>Children with additional needs make good progress from their starting points because intervention and support is well matched to the needs of the children and is implemented early. Where necessary we assess children using additional materials to measure small steps of progress.</p>

	<ul style="list-style-type: none"> <li>• Differentiated booster classes in most year groups as required in English and Maths to accelerate pupil progress and raise attainment.</li> <li>• Mathletics enables children to boost maths skills in school and at home using a computer. They are free for all children Y1-Y6, who have their own unique password. Rewards include points and certificates.</li> <li>• Education City facilitates cross curricular learning for all children in school</li> <li>• Our admission arrangements support the smooth transition of children into school and through to future placements and where required steps are taken to prevent disabled children from being treated less favourably than others.</li> <li>• Policy and practice at Newsham is governed by the recommendations in the SEN &amp; Disability Code of Practice 0-25 years. (2014).</li> </ul>
<b>COMPLETED BY:</b>	C Elton (SENDCo)
<b>DATE COMPLETED:</b>	November 2017
<b>REVIEW DUE:</b>	November 2018
<b>CONTACT IN SCHOOL:</b>	Mrs A M Armstrong (Head Teacher) Mrs C Elton (SENDCo)