



SEN Information Report

Newtown Primary February 2025



Under the Special Educational Needs and Disability Code of Practice (2015) the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) **must** publish information on their website about the implementation of the policy for pupils with Special Educational Needs (SEN) in the form of an SEN Information report. This report should be kept up to date with significant changes and published annually each September. The report differs from the SEN Policy in that the policy details the school’s ethos and approach to SEN whereas the SEN information report describes what has happened and how the policy has been implemented in the last academic year. This checklist is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

(Report format and guidance taken from Devon guidance report)

Parent/carer questions	Key information	Links to SEND Code of Practice (2015)
School Policy and procedure		
What kinds of SEND do pupils in school have?	<p>As a mainstream school, Newtown Primary strongly believes in inclusion so that pupils are taught alongside their peers. Through ‘Quality first teaching’, class teachers and support staff differentiate and personalise the curriculum to meet the range of needs and abilities within each class.</p> <p>In the academic year 2023/2024 there are 27 children identified as having a SEND, which is approximately 20.1% of children on roll. These are made up of: 4 pupils with an individual Education Health Care Plan and 23 children with SEN Support. We support children with range of needs in all the areas of development. We have a number of</p>	The kinds of special educational needs which provision is made at school

	<p>children with communication and interaction difficulties, including speech and language and children who are on the Autistic Spectrum. At Newtown Primary School, there are children with a range of social, emotional and mental health difficulties who are supported by the nurturing ethos of the school and the pastoral support that we put in place for individual children and small groups depending on their specific needs. As a school we have a focus on the child as an individual, enabling us to meet a wide range of cognition and learning needs with an inclusive approach, encouraging all pupils to aspire to be their best, to be successful confident learners, healthy thinkers, and caring citizens.</p>	
<p>How do you know if a pupil needs extra help?</p>	<p>Each half term, class teachers, support staff, parents and the SENDCo discuss attainment, progress and provision for each pupil identified as having and agree support and targets which are recorded in an Individual Learning Plan (ILP). For most pupils identified as having a special educational need, this cycle of assessment and provision is effective in meeting their needs to ensure good progress. Where progress and attainment continues to be lower than expected, despite targeted intervention and support, the school may utilise more specialist diagnostics assessments, draw on support from outreach and / or health professionals or request advice and assessment an Educational Psychologist. Some children will be assessed for their speech and language need either internally by the school or by a Speech and Language therapist who may visit the school to assess and devise a programme for a specific child. We also use an appropriate SEMH assessment tool to assess children's SEMH needs.</p> <p>At Newtown Primary School, we track the progress of the children in a number of ways dependent on their needs. All children are tracked on Insight Tracker for their academic abilities. All staff are responsible for raising concerns with children's development and needs. At Newtown Primary School, we have a clear SEN process that all staff are aware of; the basis for this is the Graduated Response. Assess, Plan, Do, Review cycle. From this we ensure we are working on the main areas of need with a focus on quality first teaching and targeted interventions. Where a child's needs are more complex then we will request the support of outside interventions for specialist approaches. At Newtown Primary School, we use this SEN process alongside regular academic assessments to highlight any children that may so far have unidentified needs.</p> <p>Assessments at our school include:</p> <ul style="list-style-type: none"> • Teacher assessments and standardised tests. • Phonics screenings • Reading age assessments • SEMH assessment tool for Social and Emotional assessments • Assessments in school from an Educational Psychologist <p>We also work very closely with outside agencies to ensure that any other assessments needed by them are completed and returned as soon as possible. These assessments and</p>	<p>Information about the school's policies for identification of special educational needs</p>

	processes highlight any children that may be having difficulties accessing and progressing with their learning.	
Day to day support		
<p>How do teachers help pupils with SEND? How will the school support my child?</p>	<p>As a mainstream school, Newtown Primary School strongly believes in inclusion so that pupils are taught alongside their peers. Through 'Quality first teaching', class teachers and support staff differentiate and personalise the curriculum to meet the range of needs and abilities within each class. Teaching is adapted in many ways to suit the varying needs of individuals and groups within the class, e.g. changing resources: varying the pace of teaching, chunking the lesson into achievable steps, the use of adult support, use of ICT and other access technology etc.</p> <p>'Quality first teaching' and a broad and balanced curriculum from class teachers is an entitlement for all pupils and effective differentiation enables all pupils to experience feelings of success and achievement.</p> <p>At Newtown Primary School, we recognise that there are some children who may need extra support to make expected progress so that they achieve in line with their peers, e.g. small group intervention work, additional adult support from teaching assistants or pastoral assistants, 1:1 tuition or additional equipment to achieve their potential. Some pupils also benefit from additional diagnostic assessments to identify areas of strength and difficulty. We have developed and continue to develop a range of expertise, experience and links to other agencies to ensure we meet the learning needs of all pupils.</p> <p>Children who require SEN Support and who have EHCPs are all part of the school's Plan, Do, Review process. These children will have ILPs which are regularly reviewed and updated and shared with the children and their families. Families who are in need of support to prevent a problem or make a change will be offered Early Help as part of the 'Team Around The Family' process. Regular meeting will be held with the families, relevant schools staff and any outside agencies to put a more detailed Plan, Do, Review process in place. These meetings will be held every six to eight weeks and updated accordingly.</p>	<p>The school's approach to teaching pupils with SEND</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Provision for pupils, with disabilities and additional educational needs:</p> <p>At Newtown Primary School, we look at the educational needs of pupils with disabilities and in liaison with the family and other agencies involved, develop an individualised plan for providing care and education which will allow for the child to achieve their full potential. This will include a personalised curriculum tailored to individual needs, where appropriate, as well as ongoing professional development and training for staff.</p> <p>The level of support available at Newtown Primary School can be divided into three areas, Universal, Targeted and Specialist. Universal support includes Quality First Teaching and in class support and differentiation. Targeted includes individual or small group interventions that are above and beyond that which is provided in class. Specialist support</p>	<p>How adaptations are made to the curriculum and the learning environment</p>

	<p>includes following programs and advice from outside agencies that are providing the individual child with specific plans and targets. Parents are involved in any decision making and these decisions are supported by the school staff, including the SENDCo, class teachers and support staff.</p> <p>If after completing the graduated response additional support is required, then we work closely with a number of outside agencies. We use a number of outside agencies to advise us on meeting pupils' needs including:</p> <ul style="list-style-type: none"> • Educational Psychologists • Devon Special Educational Needs, Disability and Inclusion Advisory Team • SEMH Service • Speech and Language Therapy • Occupational Therapy • Community Nursing Team • Child and Adolescent Mental Health Services (CAMHS) • Communication and Interaction Team • Deaf and Hearing Impairment Team • Inclusion Service • Physio team • Early Help 	
<p>How will I know how well my child is doing?</p>	<p>The teachers at Newtown Primary School continuously monitor the progress of all children and this is reviewed on at least a termly basis. If a child is having universal provision, the child's progress will be reviewed and reported back to parents each term through parents evening and other forms of communication. If a child is having targeted or specialist provision, then the child's progress will be reviewed every six to eight weeks or after a timely intervention. This will be fed back to the parent via the teacher and through meetings if appropriate. If the child and family are part of the Early Help process then this information will be shared at the regular meeting and the targets, strategies and interventions will also be reviewed. Any parent is able to speak to their child's teacher at any point through this process and they are also able to contact the SENDCo to find out any information on their child's progress. The method of assessment and review will depend on the type of intervention the child is part of; for example if the child is having phonics intervention then the TA's leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps. The targets set for the children will be SMART and depend on what their main Need is for example; if the child's needs come under the remit of SEMH then we may use an SEMH assessment tool to guide us.</p>	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes</p>
<p>How will I know that my child is making progress? How do you check on this?</p>	<p>As stated above, the progress of each child is reviewed regularly as well as the effectiveness of the intervention itself. If it is deemed that the intervention is not effective for an individual child or a group of children, then the strategies themselves will be altered. The review process of interventions and progress is all part of our Plan, Do, Review cycle.</p>	<p>How the effectiveness of the provision is evaluated</p>

	<p>If, for example, little or no progress has been made after trying a range of interventions and strategies then it is likely that referrals to specialist professionals will be completed.</p>	
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>Newtown Primary School Primary School prides itself on being a very nurturing and inclusive setting. Children who need support with their well-being, whether it be emotionally or socially, can access a range of provisions for different needs. As SEMH is seen as a whole school approach at Newtown Primary School and we have a number of experienced staff who naturally put a nurture slant on all that they do. We feel that we have a very good understanding of children's emotional needs and we are happy to do what needs to be done to meet these. If needed a child will have a named adult who they will be able to have protective time with at least weekly, there may be a team of adults if that is more appropriate. We ensure that all children are respected and the emotions are validated and reflected upon.</p> <p>If a child has a medical health condition, then a Health Care Plan will be completed by the parents with the support of the SENDCo. These plans include any medicinal needs as well as emergency procedures and specific interventions. Any prescribed medication will be accepted and administered in the school with written parental consent. For children with Asthma there are named adults responsible for the storage and use of inhalers. Staff follow specific rules with the recording of administering medicines and reporting this to parents. The school will make every effort to ensure that children who have medical needs will be fully included in all of school life, including trips and residential. If a child needs support with their personal care, then an intimate care plan will be completed with the parent (and the child - where appropriate). Risk assessments will be regularly completed and reviewed to support both child and the staff in delivering the best provision.</p> <p>There is very clear and consistent approach to behaviour in the school, there is a whole school approach to ensuring that children are aware of the behavioural expectations. Children are also aware of the processes involved if they do not meet these expectations. At the heart of this process is the completion of restorative and reflective work with the child and staff involved. If a child is at risk of exclusion due to challenging and dangerous behaviour, the SENDCo will arrange a meeting with parents, class teacher and other key adults of the child. The plan is shared with all key adults and reviewed and updated regularly to support the individual child. The SENDCo may also arrange further multiagency support. Risk assessments are also completed to ensure the safety of the individual children and the staff working with them. Newtown Primary School works very closely with a number of outside agencies including The Inclusion Team and the local EWO as well as any other relevant agencies to ensure that we are supporting the children and their families to reduce the likelihood of exclusions and to increase their attendance. We are using advice given as part of the LA's training around the Attend framework.</p>	<p>How the pupils with SEND are able to engage in activities that are available with those in the school that do not have SEND</p>

Involving families

How will you help me to be able to support my child?

Parents and carers of children with SEN are included in the school's standard methods of information sharing – including parents' evening and any parent is able to contact the class teacher or SENDCo at any stage of the school year for a further update.

When will we be able to discuss my child's progress?

If a child is accessing an intervention or is being assessed using a specific program then the child's progress will be shared with the parents at regular intervals, including after an intervention has finished or reviewed also before and after an assessment has been completed. If a child is having input from a specialist service, then the parent will be informed by either the specialist or by the school each time any input or assessment is carried out.

The feedback regarding progress may be given as part of a TAF meeting or as a one off meeting / phone call depending on the needs of the child or the wishes of the parent. Any parent will have the opportunity to have a brief chat with the class teacher during the collection at the end of the day, for day-to-day feedback. If the parent wishes to have an in-depth conversation with the teacher, this is done over the phone or by appointment.

If there has been an incident during the school day, then the school will contact the parent by phone or Class Dojo (for more minor incidents) to inform them of the situation. Sometimes the school are required to complete specific observations of children throughout the school day (e.g. how much are they eating etc.) this can either be collated and feedback to the parent as and when needed using a home school diary. For less specific information about what is happening at school, i.e. events / trips etc. the school website page is updated regularly and emails are sent out to parent /carers. There are other opportunities for parents which may be used to gather information and meet the staff, such as:

- Meet the teacher – at least once every term (viewing of work or parents evening)
- Offer of parent workshops to support Reception phonics, Year 1 phonics and year 6
- Pre-visits are encouraged for all new starters.
- SEND drop ins and opportunities to meet with SENDCo

Parents are also regularly informed and kept up to date with the planning for the children's learning through:

- Parents' information available regarding the policies for each subject.
- School website provides subject specific information

Arrangements for consulting with parents/carers of children with SEND and involving them in their education

How will my child be able to share their views?

The school encourages children to be part of the decision making process at school by ensuring their voices are heard through:

- Outside agency supports to assist children and families. 1:1 support

Arrangements for consulting with children with SEND and involving them in their education

	<ul style="list-style-type: none"> with a key supportive adult • Pupils led 'School councillors' • Pupils involved in any funding applications/ school development ideas • Pupils fulfil key responsibilities within the school 	
<p>How will you support my child when he/she joins your school, moves class or transfers to another school?</p>	<p>What is the school's approach to transition?</p> <ul style="list-style-type: none"> • Comprehensive transition (teacher-teacher and teacher-parent/pupil) including transition booklets with visuals included • Individualised support plans for children who need additional support • Sample day with their new teacher • Key transition points provided with additional support (EYFS, Y6-7) • Comprehensive EYFS starter booklet and package sent to new starters • Close relationship with local secondary schools <p>How does the school work with other settings to transfer information and support transition to the next setting?</p> <ul style="list-style-type: none"> • CPOMS data provided once change of roll. • Close relationship with local schools • Meetings with transition workers from other schools • Sharing of all academic data <p>Who is responsible for providing this support and what are the usual timescales?</p> <ul style="list-style-type: none"> • SENDCO Safeguarding officer, SLT, Class teacher. • Data shared once transition is officially confirmed. • In-school transition programme begins within the last half term. • What support is available for work experience or out of school activities? • All learning journeys include real life experiences and visits to the school where possible by experts. • High importance placed on local and relevant visits to encourage pupils' aspirations and develop lifelong learning. 	<p>Arrangements for supporting pupils between phases of education and preparing for adulthood</p>
Staff skills and wider support		
<p>What skills do the staff have to meet my child's needs?</p> <p>What specialist services are available at or accessible by my child's school?</p>	<p>If a child is transferring to Newtown Primary from another school or if they are starting in Reception class, the first step in finding out how the school can best support them is to have an in depth conversation with the parents/carers. The class teacher or the SENDCO will be the first contact for new children with SEN and information will be gathered and recorded. A meeting may be arranged with the parents, class teacher, previous school or childcare provider and the SENDCo. From this meeting a transition plan will be put in place and the Plan, Do, Review process will begin. During this meeting the school, along with the</p>	<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</p> <p>How school involves other bodies, including health and</p>

	<p>parents, will decide if any referrals or assessments can be carried out before the child begins or whether more evidence needs to be gathered first.</p> <p>When the child is ready to start we will have the information to be able to ensure that the class teacher and support staff are best placed to support the child from day one. The Plan, Do, Review process will then be continued.</p> <p>The school have access to a huge range of professionals and specialists that can be called upon for general advice, training and support for specific children. Each service works in a way that produces the best outcomes for the children. We have access to the following services:</p> <ul style="list-style-type: none"> • Educational Psychologists • Devon Special Educational Needs, Disability and Inclusion Advisory Team • SEMH team • Speech and Language Therapy • Occupational Therapy • Community Nursing Team • Child and Adolescent Mental Health Services (CAMHS) • Communication and Interaction Team • Deaf and Hearing Impairment Team • Physiotherapists • Inclusion Service • Early Help • Family Practitioners • Disabled Children's service <p>These services work in a variety of different ways from, working directly with the children, supporting staff to support individual children, supporting staff to support different types of SEN, whole school training, supporting families, supporting parents and supporting children at home etc.</p>	<p>social care, local authority support services and voluntary sector organisations in meeting pupils' SEN and supporting their families</p>
<p>What happens if my child needs specialist equipment?</p> <p>How is the school accessible and how does it arrange the facilities that the children need?</p>	<p>If a child at Newtown Primary School needs specialist equipment that has been recommended by a specialist, there are a number of different ways that this can be acquired. Sometimes the specialist that has recommended it will be able to procure it for the school. The school will purchase the needed equipment; this may be funded from the school SEN budget or funding may be applied for. A number of local charities offer funding for certain types of equipment and this can be applied for when the need arises. Newtown Primary was built in 1879, where possible we have made areas accessible however due to the nature of the site building there are some restrictions beyond our control. We have an accessible toilet with the appropriate support rails.</p>	<p>How equipment and facilities to support children with SEND will be secured</p>

<p>How will my child manage tests and exams?</p>	<p>Newtown Primary make appropriate access arrangements for both internal and external tests using the following are taken into account:</p> <ul style="list-style-type: none"> • Additional support is available in line with the government guidelines • Children are assessed in-line with the guidelines set out in the access arrangements document • Parents and pupils informed continually throughout the process (parents evenings, website etc) • Teachers make the decisions with support from SENDCo 	<p>Information regarding access arrangements</p>
<p>Accessing advice and support</p>		
<p>What should I do if I think my child may have a special educational need or difficulty?</p>	<p>The SEN team comprises of:</p> <ul style="list-style-type: none"> • SENDCo – Katy Rushby • Safeguarding and Inclusion Lead for ACE Trust - Wendy Parr • Strategic SEND Lead for ACE Trust – Katy Burns <p>They can be contacted by phoning or emailing the school directly and either appointments or meetings can be set up on 01392 255540 or admin.newtown@acexcellence.co.uk The SENDCo will co-ordinate responses and outcomes and is available by telephone, Class Dojo and email two days a week.</p>	<p>Contact details for the special educational needs co-ordinator</p>
<p>What do I do if I am not happy or want to complain?</p>	<p>If a parent or carer has a concern that they would like to discuss there are a number of options. The first point of contact would be the class teacher or if the parent did not feel like they could discuss it with the class teacher, the SENDCo, another member of the leadership team or the Headteacher. Parents and carers can also talk to the ACE Safeguarding and Inclusion Lead. There is a clear procedure that is followed if a parent wants to raise and concern or a complaint and this will be explained clearly verbally and in writing to the parent/carers if they feel that they want to make a complaint. The complaints policy is on the website and can also be requested from the office at any time.</p>	<p>Arrangements for handling complaints from parents for children with SEND</p>
<p>Where can I find out about other services that may be available for our family or my child?</p>	<p>If a family are requesting additional support, the school SEN and Safeguarding team are able to signpost parents/carers to a number of different services that are available.</p> <p>Parents and carers are also made aware of the Local offer, a link to this can be found on the school website.</p>	<p>Contact details of support services for parents of pupils of SEND</p> <p>The school's contribution to the local offer and where the local offer is found</p>