

Newport Primary School – SEND Information Report

1a. How does the school identify children with special educational needs?

On arrival to Newport Primary School:

- Information gathered from other professionals – from previous schools, health visitors, nursery staff.
- Information directly from the parents and carers during the initial and following meetings and visits. Further meetings between parents/carers and school SENco or other appropriate members of staff when necessary;
- Transfer of data from previous school or setting as the pupil moves, particularly in- year transfer.
- Range of tracking data used to identify SEND or to inform provision already in place;
- Data is captured at strategic points throughout the year and is monitored by staff and Governors to identify if there are any concerns from the data that need further investigation;
- SENco, Educational Psychologist may investigate further and carry out more in-depth assessments of needs either in response to data or staff concerns;
- If required the school will bring in additional external professionals to further assess and give recommendations for appropriate provision.

1b. How do we involve parents and carers in planning for those needs?

- A meeting each term is offered for identified pupils and parent/carers with the SENco to discuss and sign Support Plans
- Attending consultation meetings with the teacher throughout the year (termly)
- Planned opportunities for parents/carers and pupils to meet with the Ed Phy/specialist teacher to discuss assessment outcomes
- For pupils with an EHC plan meetings with parent/carers throughout the year and at annual reviews meetings.
- Parents and carers are fully consulted when the EHC plans are initially put in place and will be invited to attend the annual review meetings at the end of the year.
- Annual questionnaire is given to parent/carers for opinions and feedback.

1c. What specialist provision do we access?

- We have access to Speech and Language therapists.
- We employ the services of a Play therapist to work one-to-one with identified pupils.
- We have access to an Educational Psychologist. In addition, we employ the services of a highly skilled Educational Psychologist to work with our SENco on assessments and recommendations.
- We refer/seek advice from external services including: Hearing Impaired and Visual Impaired (HI/VI), CAMHS, Cleveland Unit, Holmwood school.
- We have access to the Ethnic Minority Achievement Team who support us with our new arrivals. We employ a full time Parent Support Advisor and a full time Bi-lingual Support Advisor who conducts home visits and offers advice and support to parents and carers. Additionally, we have a small team of personnel dedicated to the support of new arrivals and EAL/non-English pupils.

2a. Who in school will support your child and how will this be monitored?

- Deputy head teacher and SENCo will have overall a detailed overview of all pupils on the SEND register and will oversee monitoring and evaluation of progress and provision;
- All teaching staff have a responsibility for the teaching, monitoring and evaluating of pupils with SEND. This is the first principle of the SEND Code of Practice 0 – 25 (2014);
- Pupils who are registered as SEND support, in line with the SEND Code of Practice 0 - 25 (2014), will have annual planning and evaluation meetings with parent/carers and (where appropriate) the pupil to oversee the plan, monitor progress and evaluate any interventions.
- Pupils with an EHC have their progress reviewed and monitored by the SENCo and will also have an annual review meeting attended by relevant professionals and parent/carers.
- Highly-skilled Teaching Assistants provide support within and outside of the class room with identified pupils on appropriate interventions. Impact of interventions on pupil progress will be monitored by the SENCo on a half-termly basis.
- Quality first teaching is supported by a team of support staff who have differing roles. However, always central to this is breaking down barriers in order to ensure SEND pupils move forward with their learning and progress.
- All staff are offered high quality CPD in line with the children they support.

2b. How are decisions made about the type and amount of provision that a pupil will need?

- From talking to parents/carers and the pupil to understand and establish what they see as the priorities;
- Decisions are based on quality evidence that the school has collected over time: both data analysis and detailed information from key personnel involved in teaching and assessing a pupil.
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a pupil;
- The amount of provision is decided in line with the needs of the pupil and any specific allocated funding. For example, this could be a short term programme of work such as a half term of input on a specific area of need or longer term in-class support;
- Effectiveness of any intervention will be monitored regularly.

3. What Curriculum do we offer?

- The overall curriculum structure is directed by the government and the National Curriculum;
- All pupils have an entitlement to study a full curriculum; this may be adapted depending upon the needs of the pupil.
- Differentiation is the responsibility of all teachers and support staff, informed by the data and information on each pupil. Staff will deliver lessons/sessions using different styles of teaching through a range of strategies, activities and resources.
- Targets will be set, and progress against them monitored, particularly for core subjects

4. How accessible is our school?

- Newport Primary School is fully wheelchair accessible;
- There are two disabled toilets accessible on the main corridor and the main KS2 corridor. Hand rails are on a range of toilets throughout school to support pupils.
- We have continued to improve our accessibility by adding wider doorways and ramps to exit and entrance areas, where appropriate. Improvements have been made on doors for the visually impaired.
- Communication with parents/carers whose first language is not English is put in place to respond to need. Key documentation is translated into more than one language and a number of employed staff are bi-lingual.
- [Link to Full accessibility plans and Equality Scheme](#)

5. How do we engage with parents and carers?

- Pupils with SEND are monitored regularly and closely by the SEND co-ordinator, external agencies and key staff. Tracking data is used every half-term to monitor progress. This data is looked at by the SENco, Senior Leadership Team and Governing Body every term.
- We hold consultations twice per year and send out termly written reports in the Autumn and Spring Terms and an annual summative report at the end of the academic year.
- Parents and carers are invited into school to discuss assessments undertaken by the Educational Psychologist.
- EHC plans will be developed alongside parents/carers and pupils. These will be reviewed annually.
- Parents and carers are invited into school in September to meet the new teacher.
- We have an 'Open Door' policy that allows parents and carers to come into school to discuss any issues or concerns.

6. How do we support the overall well-being of pupils?

- We employ a full-time Parent Support Adviser and a team of Bi-lingual Support Advisers. These are staff who have day-to-day contact with parents/carers and pupils in all areas of need;
- Pupils can contribute their views through the Rights Respecting Council. Representatives from the council have opportunities to discuss feedback through Rights Respecting meetings. Restorative practice encourages them to understand and explain their thoughts and feelings.
- We have an Attendance Officer who works with the Education Welfare Officer and PSA to monitor daily attendance and punctuality and address with parents/carers any concerns or issues;
- Newport Primary School has a full Medicines Policy and First Aid Policy There are a team of staff on duty each day in the main office from 8:00am to receive medicines from parents/carers and record the necessary information. There is a member of support staff available each day to carry out what has been agreed with the parents/carers.
- A high percentage of staff are Paediatric First Aid trained. All staff are required to complete basic first aid at work annually.