



# Special educational needs (SEN) information report

<b>Approved by:</b>	Patricia Maxwell (HT)	<b>Date:</b> September 2025
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website or you can ask a member of staff to make a copy/send you the policy.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

### 1. What types of SEN does the school provide for?

Our school can provide for pupils with the following areas of SEN, providing that we can meet their needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)

	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Jacquie Robertson, she can be contacted via the school office on (01642) 861911.

She has over 8 years' experience in this role. She is a qualified teacher.

She has also achieved the National Award in Special Educational Needs Co-ordination.

Jacquie attends SENCO networks, has been a panel member for the Local Authority (LA) EHC panel, has contributed to LA consultations and has completed a vast amount of training specifically related to the area of SEN.

She is allocated one day every week to manage SEN provision.

### Support Team

Stacey Carlisle (Deputy Head Teacher) and Sarah Ashton (EYFS Lead) are the support team for SEN.

Stacey is a qualified teacher and also has a PGCE in Specific Learning Difficulties. Sarah is a qualified teacher and has significant experience leading EYFS and expertise in early reading and writing. She has acted as a trained moderator for the LA and is a point of contact for all staff in school to understand Early Years and how to develop early reading and writing. Both Miss Carlisle and Mrs Ashton have also achieved the National Award in Special Educational Needs Co-ordination.

### Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

If staff are teaching a pupil with a special educational need and require more advice/support, they can request this and it will be sourced by the SENCo.

## Teaching assistants (TAs)

We have a team of TAs, including a higher-level teaching assistant (HLTA) who are trained to deliver SEN provision.

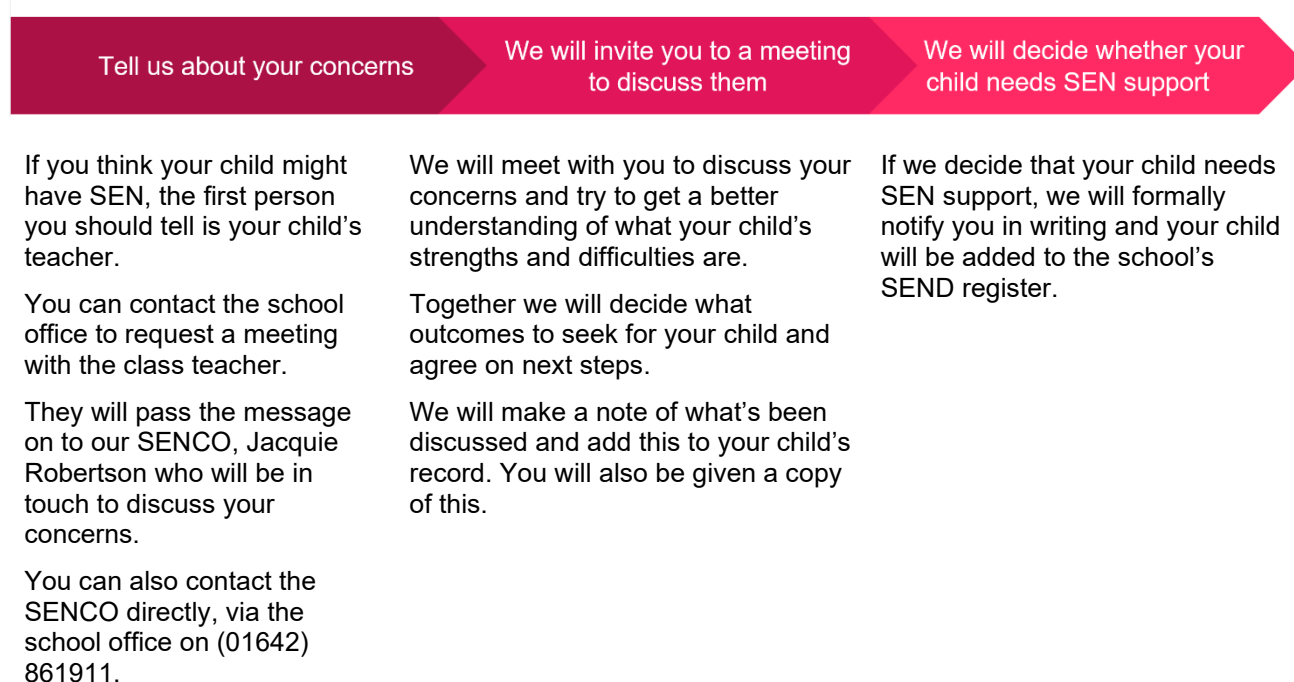
We have a number of teaching assistants who are trained to deliver interventions such as Sounds Write and bespoke interventions to meet the specific needs of pupils. All TA's are invited to attend training relating to SEND. We also have bi-lingual TA's who can support pupils who have English as an Additional Language and SEN needs. This can be supporting in speech and language sessions, offering additional phonics sessions or supporting in class.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologist
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Play therapy services
- Hearing/Visually impaired service
- Voluntary sector organisations

## 3. What should I do if I think my child has SEN?



## 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include in their reading, writing or number work, but could also be difficulties in social situations.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition, such as pre and post teaching, to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and, if appropriate, speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision and asked to sign a form giving permission for their name to be added to the school's SEND register. The SENCO will work with the Class Teacher and you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide termly reports on your child's progress.

Your child's class teacher will meet with you 2 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

Your child's teacher will also share the updated SEN Support Plan 3 times a year and you will be asked to give your input to the plan at these times.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Take part in a pupil focus group

## **8. How will the school adapt its teaching for my child?**

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis if this is advised by a specialist e.g. Educational Psychologist
- Teaching assistants will support pupils in small groups if this is required

We may also provide the following interventions, Please note, these are not exhaustive:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories Sensory diets Specific interventions such as Autism bucket sessions Quiet space/break out space
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Coloured exercise books Additional processing time Scribe Technology (e.g. speech to text)
	Moderate learning difficulties	Technology (e.g. speech to text) Pre/post teaching Specific learning interventions Small group support

<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Different seating (e.g. standing desks) Breakout spaces Sensory toys Brain Breaks Physically Active lessons
	Adverse childhood experiences and/or mental health issues	Nurture provision Play therapy Mentor Time with canine intervention dogs
<b>Sensory and/or physical</b>	Hearing impairment	Sound bars Acoustic friendly classrooms Careful seating Access to a teacher for the Hearing Impaired
	Visual impairment	Limiting classroom displays High visibility tape Adapted texts iPad to mirror whiteboard Access to a teacher for the Visually Impaired
	Physical impairment	Ramps Wider corridors Accessible toilets

These interventions are part of our contribution to Middlesbrough's local offer.

The school also has an accessibility plan which can be accessed via the school website – the plan details how the school is increasing the extent to which disabled pupils can participate in the curriculum.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

Reviewing their progress towards their goals each term

Reviewing the impact of interventions after approximately 6 weeks

- Using pupil questionnaires/pupil focus groups
- Monitoring by the Class Teacher/SENCO



- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan) or termly reviews for SEN Support plans

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority through higher needs funding.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to in Year 6.

All pupils are encouraged to take part in sports day/school plays/workshops/external visits and all other enrichment activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

### **11.1 Admission arrangements**

Prospective pupils with a disability and prospective pupils with SEN will be offered a place at Newport Primary School provided that:

- you wish the child to attend the school.
- your child's special educational needs can be met by the school.
- other pupils will not be disadvantaged.

If your child has an EHC plan which names the school, they will be admitted before any other places are allocated

Should there be no available places in the required Year Group, the school's Admission policy oversubscription criteria ensures that potential pupils with a disability or special educational needs are not unfairly disadvantaged.

## **13. How does the school support pupils with disabilities?**

We have taken a number of steps to support pupils with a disability to access school including:

- Improved access to physical environment (e.g. ramps, wider corridors, accessible toilets)
- Increased access to the curriculum (e.g. differentiated teaching, assistive technology, sound bars and radio aids, sloped desks)
- Improved delivery of written information (e.g. providing large print, digital aids, iPads to mirror whiteboard, visual prompts)

Our school's accessibility plan can be found on our website [Accessibility-Plan-1.pdf](#)

## **14. How will the school support my child's mental health, and emotional well-being?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school groups e.g. Playground Leaders, Rights Respecting Group, Language Ambassadors
- We provide extra pastoral support for listening to the views of pupils with SEN by access to key adults and pupil focus groups
- We run a nurture provision for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying and we use restorative practice to help pupils understand the impact of their actions, take responsibility for them and identify appropriate actions to resolve the issues.

## **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

### **Between years**

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to have a detailed handover to discuss the pupil's SEN needs and support strategies which have been positive
- The pupil may spend time in their new class prior to transition, if this is felt to be necessary

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

#### **Between phases**

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Extended transition if agreed necessary
- Learning how to get organised independently
- Plugging any gaps in knowledge

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Louise Coates (01642) 861911 is the designated teacher for looked-after children and previously looked-after children here.

Louise Coates will work with Jacquie Robertson our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

Our school's complaints procedure can be found by clicking on the following link: [Complaints-Policy.pdf](#).

Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Middlesbrough LA has made arrangements for independent disagreement resolution and mediation services to be made available for parents and carers. To find out more or to make contact with them, use the following link: [SEND Disagreement Resolution and Mediation | Middlesbrough](#)

## **18. What support is available for me and my family?**

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Middlesbrough local authority's local offer. Middlesbrough publishes information about the local offer on their website:

[SEND Local Offer | Middlesbrough](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are provided by Barnardo's:

[South Tees SENDIASS | Barnardo's](#)

Local charities that offer information and support to families of children with SEN are:

[Daisy Chain | Autism & Neurodiversity](#)

[Home - MAIN - Together Raising Smiles](#)

[The Junction](#)

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages