Newnham Croft Primary School





SEND Information Report: Nov 2026

Date to be reviewed: Nov 2027

This Information Report was co-produced with staff, pupils, parents and governors.

SEND need not be an obstacle to success.

At Newnham Croft, we know that many pupils will have special needs at some time during their school life. The effective implementation of our SEND policy seeks to support and guide pupils, parents and carers as they go through the assess, plan, do and review cycle.

“Newnham Croft is a nurturing and inclusive school where pupils are happy and safe.”

“Pupils recognise ‘everyone is different’. They are supportive of each other, particularly older pupils with younger ones.”

“Teachers adapt the curriculum to meet the specific needs of pupils. For example, they provide pupils with translation aids or resources to support them in their understanding of the tasks set. This enables pupils with English as an additional language and those with special educational needs and/or disabilities (SEND) to access the curriculum alongside their peers. As a result, they learn well.”

Ofsted. June, 2024

SEND School Contacts

If you are worried about your child's development in any area of special needs (learning and understanding, communication, social, emotional or mental health or sensory/physical difficulties) then please speak to your child's class teacher in the first instance.

Alternatively, you can contact the office on 01223 508737 or e-mail us at office@newnhamcroft.cambs.sch.uk

Jo Turner (SEND Coordinator) can be contacted via the school office or at jturner@newnhamcroft.cambs.sch.uk

Headteacher: Edward Ferguson head@newnhamcroft.cambs.sch.uk

The Governing Body

The Governing Body, in co-operation with the Headteacher, determines the school's general policy and approach to provision for all pupils, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. The SEND Governor has a remit to be a critical friend to the school. The school's SEND Link Governor is Eleanor Toye Scott.

Aims and Objectives

The objectives of our SEND provision are as follows:

- To hold high expectations for all pupils
- To ensure the early identification of all pupils requiring SEND provision
- To meet individual needs through a wide range of approaches identified in our overview of provision
- To attain high levels of participation, motivation and engagement from pupils, parents and carers
- To develop independence and autonomy wherever possible
- To make SEND resourcing and provision transparent for pupils, parents and carers
- To continue to provide access for all pupils through adapted lessons and Quality First Teaching
- To work alongside other agencies and schools in order to meet the needs of individuals.

What types of SEND do we provide for?

We refer to the term “Special Educational Needs” if a child:

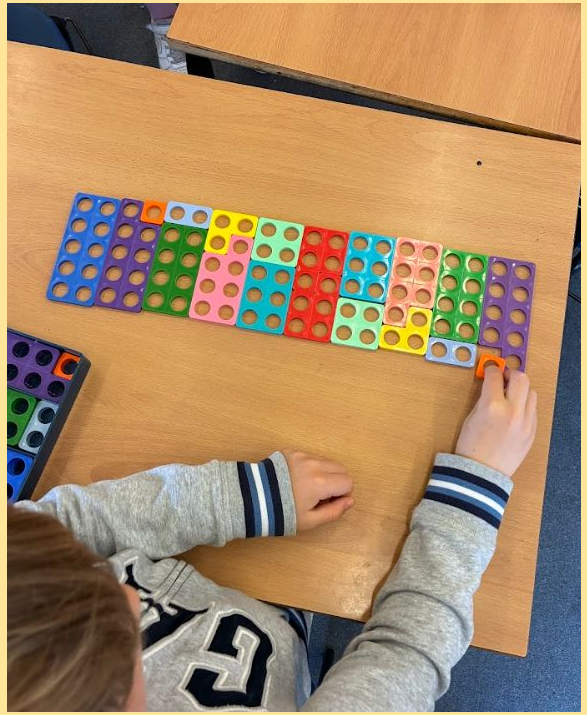
a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.

b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

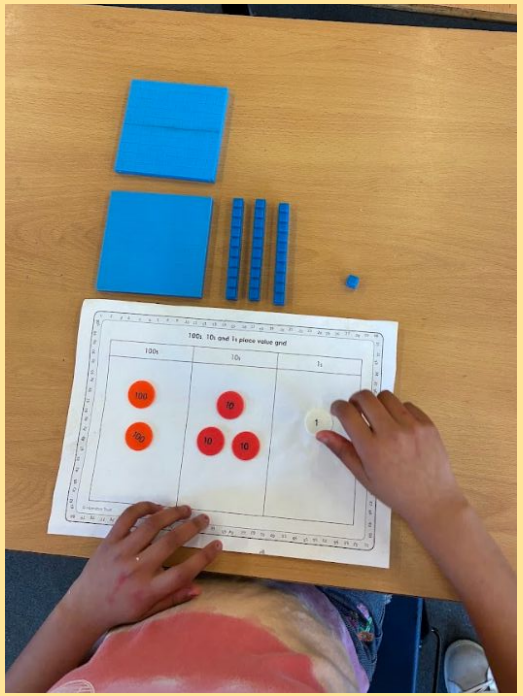
The difficulty or disability may relate to:

- **Communication and interaction**
- **Cognition and learning**
- **Social emotional and mental health**
- **Sensory or physical conditions.**

Special Educational Provision is that which is additional to, or different from, that which is made generally for most children in school.



What do the categories of SEND mean?



Communication and Interaction

- Speech, language and communication difficulties
- Autistic Spectrum Condition

Cognition and Learning

- Learning differences requiring a slower pace than peers
- Specific Learning Difficulties such as dyslexia, dyscalculia

Social, Emotional and Mental Health Difficulties (SEMH)

- Mental health issues such as anxiety, self harm, eating disorder
- ADHD

Sensory and/or physical needs

- Physical disability requiring additional ongoing support and equipment
- Vision or hearing impairment

How do we identify and assess pupils with SEND?

We accept the principle that pupils' needs should be identified and met as early as possible. Whilst the four areas broadly identify the primary need of a pupil, we also consider wider needs which may also impact upon pupil progress, such as:

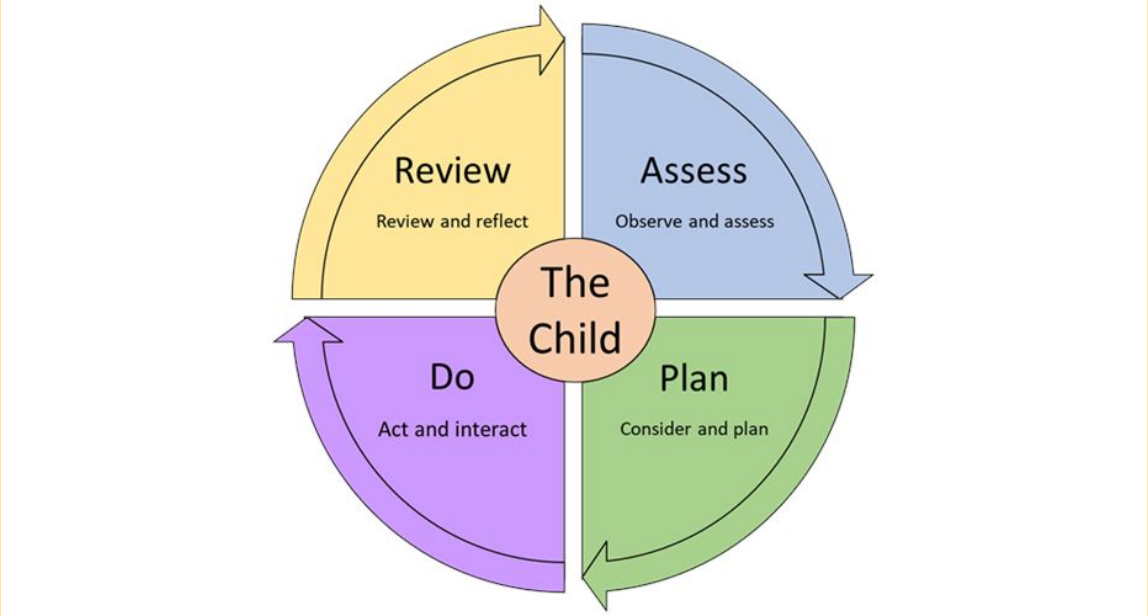
- Disability (has a disability which prevents or hinders him or her from making use of facilities of a kind)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Ever6, Free School Meals (FSM) (i.e. eligible for Pupil Premium)
- Being a Looked After Child (LAC) and left care/adoption through other routes

How do we identify children with SEND?

The Graduated Response

At Newnham Croft we follow the ‘graduated approach’ to the identification and assessment of SEND referred to in the Special Educational Needs and Disability code of practice: 0-25 years, June 2014.

A diagnosis does not necessarily mean that a child will have a support plan (APDR) in place and be on the SEND register. Each child's needs are considered on an individual basis and whether they require provision that is different from or additional to what is normally available.



How does the graduated response look?

.



1. Universal Support

- Teachers have high expectations for all students.
- Teaching build on what your child already knows and can do.
- Tasks and teaching methods are adapted to fully involve the child, including practical activities and tailored resources
- Specific strategies or interventions may be used to support your child.

2. Targeted Support

- Teachers and/or the Special Needs Coordinator (SENCo) monitor your child's progress and plan small group work to help close any learning gaps.
- Progress is regularly reviewed before and after interventions.
- Sometimes, outside specialists may provide additional support, either in or out of school.

3. Specialist Support

External professionals who may assist a child include:

- Community Paediatrician, Early Help Support, Educational Psychologist, Emotional Wellbeing Team, GP, Occupational Therapy, Physiotherapy, School Nurse, Sensory Support (Visual/Hearing), Specialist Teaching Service, Speech and Language Therapy, YoUnited

How do we teach children with SEND?



At Newnham Croft, we are working hard to embed a culture of meta-cognition for all learners. For pupils with SEN, metacognition, or "thinking about thinking," is crucial for developing effective learning strategies by empowering them to reflect on their own cognitive processes and tailor their learning approach

✏️ We teach based on what the children already know and understand, and encourage them to make connections with their learning

✏️ We use strategies, resources and technology to engage all children in their learning

✏️ We adapt lessons so all children can access the learning, with encouragement for children to select personal challenge and learn from mistakes

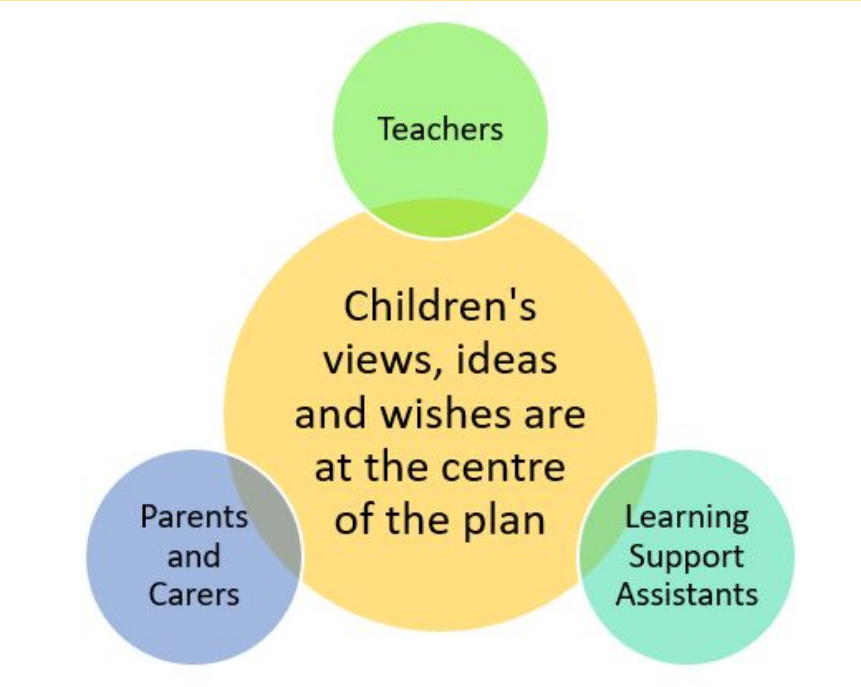
✏️ We use pupil voice effectively to shape support, and encourage children to self-advocate

✏️ Pre-teaching can be used effectively to prepare children for activities or lessons

✏️ Reasonable adjustments are made to routines and environments to enable children's learning

✏️ Classrooms and the school grounds are accessible

Who is involved in the process?



Pupil voice is a **central principle** of good practice in supporting students with SEN. Involving pupils in decisions about their education ensures that support is more personalised, empowering, and effective.
Pupils contribute to their plan by explaining their strengths and anything they find more challenging. Children often outline what works for them in addition to things they will continue to do in order to learn effectively (strategies, seating arrangements and use of resources etc.) Children discuss the next step in learning with the class teacher and other relevant staff. This then forms the basis of the next learning targets.

Children with disabilities

Some children in our school have disabilities and need additional resources. The school is committed to providing an environment that allows children access to all areas of learning. The designated points of entry for our school allow wheelchair access.

The Reasonable Adjustments Duty for schools and education authorities includes a duty to provide auxiliary aides and services for disabled pupils. The Act extends to make reasonable adjustments to cover the provision of auxiliary aids and services for disabled pupils. It identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with Asthma or Diabetes for example may not have special educational needs but may still have rights under the Equality Act (2010). We will assess each child as required and make the appropriate provision based on their identified needs.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

- All lessons are adapted to meet the needs of the child and the class.
- Putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task. We make sure activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.
- After-school clubs are available to all pupils. Adjustments will be made to support the participation of all pupils.
- Health and safety audits will be conducted as and when appropriate.

How do we consult parents of pupils with SEND and involve them in their child's education?

SEND provision and interventions are recorded on an individual plan, which will be updated each term. Parents are encouraged to join the review process, which is usually termly. Pupil's APDR Plans are updated by the class teacher and monitored by the SENCO.

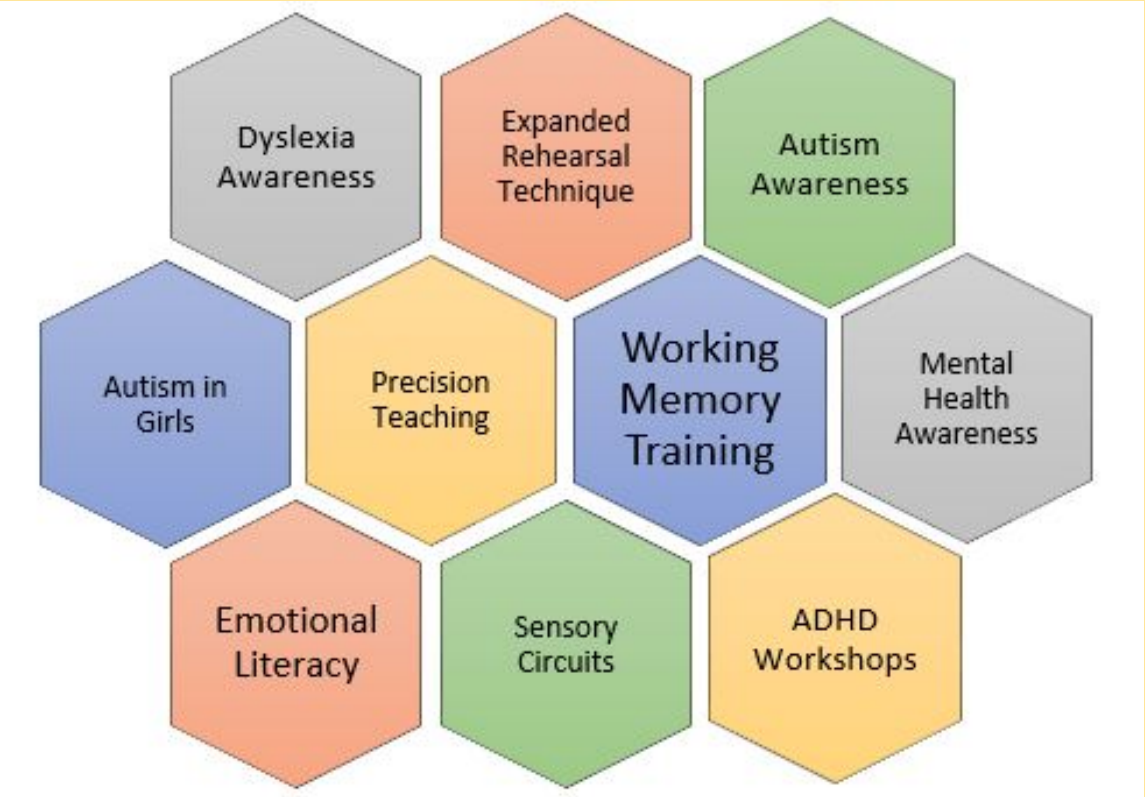
The provision and interventions are monitored and evaluated termly by the SENCO following consultation with pupils, class teachers and parents in order to assess whether provision has been effective.

At Newnham Croft, APDR plans will usually be updated in October, February and May. Parent consultations will be organised to be at a separate time to the whole class consultations. This is to allow extra time to talk through progress and the effectiveness of support in place.

What is the background and training of our staff?

Our SENCo is qualified with the National Award for SEN Coordination and our teaching team have a broad range of experience when it comes to teaching children with SEND.

We also have a huge amount of expertise in our support staff. Below are some of the areas in which colleagues have completed further education or training.



How do we support pupils moving between different phases of education?

As a school, we aim to support the transfer between phases by ensuring the following:

- Families will be supported through the admissions process as necessary.
- Working with the SENCO from the school in question, additional visits can usually be arranged in order for questions to be answered.
- Routines, information and staff contacts can be established during a meeting in the current setting and then reinforced during an additional visit to the new setting.











How will we secure equipment and facilities to support pupils with SEND?

Some of the equipment and facilities we provide as part of our annual budget provision include:

- Alternative coloured paper is available for pupils and staff with dyslexia or dyslexic tendencies.
- For children who benefit from the use of electronic equipment to aid their learning, such equipment as laptops and iPads are readily available.
- We have equipment and a room where children can focus on individual work on other aspects of development and learning (sensory integration, social skills etc.)
- Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use

How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

We may, from time to time, seek the advice and support of other agencies or voluntary organisations in order to better support families and children with SEND who require more specialist involvement than the school is able to provide. This may include, but is not limited to, supporting families to find strategies to use in the home or advice on how best to approach a transition.

There are many sources of information and support for parents.

Pinpoint are a parent/carer forum who offer great advice and support.
https://www.pinpoint-cambs.org.uk/

How do we evaluate the effectiveness of our SEND provision?

Newnham Croft Primary School encourages feedback from staff, parents and pupils throughout the year in the form of parent questionnaires, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual Pupil Plan (APDR Plan), which will be updated termly. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors in order to assess whether provision has been effective.

The SENCo is part of a wider SENCo cluster, allowing for exchange of ideas. We also invite the Local Authority SEND specialists in to school to assist us in improving our provision.

How will we secure specialist expertise?

A range of agencies may be asked for advice and support, such as;

- Education Psychologists
- The Specialist Teaching Team
- Social Services
- Speech and Language Service (Class teacher also liaises)
- Occupational Therapy
- Specialist Outreach Services

Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

If the referral is accepted, the specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or visiting the sensory room.
- A group or individual work with outside professional
- Further assessment with other professionals when and if appropriate

How do we handle complaints from parents of children with SEND?

We hope that complaints about SEND provision will be rare, however, if there should be a concern, the process outlined in the school's policy should be followed.

Where can the LA's local offer be found?

The Cambridgeshire local offer can be found at the following web address:
https://www.cambridgeshire.gov.uk/send

Children's Views

The equipment in the class helps me to understand.

I know that I can always ask for help.

We can choose the equipment to help us learn.

The iPad helps me because I can speak into it and then I can print out the words I wanted to use.

Pre-teaching is helpful because it gives you more understanding and helps you feel confident in the lesson.

Parent Views

Our child is very well understood and cared for by the school.

The progress they have made has been wonderful to watch.

My child has thrived at Newnham Croft.

We can see such a growth in their confidence and happiness.

Staff and Governor Views

"To see such a variety of ways that the SENCo and the school staff generally are supporting SEN children, encouraging their development as independent learners and integrating their needs into the wider educational approach and provision. This gives real weight to inclusivity as a core value of the school."

"We work closely alongside parents and carers."

"We try to make the learning fun and engaging"

"The school listens to the children and helps them develop their own strategies to support their learning."

Glossary

SEND - **Special Educational Needs and Disabilities -** Refers to children and young people who have a learning difficulty or disability that requires special educational provision.

SEN - **Special Educational Needs - A** broad term for children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

EHC Plan - **Education, Health and Care Plan or EHCP -** A legal document that describes the education, health, and social care needs of a child or young person with SEND, and how those needs will be met.

SENCo - **Special Educational Needs Coordinator -** A teacher responsible for coordinating support for children with SEND within a school.

TA - **Teaching Assistant or LSA - Learning Support Assistant -** An educational support staff member who assists a teacher in providing extra help to children with special educational needs.

APDR Plan - **Assess, Plan, Do, Review Plan -** A plan used in schools to outline specific educational targets and strategies for children with special needs (usually used before an EHC Plan is in place).
LA - **Local Authority -** The local council responsible for providing services and support for children with SEND.
SALT - **Speech and Language Therapy -** A service that helps children with speech, language, and communication needs.
OT - **Occupational Therapy -** A service that helps children with physical, sensory, or cognitive challenges to develop skills for daily life and learning.