



# Newnham Croft Primary School



SEND Information Report April 2023  
Date to be reviewed:- April 2024



# 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 to all pupils through differentiated lessons and Quality First Teaching
- To work alongside other agencies and schools in order to meet the needs of individuals.

# SEND School Contacts

We recognise that many pupils will have special needs at some time during their school life and that the effective implementation of our SEND policy seeks to support and guide pupils, parents and carers as they partake in the assess, plan, do and review cycle. If your child has special educational needs and/or a disability and you would like to know more about what we offer at Newnham Croft Primary School, please contact us on 01223 508737 or e-mail us at [office@newnhamcroft.cambs.sch.uk](mailto:office@newnhamcroft.cambs.sch.uk)

SEND Coordinator: Jo Turner [Jturner@newnhamcroft.cambs.sch.uk](mailto:Jturner@newnhamcroft.cambs.sch.uk)

SEND Link Governor: Keren Sayir-Uziyel

Headteacher: Edward Ferguson [head@newnhamcroft.cambs.sch.uk](mailto:head@newnhamcroft.cambs.sch.uk)

## **Our Key SEND personnel**

SEND Coordinator: Jo Turner

Headteacher: Edward Ferguson

## **The Governing Body**

The Governing Body, in co-operation with the Head teacher, 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.

# What does special educational needs and disabilities (SEND) mean?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise;
- reading and writing;
- ability to understand their learning;
- concentration levels;
- physical ability.

## How do we support learners with SEND?

As part of our duty of care, we meet children's needs through high quality teaching, the provision of additional resources, supporting medical care needs in school and an accessible school building.

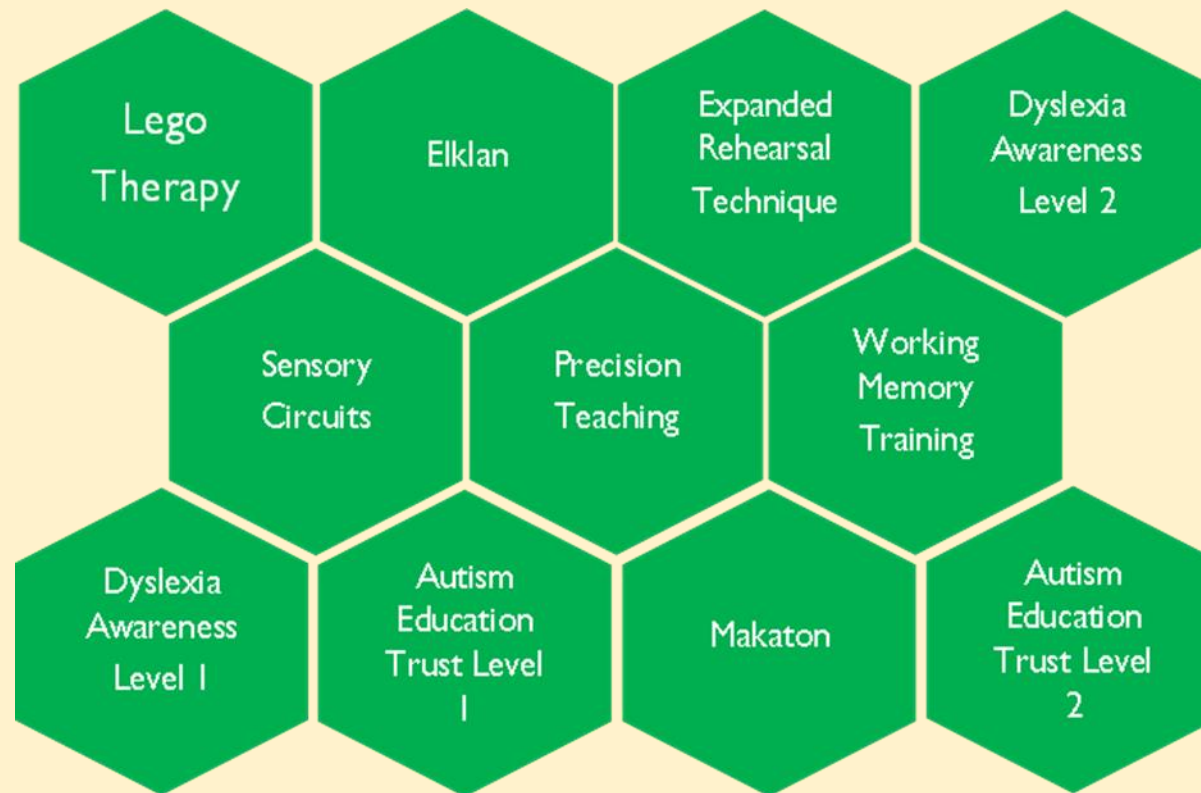
Some of our children have more than one aspect of SEND; this may include primary, secondary and tertiary needs etc.

Based on primary needs, we currently work with:

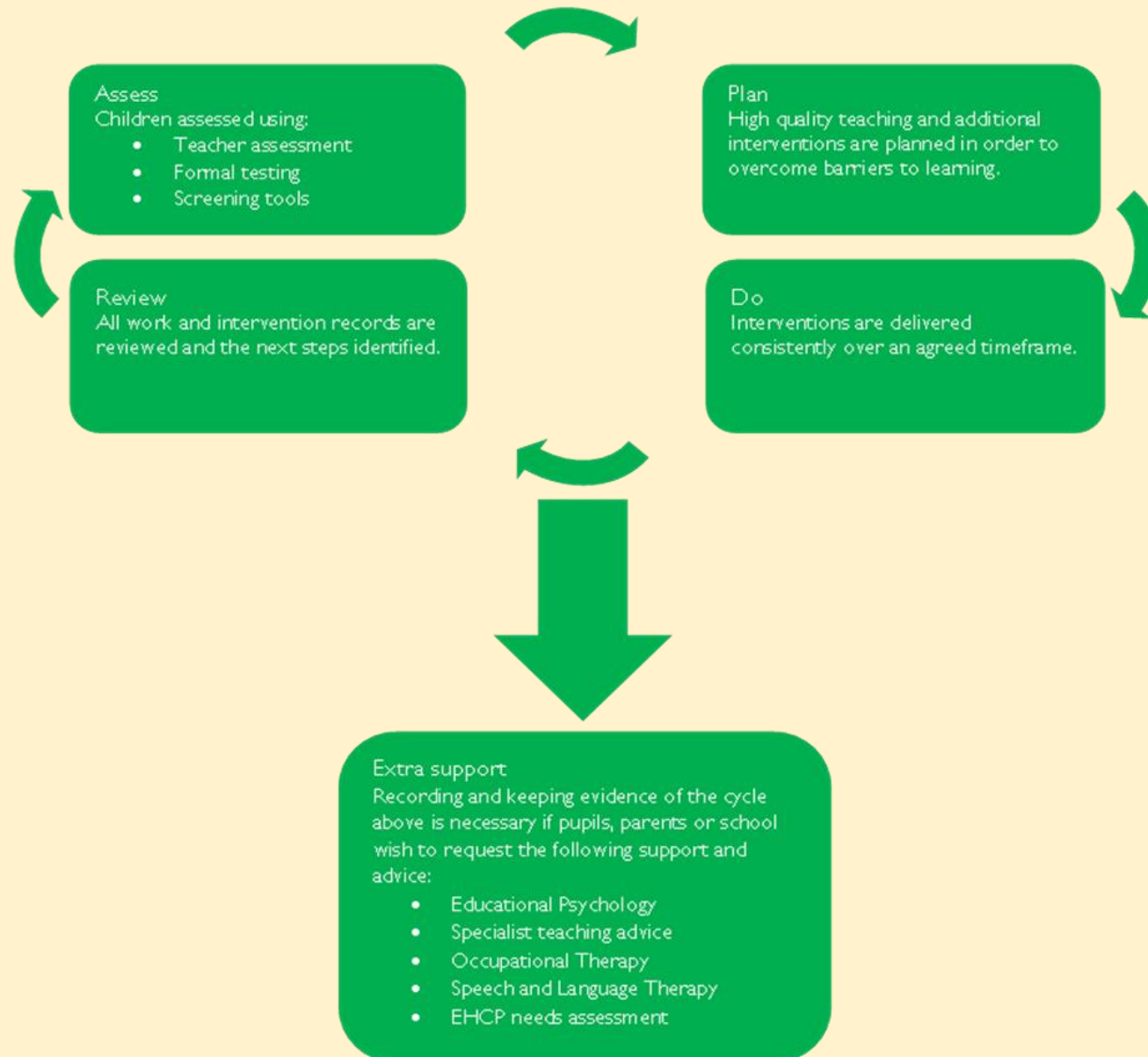
- ✓ Communication and interaction needs;
- ✓ Cognition and learning needs;
- ✓ Social, emotional and mental health;
- ✓ Sensory or physical conditions.

# What is the background and training of our staff?

Our school SENCO has completed the National Award for SEND 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 identify children with SEND?



## The Graduated Response

# How do we teach children with SEND?

- ✓ Teaching that builds on what children already know and understand.
- ✓ Strategies, resources and technology to engage all children in learning.
- ✓ Differentiated lessons so that all children can access their learning.
- ✓ Pre-teaching to prepare children for an activity or lesson.
- ✓ Reasonable adjustments to routine or environment to enable children's learning.
- ✓ Support to enable all children to access school trips/activities (transport, 1:1 support).
- ✓ Accessible classrooms, grounds and wider school environment.

# How is the curriculum adapted?

## Wave 1

### All Pupils

#### COGNITION & LEARNING

Differentiated curriculum planning, activities, delivery and outcome.  
Visual aids/modelling etc  
Visual timetables  
Use of writing frames  
Teaching assistant support

#### COMMUNICATION & INTERACTION

Clear, simplified language  
Increased visual aids/modelling etc  
Visual timetables  
Communicating Print symbols for specific topic based vocabulary.  
Structured school and class routines.  
Use of role models (talk partners)  
Opportunities for talk in group work

#### SOCIAL, EMOTIONAL AND MENTAL HEALTH

Whole school behaviour policy  
Home school agreement  
Class/School reward systems – House points  
Reward system and praise  
Circle Time

#### SENSORY & PHYSICAL

Flexible teaching arrangements.  
Wildlife area for outside learning  
Easy access around school/classroom.  
Writing implements provided.

## Wave 2

### Catch-Up

#### COGNITION & LEARNING

Phonics interventions  
Numicon maths groups  
Word and Number Shark  
Toe by Toe  
5 minute box maths/English  
Overcoming barriers maths  
CGP reading  
Precision Teaching reading and spelling  
Power of 2  
Overcoming barriers/booster groups  
The Word Wasp  
The Hornet  
Stride Ahead  
Stairway to Spelling  
Secure Maths intervention programme

#### COMMUNICATION & INTERACTION

Spirals communication group  
Lego therapy  
Talking Boxes  
Clicker

#### SOCIAL, EMOTIONAL AND MENTAL HEALTH

Home/School records and rewards  
Social Skills  
Lego group  
Designated areas to calm down

#### SENSORY AND PHYSICAL

Write from the Start  
Sensory Circuits  
Additional sensory integration activities  
Sensory room  
Bucket sessions  
Sensory Play

## Wave 3

### Special Educational Needs & Disabilities

#### COGNITION & LEARNING

Highly adapted curriculum for children with an EHC plan  
Educational Psychologist

#### COMMUNICATION & INTERACTION

Social Stories  
Life Skills curriculum for children with an EHC plan  
Speech and Language Therapist  
Talking boxes  
Colourful Semantics

#### SOCIAL, EMOTIONAL AND MENTAL HEALTH

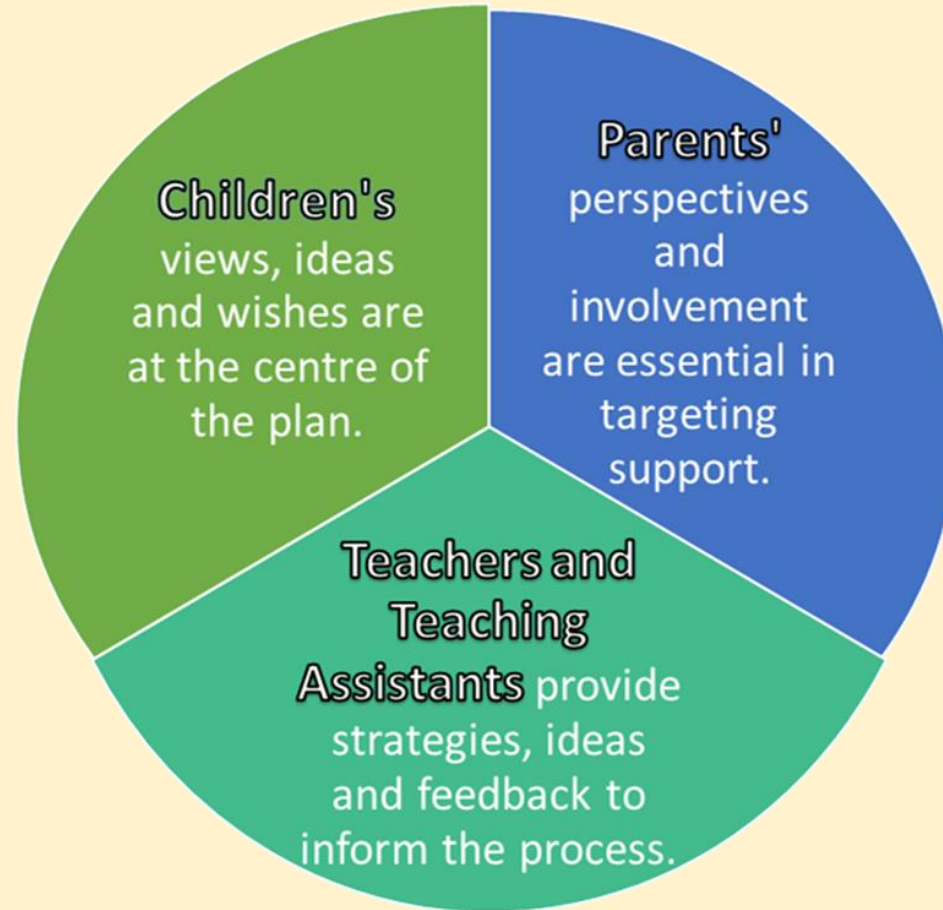
Social Stories  
Calming down area  
Further support or referral to CAMH

#### SENSORY AND PHYSICAL

Physiotherapy programme  
Individual support during PE  
Individual support for toileting (as appropriate)



# Who is involved in the process?



# 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 types of SEND do we provide for? continued

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Early Years through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- ❖ Closes the attainment gap between the child and children of a similar age
- ❖ Prevents the attainment gap growing wider so that pupils' progress is similar to that of peers starting from the same attainment baseline
- ❖ Matches or is better than the previous rate of progress
- ❖ Ensures that a child has full access to the curriculum in line with their peers
- ❖ Demonstrates an improvement in self-help, social or personal skills
- ❖ Demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

# 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.

The school makes every effort to meet the learning needs of all its children. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.



# 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

# The Graduated Response

The four-part cycle (Assess, Plan, Do, Review) is known as the graduated approach and is outlined in the 2015 SEND Code of Practice. The graduated approach is used for all pupils with SEND.

## High quality teaching

Where any pupil is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEND.

The means by which this is undertaken is as follows:

- (a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- (b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- (c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- (d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- (e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- (f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- (g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- (h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent/teacher consultations.

# What is our approach to teaching pupils with SEND?

All children receive class teacher input through high quality teaching and the teacher will have the highest possible expectations for your child and all pupils in their class. Some of the strategies we employ include:

- Teaching that is based on building on what your child already knows, can do and can understand.
- Teachers putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your 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 enable pupils with SEND to engage in activities with other pupils who do not have SEND?

- All lessons are differentiated to meet the needs of your 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 Pupil Passport, which will be updated each time the intervention is changed. Parents are encouraged to join the review process, which is usually termly. Pupil Passports are updated by the class teacher and 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 following consultation with class teachers, pupils and parents in order to assess whether provision has been effective.

# How do we consult pupils with SEND and involve them in their education?

- The review process of Pupil Passports begins by acknowledging progress made since the baseline assessment.
- Pupils contribute to the front page of their Pupil Passport 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.
- Extracurricular targets are also recorded at the bottom of the Pupil Passport.

# How do we assess and review pupils' progress towards their outcomes?

Parents and children discuss the progress made since the previous Pupil Passport review and acknowledge success accordingly. Interventions are monitored and evaluated termly by the SENCO following consultation with class teachers, pupils and parents in order to assess whether provision has been effective. The review process of Pupil Passports begins by looking at the entry data, usually in the form of a baseline assessment. This is then looked at alongside the most recent assessment so that a comparison can be made. Staff will be looking for accelerated progress as a result of effective targets and provision.

# 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.

# What expertise and training do our staff have to support pupils with SEND?

A qualified SENCO with experience in teaching across KS1 and KS2.

Several qualified HLTAs who support teaching and learning of groups and individuals.

A team of TAs who receive regular training in a variety of direct intervention strategies such as:

Precision Teaching; Numicon; Socially Speaking; Dealing with Feelings; Toe-by-Toe; Power of Two; Expanded Rehearsal Technique (ERT); Precision Monitoring; Sensory Circuits (a sensory integration programme)

Additional training for specific needs as necessary (Makaton signing, Talking Boxes, Colourful

# 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 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 lap-tops, 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.

# 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 Passport, which will be updated each time the intervention is changed. 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.

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# 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>