



Newton Regis C of E Primary School

Special Educational Needs

Information Report

Becoming the person God made me to be: living,
learning, loving.

*"I praise you because I am fearfully and wonderfully
made" Psalm 139:14*

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Agreed by LAB:

Review:

The BDMAT SEND vision

We are 'ONE'

'Together, you are the body of Christ, and each one of you is a part of that body'

Corinthians 12

Principles of Belonging

Our Five Principles of 'Belonging' drive and empower all we do to ensure every SEND pupil in our trust feels a true sense of belonging and in doing so achieves their very best.



Dignity for ALL Dignity not deficit- Children who learn at different rates are embraced, their education should be characterised by dignity and learning with support for their needs.

All empowered to enact change Accountability and action at all levels- everyone across BDMAT has the agency and responsibility to act.

Together we thrive Greater complexity merits greater expertise- All professionals working in BDMAT have a responsibility to provide a high-quality education for all where all children across the trust thrive.

Great destinations, different journeys Children who learn at different rates are embraced across BDMAT - education is characterised by recognising that some children may have a different journey but will still reach the destination they are capable of

Celebrating every success Success does not look the same for all children within BDMAT - we value and celebrate a wide range of achievements and experiences, including different ways of participating in and contributing to society

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

The biblical and theological ideas that have shaped our vision are as follows: *Created to be like God, we are all individual, different, and precious.*

As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their **lives** and **learning**. We seek justice for all, embracing those who face challenges in their lives and learning. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need and we act and speak up for those who don't. Equity underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school.

Trusting in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Austrey and Newton Regis Church of England Primary Schools.

What are the admission arrangements for pupils with SEN or disabilities?

As a mainstream school we welcome children of all abilities. We invite parents to visit the school and discuss provision for their child and any specific support that they may need.

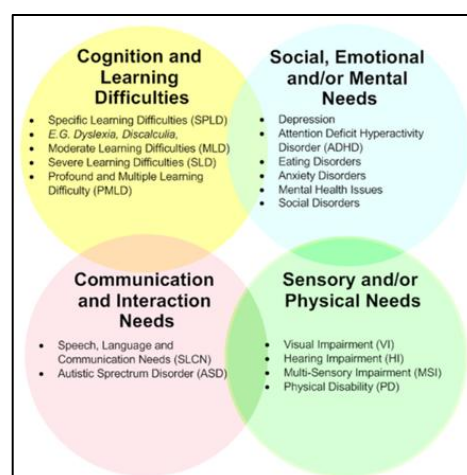
How do we identify pupils with special needs?

Children are identified as having SEND through a variety of ways:

- Meeting with previous school/nursery
- Children performing below age expected levels
- Concerns raised by parents
- Concerns raised by class teacher
- Working with external agencies
- Health diagnosis via a paediatrician
- Lack of progress
- Test scores
- Change in the learners' behaviour/attitude

What areas of Special Educational Needs and Disabilities do we provide for?

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical



How can you raise a concern as a parent?

- Contact your child's teacher
- Contact the school's Special Educational Needs Co-ordinator (SENCo):
Lisa Stephenson - lstephenson@bdmat.org.uk, 01827 830220.

How will the school support your child?

- Teachers deliver quality first teaching, scaffolding learning to support pupils' needs
- Our SENCo oversees all support and monitoring of the progress of any child requiring additional support across the school
- If a child needs more focused support such as reading, spelling etc, then the pupil will be placed in a small, focused group for additional support.
- The class teacher will oversee, plan and work with each child with SEND needs, in their class, and is accountable for the support and progress of the child in all areas of the curriculum
- Indicators of needs which may require additional support through the *assess, plan, do, review* cycle
- A pupil may be set targets via a 'Learning Passport' which will include SMART targets to help pupils make progress at their level; this forms part of the *assess, plan, do, review* process. These are reviewed three times a year.
- As part of the *assess, plan, do, review* process, external professionals, like a specialist support teacher or educational psychologist, may be brought in by school to observe and assess a pupil to identify specific difficulties in more detail and provide further strategies for teachers to try
- Where a pupil is still not making adequate progress despite all available support being in place, it may be necessary to request an Educational Health Care Plan Needs assessment; sufficient evidence will need to be collated following the *assess, plan, do, review* process before this can be requested



Who will explain progress to you and what opportunities will there be for you to discuss your child?

- We strongly believe that education should be a partnership between parents and teachers.
- We offer an 'open door' policy to enable you to make appointments with your child's class teacher and/or the SENCo.
- Formal parents evenings take place twice a year, in the autumn and the spring terms
- For further information, the SENCo is available to discuss support in more detail.

How will the curriculum be matched to your child's needs?

All work in class is pitched at an appropriate level so that all children are able to access learning according to their specific needs. Where appropriate, specialist equipment may be provided for a child (e.g. pencil grips, easy to use scissors etc). Adaptive teaching will be put in place as required, for example looking at seat placement, access to sensory resources or accessing technology as a method of recording work.

How are the governors involved?

They challenge the Headteacher regarding the provision for and the progress of children with any additional needs

How will your child's voice be heard?

- Children who have a Learning Passport/IEP (Individual Education Plan) discuss their targets with their teacher and/or teaching assistant.
- One Page Profiles are completed alongside pupils so that staff understand their learning needs and support as required
- If a child has an Educational Health Care Plan, their views and opinions are sought prior to annual reviews to which they are invited
- Children are encouraged to share their opinions and form 'a network of trust' to talk to adults about concerns.

What support will there be for your child's well-being?

The school offers a variety of pastoral support for pupils who are encountering emotional difficulties. Staff have received Emotion Coaching training. Lisa Stephenson is the Senior Mental Health Lead. Forest School sessions are also timetabled to support children that need it. Staff often offer emotional check-ins throughout the day. We appreciate parents informing us about their child's well-being so we can support in school as necessary.

We deliver lessons to support children's mental health and well being through My Happy Mind.

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against national expectations and age related expectations.
- During the foundation stage children's progress is measured against skills based trackers throughout the year and at the end of the Reception year against the Early Learning Goals.
- For pupils working below national curriculum levels progress is measured against Pre Key-stage standards.

The SENCO completes termly diagnostic tests to follow progress, specifically in reading and spelling skills

- As a school we measure children's progress in learning against national expectations and age related expectations.
- During the foundation stage children's progress is measured against skills based trackers throughout the year and at the end of the Reception year against the Early Learning Goals.
- For pupils working below national curriculum levels progress is measured against Pre Key-stage standards.
 - The SENCO completes termly diagnostic tests to follow progress, specifically in reading and spelling skills

Administration of Medication

- Parents need to contact schools if medication is recommended by health professionals. Administration of medication will be discussed on an individual needs basis.
- On a day-to-day basis, medication will generally be monitored and administered by administration staff.

How are the school's resources allocated and matched to the children's SEND needs?

- We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, which may involve support from a teaching assistant.

How accessible is the school environment?

Our school is warm and welcoming and we do our utmost to ensure that all pupils, staff and visitors are afforded good access.

- Flat access from the car park
- An area adjacent to the main car park and close to the main entrance for disabled car park use
- Wheel chair access via a range of entrances
- Car park lighting
- All classrooms, the hall and offices have blinds fitted to reduce glare
- Interactive whiteboards in all classrooms
- Ability to increase print size through photo copying
- iPads and Chrome books can be used to record writing and support reading, eg. through the use of Immersive Reader
- The use of symbols to help communicate/read words
- Each classroom has a concentration kit to aid focus with objects like ear defenders and fiddle toys

The school's accessibility plan can be viewed on the school website.

How effective is the support for my child and the effectiveness of the provision?

- Pupil progress meetings are held termly between the class teacher, SENCo and Head Teacher.
- The Head Teacher and SENCo will discuss each child's needs and discuss what support is most appropriate.
- These discussions take place at least termly based on progress and the individual child's needs. Based on these discussions and evaluations provision will be amended as necessary.

How do we support transition to new classes or schools?

We have planned transition arrangements for all children as they move from one year to the next. SEN children are supported further through discussions to prepare them for a move and familiar adult support to help with that transition. Information and positive support strategies for each child are shared with new class teachers.

When moving to a new setting the SENCo will liaise with the new setting and support parents and the child with the changes ahead. Often, extra visits may be arranged prior to the move along with discussions to allow the child the opportunity to talk about the move and address any concerns they may have. These transition plans are tailored to the individual's needs.

What specialist services and expertise are available to the school?

- Our SENCo is Lisa Stephenson
- Our SENCo is a fully qualified teacher and has the SENCo qualification.
- As a school we work closely with a variety of external agencies relevant to the children's needs, including:
 - School nurse
 - CAMHS (Child and Adult Mental Health Service)
 - Speech and language
 - Warwickshire Early Support Service
 - IDS (Integrated Disability Service)
 - Educational Psychology: An educational psychologist (EP) normally only works directly with pupils whose needs are felt to be quite considerable and have not made enough progress through interventions. The EP will offer support/advice to the school and parent.
 - The school subscribes to Warwickshire's Specialist Teacher Support service. Where teachers may need further strategies to support a pupil with additional needs a specialist teacher comes into school to undertake assessments, observations and meetings with teachers and a report is produced. This report is shared with parents.

Complaints

Please refer to the Complaints Policy: <https://bdmatschools.com/documents/complaints-policy/>

How can you get more information?

Please arrange to meet our SENCo in school: 01827 830220 or email lstephenson@bdmat.org.uk.

Look at our SEND Policy on the school's website.

To access the school's accessibility plan, behaviour policy and safeguarding policy visit the school website.

Please refer to the services of the county in which you live.

Warwickshire: <https://www.barnardos.org.uk/get-support/services/warwickshire-sendiass>

Leicestershire: <https://sendiassleicestershire.org.uk/>

Staffordshire: <https://www.staffs-iass.org/home.aspx>