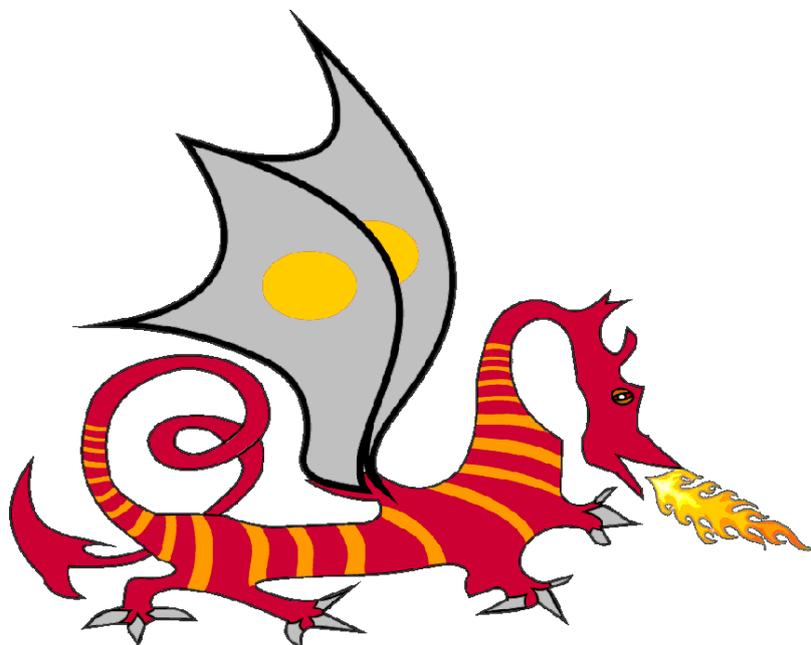


Newbold Verdon Community Primary School

SEND Information Report 2018 -19



Headteacher: Mrs. Heather Causon

SENDCo: Mrs. Jane Brennan

SENDCo Governor: Mrs. Pru Crowley

SEND definitions in the “SEND Code of Practice: 0-25 Years (2014)”

Children may need Special Educational provision if they have:

- (a) Significantly greater difficulty in learning than the majority of others of the same age, or
- (b) a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions

What areas of support and experience you currently offer to meet needs of children and young people with SEND

Wherever possible Newbold Verdon Primary School will make any necessary arrangements to accommodate children with Special Educational Needs and Disabilities within our mainstream provision.

We also have a dedicated Unit for children with a diagnosis of Autistic Spectrum Disorders. There are 24 allocated places in our specialist provision. Places are allocated by the Leicestershire Special Educational Needs Assessment team.

Within the Unit all teachers and staff have Autism Specific training in many areas of learning including : Autism awareness, PECS, Sensory processing, SAQ, Team Teach and positive handling. One teacher has the enhanced diploma for teaching Autism children.

The classroom environment reflects an autism specific approach with clear individual teaching areas for the children, visual timetables and cues to aid understanding. Each room has a low arousal and distraction free area with withdrawal rooms adjacent to each class.

Within the Unit we also have a soft play area and sensory room. Opportunities for individualised learning is offered on a daily basis and an emphasis on language, social communication and behaviour underpins much of what we do.

What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?

Initially a teacher or parent may be concerned about a child’s progress or attainment.

The teacher will prepare appropriately differentiated work for the child within the classroom setting in a bid to close any developing gaps in learning. If the difficulties persist the teacher will then work with the parents and the SENDco (Special Educational Needs coordinator)

to develop an appropriate level of support for the child. Where possible this support will continue in the classroom so that the child continues to benefit from quality first teaching.

If, after a time, the child continues to experience problems the school can call upon external agencies for additional support or diagnosis. This might include the Educational Psychologist, Speech & Language or the Specialist Teaching Service.

If the child's difficulties are not showing improvement by this stage, the school may consider assessing the child's difficulties against the Local Authority's thresholds for statutory assessment leading to either a SEN Support Plan or Education Health and Care Plan.

We believe on close cooperation between the child, parents and school. We encourage parental involvement in all stages of the process and in all decision making.

The children in the unit, and those with a statement/EHCP, have an annual review where their needs are reviewed and current provision is assessed. If there are any concerns an early annual review can be requested.

How will you evaluate the effectiveness of your provisions for these pupils?

Teachers meet regularly with parents of and children that are identified as having Special Educational Needs or Disabilities, to discuss recent progress and make plans and set outcomes for the next stage. Teachers also discuss progress with the Special Educational Needs Coordinator (SENco) who may offer additional advice.

Each term all pupil data is reviewed and pupil progress meetings take place between the class teacher and the Head teacher. Any concerns are also raised within this forum.

Newbold Verdon Primary School staff also work with other schools to moderate their judgements throughout the year. These systems are used on both the mainstream school and in our Autism Unit.

What arrangements do you have for assessing and reviewing the progress of these pupils?

Children are assessed in line with their peers and detailed records are kept by the SENDco. Where appropriate, such as if a child is to receive a particular named intervention strategy, children may undertake some initial pre and post assessments to identify progress and small steps of success.

Formal meetings are held with both the SENDco and Headteacher to review progress of pupils. Progress is formally reviewed with parents, children and the SENDco each term, however observations and recognition of progress is ongoing and targets may be reset throughout each term.

Each child in the unit has an individual education plan with specific targets which are shared with parents and reviewed on a half termly basis. The unit children are assessed on B squared which is a system that assesses children on P levels, which are levels that are pre national curriculum levels working up to and including national curriculum levels. This is a system which is used throughout the authority. Teacher assessments are ongoing throughout the year.

What is your approach to teaching these pupils?

We believe that children with Special Educational Needs and Disabilities should be afforded the same opportunities as children without the same needs. They should have an equal access to a broad and balanced curriculum and should receive teaching at an appropriate level to their needs.

At Newbold Verdon Primary school children causing concern may well receive additional input to assist them in 'closing the gap'. They may also attend one of our intervention groups. These are timely groups that are very flexible to meet the needs of all the children in the class and offer support where and when necessary.

Our unit caters for 24 children with Autism in 3 classes. There is no single approach as a teaching method, instead an eclectic approach that encompasses a wide range of teaching methods as appropriate for the individual child, including: TEACCH; Picture Exchange Communication; Interactive Play; Team Teach and Positive Handling Strategies.

Each class maintains a planned timetable to ensure that a broad and balanced curriculum is offered to the children.

Structure and routine is important as it offers students security and predictability. Teaching is carried out in individual teaching sessions, small groups and some whole class time. Play and independent skills are also promoted.

Children from the Unit are included in main stream classes if appropriate. Children are fully included at playtimes with mainstream peers and whole school special days

How will you adapt the curriculum and learning environment for these pupils?

Where possible we will endeavour to ensure that pupils with Special Educational Needs and Disabilities are afforded the same opportunities as others within school.

This may require changes to the environment such as additional ramps, space for medical equipment or new paint colours and equipment to aide children with a visual impairment. We have a range of coloured overlays and associated equipment for children displaying signs of specific learning difficulties and we have a selection of games matched to a variety of educational needs.

The Unit classrooms have clear designated areas for different activities. The classroom is set up to be as distraction free as possible and the children have their own individual workstations to maximize their learning potential. The children have their own individualised visual timetables incorporating, symbols, pictures or the written word. This enables the children to understand what is happening in their day and allows independence. Each classroom has a withdrawal room to allow individual and small group teaching again in a distraction free environment.

The curriculum ensures children have access to the breadth of the national curriculum whilst also allowing flexibility with children's interests and strengths incorporated in the topics. The emphasis of much of our teaching is on language, communication and social development.

How will you provide additional support to aid the learning of these pupils?

All children at Newbold Verdon Primary School are set appropriately challenging work at a level matched to their needs. On some occasions children may attend group interventions to enable them to 'close the gap' between themselves and their peers. Sometimes this might be to reinforce previous teaching and sometimes to pre-teach a new concept and reduce anxieties.

All classes have a class teacher and a member of support staff who is on hand to support children with Special Educational Needs and Disabilities as appropriate. Where necessary additional support may be provided for particular children in the mainstream school.

Staff at school are aware of individual needs of pupils and can adapt their practice accordingly. We have a member of support staff who works closely with the Speech and Language Therapist to run social communication groups with children as identified as having an additional need.

Currently each class in the unit is staffed with one teacher, one NNEB or equivalent and two LSAs. A speech and language therapist is appointed from the LA and comes in to school for one day on a fortnightly basis to work with children and set targets in collaboration with the class teachers.

What activities are available for pupils with SEN, in addition to those available in accordance with the curriculum?

Newbold Verdon Primary School is well resourced with a selection of games and activities used to support children with Special Educational Needs and Disabilities in school. All children are welcome to attend extracurricular activities and, where necessary, adjustments made to accommodate all children.

All children attend trips and visits during their time with us, including residential visits.

Many of our SEN children enjoy individualised music lessons.

We have a soft play area that can be used by all children in school.

Children from the Autism Unit are also encouraged to take part in trips, visits and residential both within their own classes and with their mainstream peers.

What support is available for improving the emotional and social development of these pupils?

We have two members of support staff who have completed ELSA (Emotional Literacy Support Assistants) training

The children in these groups play games with their peers to support their emotional development.

Within the Unit we have planned work that addresses the social development of all the children. Small group work is set up as an integral part of the children's timetable that addresses the individual social and emotional needs of the children. Specific behaviour and reward systems area also created on an individual basis dependent upon the children's interests and needs

What expertise and training do staff have in relation to pupils with SEND?

Staff at Newbold Verdon Primary School are kept up to date with current theoretical thinking and practices in Special Educational Needs through regular staff meetings and INSET opportunities. The SENDCo attends regular briefing meetings to keep abreast of current policy and practise.

Where a specific need might arise appropriate training for individual teachers may be sought.

Our SENCo has recently undertaken the National Award for SEN Coordination at Northampton University.

If specialist input is required we have developed good links with the Specialist Teaching Service, the Educational Psychology Service and other health professionals. We also work with a wide network of other school through the Bosworth Education Partnership and Affinity Teaching Alliance to ensure that any professional body we employ is reputable.

The unit leader holds the Birmingham University Accredited certificate in education for children with Autism. All teaching staff are trained in PECS, Autism awareness and TEACCH. All staff are trained in Autism awareness and Team teach positive handling.

How will equipment and facilities, to support these pupils, be secured?

Equipment and facilities that belong to pupils at Newbold Verdon Primary School will be kept safe and secure along with other resources in school. Electronic equipment is kept in a secure locked location overnight.

Larger medical equipment is provided appropriate storage space.

What are the arrangements for consulting parents / carers of these pupils about, and involving them in the education of their child?

Teaching staff meet with parents of children with Special Educational Needs at least twice during the academic year. If targets are met and new ones need set before that time, additional meetings will be held. We believe that the parents of all children have a crucial role to play in supporting the Education of their child and should be involved in the decision making process as much as possible.

Children in the Unit have daily home school diaries, their IEPs are shared with parents every half term.

Parents are encouraged to ring the school to discuss any particular issues they may be having with their child and appointments can be made for a meeting in addition to the termly parent's evenings.

What are the arrangements for consulting young people with special educational needs about, and involving them in their education?

Teachers or support staff in the main stream will also talk to pupils about their progress regularly to gather views alongside those of the parents/carers.

If appropriate children can contribute to their IEPs. Individual teaching styles are adopted to suit the specific learning needs of the children to enable them to access and take ownership of their learning experiences.

What should you do if you are not happy with your child's provision?

If you are unhappy with the SEND provision at Newbold Verdon Primary School please in the first instance contact your class teacher to share your concerns.

If continue to be concerned about the provision your child is receiving you are welcome to arrange a meeting with the SEND coordinator, Mrs Jane Brennan, or the Head teacher, Mrs Heather Causon. If parents of children in the unit have concerns you are welcome to arrange a meeting with Mrs. Cath Capell Unit leader.

Please see our complaints policy if required.

How are the Governors involved? What are their responsibilities?

The Governing Body of Newbold Verdon Primary School has a named SEN governor who liaises closely with the Special Educational Needs Coordinator to ensure best practice is being implemented at all times.

Regular reports from the SENco to the named governor include details of any involvement in school from outside agencies including health and social services, local authority support services and voluntary organisations.

Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)

At Newbold Verdon Primary School we work closely with other professionals to ensure our children receive the best all round care.

Where we feel there are other professionals that may be able to further support you and your child we will make recommendations and/or refer your child for additional advice and care.

If you have any concerns about your child and his/her Special Educational Needs your first point of contact should always be with the class teacher as this is the person in school who knows your child the best and is working on a daily basis to improve the outcomes for your child. Your child's teacher may then suggest a joint meeting with the SENDco for further discussion in order to progress. Any actions will be the joint decision of yourselves and the school.

Contact can be made by arranging to meet the teacher in person, by phone (01455 822362) or by emailing the office (office@newboldverdon.leics.sch.uk).

If you are considering joining the school and would like to look round you can also contact the school via telephone or email.

How will the school prepare and support your child for transition to secondary school?

As a child approaches transition a review of their Special Educational Needs is help and any preparations felt appropriate would be put in place. Often that includes additional visits to the transfer school, meeting with the SENDco of the school and/or ensuring the safe transportation of any key equipment.

Discussions and options for children making transition in the unit will be held in year 5. As there is no "obvious" feeder school parents will be advised of their options and encouraged to look round the variety of educational settings. Staff have very often accompanied parents on these visits. The children in year 6 will have an Early Annual Review in the first half of the autumn term to discuss the next placement and options for that child. Staff in the Unit will support the child on visits to their new school to ensure a smooth transition.

How does the school contribute to the publication of the Local Authority's local offer?

This, Newbold Verdon Primary School 's contribution to the local offer, is available on our website and as a printed or electronic copy by request. This links to the local authority local offer, an amalgamation of offers from all schools within the area. The Leicestershire Local offer can be accessed via www.leics.gov.uk/local_offer