



Special Educational Needs and Disabilities at Newcroft Primary Academy

A GUIDE FOR PARENTS

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Contact	01509 508700 office@newcroft.leics.sch.uk
Twitter	@newcroftprimary
Headteacher	Mrs Sara Aukland
Special Educational Needs Coordinator (SENCo)	Miss Louise Hunt
Website address	https://www.newcroftprimaryacademy.co.uk/
Twitter	@newcroftprimary
Age Range	4 – 11years
Ofsted	September 2014 – Outstanding
Number of children with SEND	31
Number of children receiving additional support	<p>Total on SEN register: Newcroft 33 pupils (8.5%) National average – 12.1%</p> <p>1:1 support (EHCP and top up) Newcroft – 12 pupils (3.1%) National average (EHCP only) – 3.1%</p> <p>School support – 21 pupils</p>

What are special educational needs and disabilities?

Special educational needs and disabilities (SEND) can impact upon a child or young person's ability to learn. They may affect their behaviour or ability to socialise, for example, children with autism may struggle to make friends. They can affect their academic learning, for example, a child may have reading problems because they have dyslexic tendencies. They can affect their ability to understand things or their concentration levels, for example, they may have ADHD. They may also affect their physical ability. The broad areas of special educational needs that we support at school are:

- Cognition and learning difficulties
- Speech, language and communication difficulties
- Social, emotional and mental health difficulties
- Physical or sensory difficulties

Our aims for pupils with SEN

Our aims for pupils with special educational needs and disabilities are the same as for all pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets that stretch them. We are an inclusive school and we will support pupils to ensure they are able to learn and develop their personal and social skills.

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My child has SEND and I would like to look around. What do I need to do?

We welcome visits by parents to our school if they are considering Newcroft Primary Academy for their child. Appointments to visit can be made by contacting the school office by phone or email. It would be useful to mention that your child has some additional needs when making this appointment so that, where possible, the school SENCO can be made available to meet you. Visits can be made at any date and time, during and after the school day, depending on the availability of school staff to show you around.

You can find out more about our school on the school website. Here you can find lots more information under the 'parents' section.

How accessible is the setting both indoors and outdoors?

Accessibility of the school is reviewed annually as part of our Accessibility Plan. The school is on one story and ramps are in place to enable movement around the school for wheelchair users. Where there are steps leading to other buildings, there is a lift for those who need it. There are accessible toilets available. We make reasonable adjustments to our school building, as required, to support children with SEND who attend our school. We are also committed to making adjustments for off site visits so that your child is given as much access as possible.

You can find out more by reading the school 'accessibility plan' in the SEN section of the school website.

How do you identify children with special educational needs?

We recognise that children learn at different rates and that there are many factors affecting achievement. A range of assessments are used in school in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school.

Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- make little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- present persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment
- have communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In these cases, additional 'in-school' tests are used to help us identify the specific needs of your child. The class teacher and SENCO will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. All staff have knowledge, skills and experience working with children with SEND and are trained to identify pupils who may have more specific needs (e.g. Dyslexia, Autistic Spectrum Difficulties). The school can also seek quality support and advice from other specialist agencies such as The Autism and Learning Team, Speech and Language Therapists and the Educational Psychologist Service. If required, after consultation with parents, school will seek to involve and work in partnership with these outside agencies to identify children with SEND.

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What should I do if I think my child may have special educational needs?

We are a very approachable school and all of our staff are easily available. You can chat with your child's teacher at the end of the day or arrange an appointment with them through the school office or through Weduc. We will always listen when a concern is raised and agree some actions together and arrange a time to review how it is going. We would always aim to identify difficulties and provide support as soon as possible.

If you have an issue that you don't feel can be resolved in school, you can also approach our governing body.

How will you support my child?

If a concern is raised, then the class teacher would talk to you about your child's progress and work with you to develop an understanding of your child's profile and potential additional needs. They will discuss what adjustments and provision can be made in class. If difficulties persist, the SENCO may also work with you and your child's class teacher to provide a plan for your child. At this point, there may be a need for more specific assessments in school so that we can set specific targets for your child that will be reviewed with you termly.

If your child is identified as having SEN, your child's class teacher will work with you to develop a one-page profile that outlines the everyday adaptations needed to their teaching in order to meet the needs of your child. We will also look at the outcomes you and your child want and the additional support that can be put in place for them. Support is provided in a variety of areas; academic and social and emotional. A plan will be put in place with targets that will be reviewed with you termly.

If your child has an EHCP (Education Health Care Plan) or is in receipt of high needs funding, we will put provision in place as outlined in that plan. This plan will be reviewed formally on an annual basis. Your child will also have a plan with short term targets that will be reviewed with you termly.

Your child's progress will be reviewed with you at the two parents' evenings and an additional review meeting; these will be in each term. At these meetings we will look at the targets that were agreed and share how they are progressing towards these. You may discuss their personalised support and the teacher will talk to you about the information from test results or assessments.

We track the progress of our SEND pupils and evaluate their SEND provision very carefully. We look at how well they are meeting their targets and how well support is meeting their needs. We use test and assessment data to help us to measure progress. The SENCO and other senior leaders at school will monitor SEND procedures by looking at books and observing lessons.

What is our approach to teaching?

We are a very supportive and nurturing school and we are lucky to have a very dedicated staff team whom view themselves as teachers of all pupils with SEND. Teachers differentiate work carefully and are trained to take into account learning differences to help each child learn more effectively.

The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered. We also take into account recommendations from outside agencies when adapting teaching to meet specific needs.



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We aim to have pupils with SEND fully represented in all areas of school life. Pupils are encouraged and supported to take part in school productions, undertake jobs around school through the 'job centre' and be represented on the school council. Our rewards systems are based on attitudes to learning and character traits, allowing all children to feel a sense of achievement.

How is the decision made about the type and how much support my child will receive?

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher or teaching assistants or it may be continual day to day adjustments by the adults working with them. The level of support they will get will depend on factors like their overall progress and attainment compared to their class or age related expectations. Our aim is to provide enough help to enable our pupils to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting and adulthood.

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

We recognise that good mental health is very important in enabling children to learn effectively at school. We also understand that mental health problems are a growing concern for schools. The school leadership monitor the happiness and well-being of children at our school through pupil interviews and surveys. We track some pupils more closely, where needed, using social and emotional trackers and Boxall profiles.

Our school has a very nurturing school ethos and an emphasis on developing character. We have a PSHE curriculum for all that addresses understanding feelings and changes, as well as a strong anti-bullying policy. Wellbeing support for all pupils is provided, including a visible pastoral team who pupils are able to access through the school 'worry box'.

We have invested in staff training for mental health and have a school ELSA (Emotional literacy support assistant) who supports pupils in identified areas on a 1:1 or small group basis. Our ELSA is trained and supervised by the Leicestershire Educational Psychology Service and can offer support for a range of issues including bereavement, emotional problems, family break-up and friendship issues.

We also have a Family Support Worker who we share with our local family of schools. She is able to offer 1:1 sessions for those who need further support.

We have a medical safety policy and if your child has additional medical needs, we will make arrangements by implementing a care plan. Your child's safety is of paramount importance to all staff in school.

What specialist services and expertise are available at or accessed by the setting?

We work regularly with a range of other professionals and services at our school in order to identify and support the needs of our pupils and to ensure that there is a consistent approach.

We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language therapists
- Educational Psychologists
- Autism outreach and learning service
- Community Paediatricians
- Health Visitors/School Nurse
- ADHD solutions
- Child & Adolescent Mental Health Service
- Family Support Worker

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- Area special schools (Forest Way and Ashmount outreach)
- Early Help services
- Social Services
- Virtual school team
- Voluntary organisations

What training have staff supporting SEND had or what training are they having?

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND and we work closely with the above agencies to access training and support. Training is always in line with the needs of our children.

The Autism Outreach service offer ongoing support and advice for staff working with our children who have a diagnosis of ASD. They have also delivered whole school autism training at our school and training on sensory processing difficulties. Some staff, who work closely with children with ASD, have tier 2 training and also attend regular support from the autism outreach service. The school SENCO has received tier 3 training and attends the local lead practitioner meetings to keep knowledge up to date.

We have accessed whole school training in supporting children with dyslexic tendencies and training through the Virtual School Team around attachment difficulties.

Training is also sourced if there is a specific need. Some staff at the school have had training around using Makaton or signs and symbols and supporting children with Down's Syndrome at school. Other members of staff have received Team Teach training to support us in using de-escalation techniques. The Pupil Inclusion Service and Oakfield Outreach Support have helped to support some staff in using emotion coaching techniques and body mapping techniques. Training needs are identified by staff themselves or by the SENCO to meet the needs of children in school or those known to be coming into school.

The SENCO regularly attends LA briefings and Symphony Primary Partnership meetings to keep up to date with local and national developments and to share best practice.

How are parents, carers and families involved in the setting?

We are a friendly and approachable school. We aim to involve and inform parents as much as possible and provide them with support, advice and access to services. We hold parents' evenings in the Autumn and Summer terms for all children and an additional review meeting in the Spring term for children with SEND. This additional meeting can be held with the class teacher, SENDCO or both. We provide a mid-year report in the Spring term and a comprehensive written report in the Summer Term. We adopt a number of other strategies to communicate with parents depending on your availability; informal meetings with staff at the end of the school day, home-school diaries and phone call discussions. Parents are welcome into the building at the end of the day to look at their child's work or learning journey.

How do pupils participate?

We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices. All of our SEND pupils have pupil centred one-page profiles that are produced in conjunction with the pupil and their parents and enable them to identify their strengths and ways that they learn best.

We have pupil centred reviews that allow us to engage your child in commenting on the support they want and receive.

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Pupils with SEND are actively encouraged to put themselves forward as School Council Representatives, House Team Captains and School Ambassadors so they have the opportunity to be involved in making whole school decisions.

How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?

We understand that transitions can be particularly difficult for pupils with special educational needs and we work closely with other schools and agencies to ensure as smooth a process as possible. If your child is moving schools to a new primary school, or coming from another primary school then we will always endeavour to talk to the relevant staff in person and ensure all support needs are in place.

We have 'meet the teacher' sessions during the summer term, to which parents are invited, enabling them to meet the new teacher, hear about the following year's curriculum and discuss any concerns. Open mornings enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parents 'evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to High School have a planned transition programme. Less confident children are accompanied to the High School by a member of the support staff (and/or the Family Outreach Worker or ELSA) for a planned programme of additional induction. Our Family Outreach Worker is trained to deliver the "Thinkwise" course for children who need some additional support and we access the Autism Outreach Service to offer additional help to those children with ASD where needed. SENCOs liaise and records are passed on.

Children entering school in Reception visit the school on a number of occasions prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENCO and class teacher in Preschool meetings for children who may need additional support in place.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum. Comprehensive transition arrangements are in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEN staff who will be supporting children at their new setting.

What other support services are there who might help me and provide me with information and advice?

If you need support in finding an organisation or support service for your child, please contact Miss Louise Hunt (SENCO) at Newcroft Primary Academy, who will be happy to help you navigate through the local offer. You may also find the Parent Partnership Service useful or IPSEA. Parents or carers can also seek advice from the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They provide free, impartial and confidential advice and support to parents and carers of children with additional needs. They will advise on all matters relating to SEND, including education, health and social care issues.

What should I do if I have a complaint?

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENCO or Head teacher. The SENCO at Newcroft Primary School is Louise Hunt.



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The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues, as is the SEN Governor. There is a complaints policy in school, in which such procedures are outlined. You can find this on the school's website.

Where can I find the local authority's Local Offer?

We work closely with the local authority to ensure that our school offer of SEN complies with the new Code of Practice. The local authority's local offer can be found on their website at **<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>**

You can also find a link on our school website, under the SEND page.

Our information report or local offer will be adapted in line with COVID-19 guidance.