

SEND Information Report

NAME OF SCHOOL:		Newsham Primary School
TYPE OF SCHOOL:	Mainstream with some specialist provision.	Two storey Primary School with nursery to Y6 provision. Two form entry.
		A Y2-Y6 Specialist Support Base for up to 12 learners.
		A YN-Y1 Specialist support base for up to 8 learners
ACCESSIBILITY:	Wheelchair accessible	Including a lift to upper floor.
	Auditory / Visual Enhancements:	Room signs in Braille on doors. Contrasting paint colours on floors walls and doors. Textured paving and dropped curbs outdoors. Loop facility for hearing impairment.
	Other adaptations:	EVAC chair for fire evacuation. All toilets in the main building support disability access.

CORE OFFER: Are you currently able to deliver your core offer consistently over all areas of your school? YES	All pupils, including those with SEND receive high quality teaching known as Ordinarily Available Provision (OAP), thereafter Newsham adopts a graduated approach to support. Staff work closely with parents to identify children's individual needs and then provide intervention and / or SEND support as quickly as possible. This is reviewed regularly with children, parents and staff involved, including SENDCo, HLTA SEN Assistant and the school leadership team (SLT). A wide range of teaching strategies ensure that all children make progress from their individual starting points. These include: • Daily involvement of children in reviewing their work and progress throughout lessons so that feedback is timely, focused and acted upon in a way that supports best progress for all. • Systematic phonics, which is routinely taught from Nursery to Y3 using the Little Wandle Programme. The SEND element of the programme is in place for older individual learners, usually those in our SSB. • Maths teaching that is underpinned by a comprehensive calculation policy. Mastering Number, Primary Stars, NRICH, NCETM, Numicom, Education City, Accelerated Maths, Freckle, Times Tables Rockstars, and White Rose maths further support teaching approaches. • Use of agreed learning prompts displayed in all classrooms to support literacy, maths, citizenship and other curriculum areas. Individual resources are available for children as appropriate. • Dual-coded teaching resources using programs like Widgeits.
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	• Access to well-trained Learning support staff (LSA) and teaching assistants (TA) deployed in each class for identified individuals or groups of children, including the delivery of Speech, Language and Communication programs, emotional and behavioural support and counselling. Interventions are reviewed regularly by SLT. • Access to identified staff available to support children with emotional and behavioural needs during the school day, also providing an additional point of contact for parents. • Immersion in the relational approach that permeates all aspects of school life at Newsham and which includes easy access to any member of the Senior Leadership Team (SLT). • Monitoring and review of attendance with parents to ensure the best possible attendance of all pupils. • Attendance at Breakfast, after school or extra- curricular clubs.
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POLICIES:	Are school policies available on the website for:	SEN	
		SAFEGUARDING	
		BEHAVIOUR	
		EQUALITY & DIVERSITY	
	Additional Policies are also available for:	Accessibility Plan Admissions Policy	
RANGE OF PROVISION: Please indicate what your school has to offer (over and above your core offer) in each of the following areas.	Areas of Strength. A relational approach in a nurturing environment for all children. HLTA SENDCo Assistant supports SENDCo and teaching staff in the provision for children with identified needs. Proven effective relationships with a wide range of support services including, but not exclusively; occupational and physiotherapy, educational psychology, speech, language and communication support and behaviour support teams. Specialist staff trained in Emotional and Behavioural Support, e.g. ACES, Zones of Regulation or behaviour support programmes. Precision Teaching trained staff. Regular planned meetings between staff and stakeholders support pupil progress and outcomes. Talk Boost & Talk About interventions for children. Nuffield Early Language Intervention for YR pupils Shape Coding and colourful semantics interventions for KS1 and KS2. Staff trained to support children with Autistic Spectrum diagnosis. Staff trained in Positive Handling & Behaviour Management strategies. Staff trained in a restorative approach to managing behaviour, based on the work of Paul Dix Additional lunchtime support from trained LSA staff specifically for behaviour and emotional well-being. Lunchtime staff teams who know groups of children well.		
	Staff trained in medical procedures to support children with diabetes, epilepsy and allergies. Named governor works closely with SENDCo and school. Specialist bases adopt specialist teaching techniques that then benefit mainstream pupils. Strategies employed include, TACPAC therapy, OT activities, ShapeCoding dual coding, Widgeits and specialist SALT interventions.		

	Specialist Facilities/equipment to support SEND Designated spaces for vulnerable pupils (Harbour, pod and SEND office). Laptops available in all classrooms. Computers for home use available to SEND & vulnerable learners (Once remote filtering and monitoring active from LA) All toilets and shower facilities support disability access. Lift to upper floor classrooms and Library. EVAC chair on one staircase. Zones of Regulation & Behaviour support plans Sensory Aids available for all learners 2 specialist support bases for children with higher needs with an adapted curriculum and environment.
	Input from Therapists / Advisory teachers / other specialist support services. HINT; ASD Support, Emotional Wellbeing & Behaviour Support, Specific Learning Difficulty Support (SPLd), Speech, Language & Communication Support Service and Psychological Services support with advice and assessment following school referral. Children & Young People's Service & Primary Mental Health provide diagnosis and advice to parents and school School health team support specific medical requests and are first call for emotional well-being e.g. for occupational, physiotherapy or sensory support services. The Arcot Alliance supports effective collaboration between local schools so that a shared approach to leadership, monitoring and training can develop provision. EOTAS and Children's Services also provide us with support when required. Involvement with mental health and emotional wellbeing services at school and leadership level. Family Tree Support Network. Early Help. Young Carers. EAL service.
	Breakfast and After School support. Daily breakfast club, 8am – 8.40am, where those children in receipt of free school meals (not universal FSM) attend free of charge. After school club Mon – Thurs 3.15pm – 5.00pm. After school support is also available through after school clubs and booster groups. Booster groups operate throughout the year for identified groups of children to accelerate learning and so maximise pupil progress.

INCLUSION:	How do you promote inclusion within the school? Including day and residential trips. All children have inclusive access to all activities and educational visits. Where necessary, adaptations will be made following appropriate advice from involved external agencies and in consultation with parents/carers and young people (age appropriately). Lessons are as inclusive as possible, with adjustments made on a needs basis. Teachers are responsible for the learning and progress of all children in their class, regardless of need. Children
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	are only withdrawn from the whole class for activities when it is in their best interest to do so. All of our children are used to working in a variety of ways, depending on subject and need.
PROPORTION OF CHILDREN IN SCHOOL WITH SEND:	January 2025 26% of YN-Y6 pupils
PARENTAL SUPPORT INVOLVEMENT / LIAISON:	How do you involve/support the parents of children/YP with an SEND regarding meeting their needs. How do you communicate their progress and areas of difficulty or strength? • Regular opportunities to join pupils in school • Community and poverty support e.g. access to food banks and the outreach work of The Lighthouse Charity. • Flexible induction arrangements where requested for individual children and families. • Welcome meetings for new nursery and reception families and induction sessions for their children. • Children and families who join us during the academic year meet with the Headteacher, Deputy Headteacher and / or SENDCo to facilitate smooth admission into school. • Formal parents' evenings are offered three times per year. During the summer term a written report is also provided to parents. Pupil profiles and SEND Support Plans are reviewed each term with parents and new targets set. • Homework planners, homework books and reading diaries support communication between home and school. • Web site, Facebook, Instagram & X feeds keep parents up to date with what is happening in school. • Virtual Teams meetings and communications • Our open-door policy supports both formal and informal communications between ourselves and families. • Pupil Profiles, SEN Support Plans and intervention plans are shared with parents. • SEND review meetings are held at least annually with TAF & EHA meetings every 4-6 weeks. • Medical & Health care plans support individual children and are constructed from parental and medical advice. • Where required we signpost parents to other services including parent support groups, e.g. Cygnet, Toby Henderson and Family Tree

	How will school provide additional support to pupils with SEND on admission to Newsham? • In addition to procedures outlined in our admissions policy, staff will work closely with all stakeholders involved with the pupil / child to tailor admission arrangements as required. • A flexible approach is key and arrangements could typically involve, for example, extra visits to school, the formulation of a care plan to provide support, home visits or physical adaptations to resources or equipment. How will school prepare children with SEND to join the next setting / college / stage of education or life?
	• We have carefully structured transition arrangements between key stages and between schools or settings, including visits to new schools or classes. • Additional transition arrangements are implemented in consultation with pupils, parents, the new school or class and staff and are tailored to the needs of the child.
OTHER INFORMATION:	What else do you think parents & carers would like to know about your school? Children with additional needs make good progress from their starting points because intervention and support are well matched to the needs of the children and is implemented early. Staff work from Ordinarily Available Provision through to needs based interventions. Where necessary we assess children using additional materials to measure small steps of progress. • Freckle and Times Table Rockstars enable children to boost maths skills in school and at home using a computer. They are free for all children who have their own unique password. Rewards include points and certificates. Education city is also available. • Education City facilitates cross curricular learning for all children in school from YN – Y6 • Our admission arrangements support the smooth transition of children into school and through to future placements and where required steps are taken to prevent disabled children from being treated less favourably than others. • Policy and practice at Newsham are governed by the recommendations in the SEN & Disability Code of Practice 0-25 years. (2014). • Children with more complex needs may be placed into one of our Specialist Support Bases (SSBs), these learners would typically have an EHCP.
COMPLETED BY:	Mr Daniel Beavers (SENDCo)

DATE COMPLETED:	January 2025
REVIEW DUE:	January 2026
CONTACT IN SCHOOL:	Mr N Jones (Headteacher) Mr D Beavers (SENDCo)