

**Newton-le-Willows Primary School**

**St Helens**

**SEND information report.**

**SENCo: Janet Mercer**

**Inclusion and Safeguarding Leader: Joanne Davies**

**TEL: 01744 678390**

**Mission Statement**

**'Nurture the Potential to Succeed'**

## What is the SEND (Special educational needs/disabilities) information report?

The SEND information report was introduced to explain to parents/carers and young people how schools will support them and what support can be expected.



The needs of pupils with Special Education Needs and/or Disabilities can be met in a mainstream setting wherever possible and where families want this to happen.

### 1. What should I do if I think my child/young person may have special educational needs?

- If you are concerned about your child's learning or development, your child's class teacher should be contacted in the first instance, they will be happy to discuss your child's progress and achievement.
- Other members of staff you may feel you would like to speak to are:
  - SENCo- Miss Mercer



- Pastoral Leader- Mrs Needham
- Designated Lead – Mrs Davies
- Designated Lead – Mrs Chisnall
- Headteacher- Mrs Wain-Mahoney
- SEN Governor- Elaine Charleston

## 2. How will school staff support my child/young person?

As shown in the flowchart on page 10, your child could...

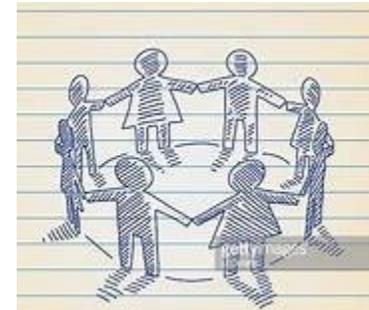
- 1. Have additional group work/intervention
- 2. Be referred to a specialist for an observation and advice
- 3. Apply for funding for additional adult support
- 4. Apply for an EHCP if further support is still needed



## 3. How will the curriculum be matched to my child's needs?

Class teachers differentiate planning and teaching to meet the needs of all children in their classes. This is done through careful observation and assessments which directly feeds into planning.

- The school runs successful nurture groups which deliver specific teaching around children's personal, social and emotional development.
- If a child has been identified as having a specific learning need, extra support, via 1-1 or small group work, may be implemented.
- Where required, additional resources/ specialist equipment, may be needed to support your child's learning journey

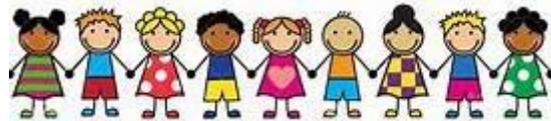


#### 4. How will both you and I know how my child/young person is doing and help me to support my child's/young person's learning?

If your child has been identified as having SEN, school will contact you at least three times per year. This could include...

- Gathering your views when we are first concerned about your child's learning
- Asking for your permission to apply for specialist advice or funding
- Letting you know what the outcomes of applications are, and explaining any advice received and next steps
- Asking what your aspirations are for your child

We operate an open-door policy for parents/carers and therefore welcome you to make an appointment to see your child's class teacher at the earliest convenience!



#### 5. What specialist services and expertise are available at or accessed by the school?

- The Educational Psychologist regularly carries out specific assessments for children with SEN. These children are chosen during termly Planning Meetings. Once completed, they will provide school with a report which includes specific targets and actions on how to support your child. These reports will be shared with parents and parental permission will always be sought before an assessment is carried out.

- Other agencies involved include:
  - LASC (Language, Autism and Social Communication)
  - Speech and Language Therapy



- Counsellor
- CAMHS (Children and Adolescents Mental Health Service)
- Occupational Therapists
- Social Services
- School Nurse
- Virtual Schools Team (for Looked After Children)
- Diabetic Nurse
- Learning Support Service
- Ophthalmology

## 6. What training are the staff supporting children and young people with SEND had or are having?

- All staff training is monitored and kept up to date regularly, to ensure all our staff are sufficiently skilled.
- Examples of training provided:
  - Paediatric First Aid
  - Quality First Teaching
  - Team Teach
  - Anxiety Management and Mindfulness
  - Sensory Breaks
  - Autism Training
  - Nurture Training
  - Epi-Pen
  - Diabetes



- In addition to the above the SENCo/ Pastoral leader/AHT attend termly update meetings lead by the authority.

## 7. How will my child/young person be included in activities outside the classroom, including school trips?

- All class trips are accessible for all children (based on risk assessments for their needs)
- Appropriate risk assessments are carried out accordingly and sufficient staff to children ratios are adhered to.
- If necessary a 1:1 adult will be provided to support your child in fully accessing the trip.
- If your child has any medical issues, staff will invite parents into school to discuss the administration of medication and a medicines form will need to be completed by parents/carers if necessary.



## 8. How accessible is the school environment?

- All aspects of the school building are accessible to Wheelchairs and disabled toilets are available.
- Our Equality Scheme is regularly updated.
- At Newton-le-Willows, we are always happy to discuss individual access requirements.



## 9. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- At Newton-le-Willows, we understand how stressful it can be for children to start a new school, as well as a new year group, therefore we strive to make this a smooth and stress free as possible. We have an extensive transition programme that runs throughout school.

### Starting Nursery

- Staff complete home visits for all the children entering our Nursery Provision, to meet with both the parents/carers and the child. This gives parents/carers the opportunity to express any issues or concerns that they may have.
- Open days are planned to enable the children to come and see the classroom environment and become familiar with the staff they will be working with.
- The children can be assigned to a key worker whilst they are with us.

### Starting Reception

- Staff in Reception will work with Nursery Providers to discuss your child - this enables a smooth transition process.
- Before starting Reception, Stay and Play Sessions are run throughout the Summer term, allow your child to become familiar with the environment and the staff they will be working with.
- A Parent's information Session is held to inform parents/carers about the day to day routines of school and any other relevant information.

## All Years

- When starting a new school year all pupils have 'Meet the Teacher' days in the summer term. If your child has an additional need, this will be shared with the new class teacher

## Y6 Transition

- Your child will have many opportunities throughout the year to visit local high schools and, if appropriate, transition can start early.
- Once the high school placements have been arranged, transition meetings between the class teacher, Inclusion Team and Head of year at the High Schools takes place to share information.
- If necessary extra transition days can be arranged to support children with additional needs.
- The class teacher will also teach lessons to prepare the children for high school during the summer term – including Personal, Social and Emotional Lessons

## Moving to and from a New School

- If your child starts/leaves our school part way through their time here, the SENCo will contact the new/old school to discuss any special arrangements that are required for your child.
- All records will be sought/passed on as soon as possible



## **10. How are the school's resources allocated and matched to children's/young people's special educational needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an

individual's need.

### 11. How is the decision made about what type and how much support my child/young person will receive?

- The majority of pupils with SEN can cope within a classroom environment, with differentiation of work from the class teacher and quality first teaching
- Support is allocated on an individual needs basis and will be decided on using a range of evidence. This could be from classroom observations to reports from outside agencies.
- All decisions about support will be made with the Inclusion Leader, SENCo, Class Teacher, Pastoral Leader and Parents/Carers
- If necessary, statutory assessment could be sought and your child may receive additional funding for support, or an EHCP (Educational, Health and Care Plan).
- When actions/ interventions are put in place they would be monitored by the class teacher, SENCo and assistant head for their impact.



### 12. Who can I contact for further information?

- The first port of call for any questions or concerns should preferably be the class teacher of your child:
- Any further queries can be brought to the attention of:
  - Mrs Wain-Mahoney- Head teacher
  - Mrs Chisnall –Deputy Head and Designated Lead
  - Mrs Davies – Assistant Head of Inclusion and Safeguarding and Designated Lead

- Mrs Needham - Pastoral Leader
- Miss Mercer - SENCo